

SAMPLE SYLLABUS #1

AP[®] Spanish Language and Culture

Curricular Requirements

CR1	The teacher uses Spanish almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 3
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.	<i>See pages:</i> 4, 7, 8, 11, 13, 14, 16
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	<i>See pages:</i> 7, 8, 11
CR4	The course provides opportunities for students to make cultural comparisons.	<i>See pages:</i> 9, 10, 16, 18
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See pages:</i> 9, 12
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.	<i>See pages:</i> 9, 12
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.	<i>See page:</i> 17
CR8	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.	<i>See pages:</i> 8, 10, 12
CR9	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.	<i>See pages:</i> 9, 14
CR10	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.	<i>See pages:</i> 8, 12, 14, 15, 16

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| CR11 | The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others. | <i>See pages:</i>
8, 12, 13, 16 |
| CR12 | The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations. | <i>See pages:</i>
8, 10, 11, 13 |
| CR13 | The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations. | <i>See pages:</i>
10, 11, 14, 15, 18 |
| CR14 | The course prepares students to use the target language in real-life situations. | <i>See pages:</i>
4, 11, 12 |

Advanced Placement Spanish Language and Culture Sample Syllabus #1

Introduction and Overview:

A. Expectations

The AP® Spanish Language and Culture course develops language and cultural proficiency at the Intermediate to Advanced level.

Students and the teacher commit to using Spanish as the language for communicating about the course content and for social classroom interaction. Regular use of Spanish in the classroom is assessed as a component of evidence of interpersonal speaking proficiency. **CR1**

Students are responsible for regularly updating their *libreta de apuntes*, a composition notebook with the following sections:

1. Foundational and Advanced Vocabulary for each course theme,
2. Notes on cultural aspects from each unit's Anchor Texts
3. Communication Strategies and Transition Words
4. Grammar Terminology and Notes

The course is taught through engaging with authentic resources from across the Spanish-speaking world. By interacting with these sources in Spanish, students develop the language knowledge and communication strategies to interpret the texts and to acquire knowledge of the cultural products and practices and reflect on the perspectives underlying them.

B. Country Profile Site

Each student selects a country of focus and creates a Google Site to showcase their learning about the country throughout the year. The student builds the site during the course of the year, as students produce:

- interdisciplinary content including background information on the area's geography, history, demographics, and economy
- an overview of the current issues facing the country, and monthly news updates
- information on artistic and musical expressions from the country (crafts, musical genres, monuments/architecture, fine arts)
- at least one literary text from the country. The idea is to find and read a short story, poem or a segment from an iconic text from the country (e.g., a segment from *Don Quijote* from Spain or a poem by Rubén Darío from Nicaragua). The entry should include the work or a link to the work, a description and/or summary of the theme, and a brief statement of why the work is an important cultural reference for the country.
- one or more celebrations and/or traditions (carnaval, día de muertos, religious and/or civic celebrations)

CR1

The syllabus must explicitly state that the course is conducted almost exclusively in Spanish.

Students share the insights they gain about their countries in class discussions in which they compare the cultural products, practices, and perspectives they have discovered with those found in their classmates' countries. In addition, students address comparisons with their own country/region/community during these discussions. The goal is to deepen each student's knowledge about a particular country, to gain an understanding and appreciation for the diversity of the Spanish-speaking world and develop insights into how their own culture compares with the Spanish-speaking world. In addition to the in-class discussions, each 9 weeks students create a written reflection pointing out connections with other disciplines and with their own cultures to include in the Google Site.

C. *El español en mi vida*

Students regularly use Spanish outside the classroom in real-life settings in a variety of ways including: **CR14**

- Monthly *conversación en la biblioteca* during class. The AP students interact orally in Spanish with students from other levels and, when schedules allow, ESL students to create a language learning community at the school level.
- During each unit, students interview (face to face or via technology) a Spanish speaker from outside school. This can be a neighbor, a family member who is a Spanish-speaker, an e-pal, a community volunteer, etc. on a topic relating to the unit theme.
- Complete a choice-board 'Spanish in my Life' assignment twice each semester, allowing them to select from options such as attending a Spanish Movie Night, viewing documentaries in Spanish on their own, visiting museum exhibits relating to the Spanish-speaking world, attending community events, visiting a business with connections to the Spanish-speaking world, volunteering in contexts where Spanish is used, or a self-proposed option. Students give a 2-minute oral presentation to the class on the experience and turn in evidence (notes taken while watching a documentary, pictures from the museum visit, etc.).

CR14

The syllabus demonstrates that students use the target language in the classroom or beyond in real-life situations.

D. Thematic Unit Processes

The course is organized into units as outlined in the Course and Exam Description. Each unit integrates content within activities using authentic sources to make connection across at least 3 of the 6 AP Themes. **CR2**

Student Practice

Throughout each unit, **Topic Questions** will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, **Personal Progress Checks** will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

Each unit incorporates the following instructional approaches with some variation.

CR2

The syllabus must explicitly list the six required course themes and describe one or more sample activities and authentic sources per theme.

Pre-Assess/Activate Prior Knowledge

Start the unit with an activity such as a class conversation on the students' personal experiences with the topic, vocabulary brainstorms, written word associations based on thematic images from the target culture (e.g., Unit 1 - images of families from different countries doing different types of activities together; Unit 2 - images of people with clothing representing regional or ethnic identity such as Cholas from Bolivia, white with red bandanas of the San Fermines), take a survey on the topic (e.g., ways students protect the environment, list in order which challenges facing the USA are the most important, etc.), 'brain dump' (list names of artists and/or works of art from the Spanish-speaking world you know about).

Foundational Vocabulary

Co-create with students, (or provide) a Quizlet list of basic, thematic vocabulary needed to discuss personal experiences with the unit theme. (Many students will already know these words, but those with emerging control will need to review.) In addition, include some culturally appropriate idiomatic expressions and Tier 2 academic vocabulary that will be useful in the current unit, and in future units. (e.g., *desarrollar*, *actual/actualmente*, *el papel/el rol*, etc.) Include practice, games, content-check quizzes, word walls, and other supports to ensure ALL students acquire and can use the foundational vocabulary.

Introduce Theme With Anchor Texts

As a class, students explore one teacher-selected authentic informative or literary text, one video or audio text, and one chart or graph. These texts serve as anchor texts to provide a context for developing the course skills and learning objectives under Comprehending Text and Interpreting Text. Working together as a class, in pairs or groups, the teacher guides students by focusing on the unit's targeted skills and learning objectives. To this purpose, we use a variety of strategies from the Instructional Approaches of the Course and Exam Description, such as:

Preview and Predict; skimming/scanning; Summarizing/paraphrasing; Sentence Unpacking, Think Aloud, '3 truths and a lie' etc. to make meaning from the text.

During this process, students should also develop Skill Category 4; Making Meaning (Skills 4.A and 4.B) and by co-creating as a class the *vocabulario avanzado* and *vocabulario especializado* lists for the unit in their notebooks. Students also keep notes on the anchor texts, recording cultural and interdisciplinary information, thus developing Skill Category 2: Making Connections (Skills 2.A and 2.B). Students are evaluated on their cultural and linguistic knowledge through short 'Cultural and Linguistic Knowledge' content checks to verify vocabulary knowledge and recall of cultural information transmitted in the anchor texts during each unit.

Explore Additional Resources

Students gain practice in the interpretive skills (Categories 1, 2, 3 and 4) and additional knowledge of cultural/interdisciplinary themes by doing guided reading in groups and sharing with classmates. Each group interprets one of 6 sources. When working in groups, students use the online dictionary of the Real Academia de la Lengua Española to look up meanings of 3 unfamiliar words to add to their *vocabulario avanzado* list (1.A.4). Groups turn in their work and, after teacher review and feedback, students orally present the information learned with the rest of the class in jigsaw groups

Individual Country Research

Students independently seek out sources from their country of choice to address the essential questions of the unit. They share the information with classmates using assignments focusing on different modes of communication (e.g., an oral presentation with visual support, a poster with a chart/graph/map and a short written explanation, record a 1-2 minute radio news item, etc.), enhancing their abilities to present orally.

Thematic Vocabulary

Students develop a personal *vocabulario temático* list with Tier 3 academic vocabulary they encounter in the anchor texts and the other sources. We use strategies such as ‘Frayer Model,’ word walls, games like hangman, jeopardy, etc. (Many are available electronically for individual practice.) to help students internalize these words. Students are encouraged to use their *vocabulario avanzado* lists during class discussions and while writing exit tickets and other formative assessments to make the new vocabulary ‘their own.’

Communication Strategies

Students participate in structured conversations, games, guided writing, role play activities, and improvisations designed to use the communication strategies for advanced proficiency. These include: Interpersonal strategies of circumlocution, adding detail and elaboration, asking for clarification, paraphrasing. Presentational strategies for providing details and examples; organizing ideas at the paragraph level; incorporating transitional elements and cohesive devices; referencing information from sources; incorporating advanced vocabulary in conversations and presentations. Students set personal goals for developing their ability to deploy these strategies while communicating orally and in writing. They receive feedback regularly on their progress.

Summative Assessments

Summative assessments incorporate the cultural and interdisciplinary content and the skills and learning objectives for the unit, but do not always follow the format of AP Exam tasks. Summative assessments could range from a panel discussion, a video presentation, a portfolio conference with the teacher, a report based on an interview with a community member, etc. At times, students choose how they will demonstrate their knowledge and skill.

Personal Progress Checks

At the conclusion of each unit, students complete the unit’s Personal Progress Checks reflect on their results and set goals for the upcoming unit. PPC data is used to plan differentiated instruction (small group lessons with students based on needs for growth) during the next unit. All learning objectives are cycled through the PPCs, allowing for targeted analysis of areas for growth.

Grammar Instruction and Practice

As students work in the language, we identify grammatical topics that are keeping students from progressing to the advanced level of performance. In particular we focus on errors which (a) cause confusion or impede comprehensibility, (b) limit the ability to maintain the appropriate register, or (c) keep the student from expressing ideas with accuracy in a variety of time frames. Grammar concepts are taught (e.g., subject-verb agreement; formal and informal commands and interaction; tense and aspect) and practiced as usage within the thematic context of the units. As appropriate, peer and teacher feedback encourages students to monitor their language for appropriate grammar and vocabulary.

Unit Themes, Resources and Activities

UNIT 1: Families in Different Societies

Primary theme Families and Communities **CR2**

Additional Themes Personal and Public Identities, Contemporary Life, and Global Challenges

Essential Questions:

- What constitutes a family in Spanish-speaking societies? How have families changed over time?
- What are some aspects of family values and family life in the Spanish-speaking world?
- What challenges do families face in the Spanish-speaking world?

Unit 1-Task Models	Modes of Communication	Skills
Promotional Material	Interpretive-Print Source	1.A, 3.A, 4.A
Letter	Interpretive-Print Source	1.A, 3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	1.A, 1.B, 3.A, 4.A
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Presentation	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Unit summative assessment: Panel discussion in which groups of students converse to exchange information they have researched regarding families in their assigned Spanish-speaking country and compare with their own culture. The discussion includes clear examples of cultural practices in families and expresses inferences about the perspectives represented. **CR3**

Anchor texts: Focus on 1.A. Literal meaning of texts and 2.A/B. Cultural and interdisciplinary connections. Students identify key words needed to communicate about the theme and add them to the *vocabulario temático* section of their notebook for future reference.

Anchor article: ¿Cómo ha cambiado la familia mexicana? [Líderes mexicanos](#)

Anchor video: Informe: [Premios nacionales de la natalidad RTVE](#)

Anchor chart: [El tobogán de la natalidad](#)

CR3

The syllabus must describe **at least two activities** that focus on developing an understanding of cultural perspectives as revealed in the products and/or practices of the culture.

Recursos Adicionales

- Article – La familia se transforma en América Latina. [Telesur tv.net](#)
- Article with chart – El tobogán de la natalidad en España. [El país](#)
- Article – Premios de la natalidad [ABC.es](#)
- Video News – Familias en Costa Rica reducen el número de hijos [Centro Centroamericano de Población](#)
- Web article – La familia y los valores [Hoy digital](#) (República Dominicana)
- Video – Los cinco valores más importantes en la educación de los niños. [guiainfantil.com](#)

Promotional material: Students read ads for family-oriented events in community activities and reflect on values expressed by the ways families spend time together. **CR3**

Letter: Students read formal letters from schools or other institutions to learn the elements of a formal letter and identify the author, audience, and point of view. They summarize the message and develop interpretive skills. **CR8**

Sources:

Bogotá, Colombia: Convivencia de Grado Segundo **Colegio mayor de San Bartolomé**

Carta a estudiantes de turismo **AIEP carta de Escuela de Gastronomía, Hotelería y Turismo**

Conversation and chart: Students interpret charts relating to educational options in Peru and learn some vocabulary to discuss data trends. Then students plan and carry out an interview with a Spanish speaker about their education and career.

Students then listen to one another's conversations to discern the interviewee's perspectives on education as well as literal and implied meaning.

Email reply: Students respond to a teacher created email message from a Spanish-speaking person asking about options for activities for visiting families in San Antonio that will support the family's values of developing their children's curiosity and generosity.

CR11

Conversation: Students participate in a structured conversation on the unit topic of family roles and responsibilities, following functional prompts. (Two roommates or spouses discuss who should do certain household chores, provide financial support, etc.) Prior to engaging in these conversations, remind students to provide details and elaboration, as well as using cohesive devices (además, también, por ejemplo, etc.). **CR10**

Cultural presentation: After providing students with a template to plan and organize their presentation and discussing elements that engage the audience, students will prepare a short, spoken presentation describing family structure, values, and/or challenges facing families in their assigned countries. Students present gallery-style to a small group.

CR12 Afterward, the groups ask questions and make comparisons with what they have learned about their own assigned country.

Complete the **Personal Progress Check MCQs** for Unit 1.

Complete **Personal Progress Check FRQ A** for Unit 1.

Complete **Personal Progress Check FRQ B** for Unit 1.

UNIT 2: The Influence of Language and Culture on Identity

Primary theme Personal and Public Identities **CR2**

Additional Themes Beauty and Aesthetics, Contemporary Life, Science and Technology

Essential Questions:

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

CR8

The syllabus must describe an activity or series of activities designed to address at least one learning objective within Skill Category 3: Interpret the content of written and audio text, using an authentic written or audio source.

CR11

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6: Communicate interpersonally by writing to others

CR10

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5: Communicate interpersonally by speaking with others.

CR12

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 7: Communicate through spoken presentations

Unit 2-Task Models	Modes of Communication	Skills
Literary Text	Interpretive-Print Source	1.A, 2.B, 3.A, 3.B
Article and Chart	Interpretive-Print Sources	1.A, 1.B, 3.A, 4.A
Audio Report and Article	Interpretive-Print and Audio Sources	1.A, 2.A, 2.B
Argumentative Essay	Presentational-Written	1.A, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Unit summative assessment: Oral Cultural Comparison on attitudes toward learning languages in a Spanish-speaking community and another community. The presentation should include concrete examples of cultural practices regarding the use of different languages, bilingual education, multilingualism, etc., and reflections on the cultural perspectives regarding linguistic diversity and identity. **CR4**

Anchor texts: Focus on 1.A. Literal meaning of texts and 2.A/B. Cultural and interdisciplinary connections. Students identify key words needed to communicate about the theme and add them to the *vocabulario temático* section of their notebook for future reference and use.

Anchor article (written/print): Lengua e identidad cultural [La Jornadamay.mx/2017-08-15](http://LaJornadamay.mx/2017-08-15)

Anchor video documentary: Cultura e identidad Educación bilingüe en Xochistlahuaca, Guerrero, México. [Clasemx 2012 Listening guide](#)

Anchor graphic/map/chart: Lenguas habladas en España [España Enforex](#)
Diversidad lingüística en América Latina [Muturzikin.com](#)

Recursos Adicionales **CR5**

- Article – ¿Cuántas lenguas se hablan en Bolivia? [Bolivia.com](#)
- Article with chart – ¿Podrá sobrevivir el bilingüismo hispano en los EEUU? [Univisión](#)
- Interview – Video News Sentir en otro idioma [eitb.eus](#)
- Video – Lenguas originarias de [Bolivia Portal Educabolivia](#)
- Video documentary – La cosmovisión andina de los Kallawayas [UNESCO](#)
- Article – Nuevas ideas para fomentar el gallego en las escuelas [Galici@press](#)
- Audio report – Más de una década de avances para los idiomas originarios de Bolivia. [Radio ONU](#) (Program is 9 minutes. Select a 4-minute clip for jigsaw.)
- Video – [Tradiciones y costumbres en Venezuela](#)
- Literary Text: Sandra Cisneros, *La casa en Mango Street*

Written/Print Literary Text Students read a fragment from Sandra Cisneros' *La casa en Mango Street*, focusing on comprehension of the literary text and identifying the main idea and supporting details in a graphic organizer. **CR6** Students then produce a short essay about their own name, following the structure of Cisneros's vignette.

Article and Chart Students read an article and chart regarding bilingual education in Chile and in Mexico focusing on comprehension of information and interpretation of attitudes toward different languages, as well as making meaning from unfamiliar words and expressions. **CR9** After reading the sources, students do research on indigenous languages in the USA and in their selected country to produce a cultural comparison infographic on language diversity and/or bilingual education.

CR4

The syllabus must describe **at least two activities** in which students make cultural comparisons.

CR5

The syllabus includes at least one example of authentic materials from each of the following types of sources:

1. Audio (e.g., podcasts, radio programs, songs)
2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
3. Audiovisual (e.g., music videos, films, video clips, tv shows)
4. Written/print literary (e.g., plays, short stories, poems)
5. Written/print non-literary (e.g., newspapers, magazines, blogs)

CR6

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1: Comprehend written, audio, audiovisual, and visual text, using an authentic source. The specific source(s) must be identified in the activity.

CR9

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 4: Make meanings from words and expressions, using an authentic source. The specific source(s) must be identified in the activity.

Sources:

Lenguas Indígenas

Article: (Ministerio de Educación, Chile) [Educación intercultural bilingüe](#)

Infographic (México) [Riqueza cultural en peligro](#)

Audio Report and Article Students learn about the *#Ponle Acento* movement in the National Baseball League to highlight the presence of Spanish surnames in the sport. They read an article to gain perspectives on using accents on jerseys identifying the intended audience, purpose, and points of view expressed in the article. **CR8** Students then discuss their own opinions about the use of accents on names **and** consider encouraging students to express their point of view to school authorities.

Sources:

Name, Language and Identity

Promotional material: Article about accents on sports jerseys *#Ponle Acento*

Randy “Archibold, “México llegó al Mundial con una victoria para la ortografía”

Bilingual Education and Identity Video report on how a bilingual school in Guerrero, Mexico, helps to preserve cultural identities. (9 min. video) [CLASE 2012 - Cultura e Identidad](#)

Article from *El Comercio* (online news site from Peru): [La importancia de preservar las lenguas nativas](#)

Argumentative Essay Students are guided to write their first argumentative essay based on three sources on the topic: Should students in our schools study TWO languages in addition to English? Students are provided appropriate transition words (which they record in their notebook in the ‘Communication strategies and Transition Words’ segment of their composition book) and the class reviews the sources to identify information to support different viewpoints. Model creating the thesis statement, acknowledging and countering contrary arguments, and supporting ideas with textual evidence. **CR13**

Cultural Comparison Students post information they have learned about languages spoken in their selected countries on their country websites, review the infographic produced in the Article and Chart activity, and do any needed additional research to compare attitudes in their selected country towards learning languages to the perspectives in their own community. **CR4**

Students 1) prepare a Venn Diagram or T chart to gather information, 2) use a teacher-provided template to organize ideas, and 3) practice the oral presentation with 3 different partners prior to recording a 2-minute spoken cultural comparison to include in their Google Site. Students work in pairs to provide feedback based on the Scoring Guidelines and students self-assess their work. **CR12**

Complete the **Personal Progress Check MCQs** for Unit 2.

Complete **Personal Progress Check FRQ A** for Unit 2.

Complete **Personal Progress Check FRQ B** for Unit 2.

CR8

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 3: Interpret the content of written and audio text, using an authentic written or audio source. The specific source(s) must be identified in the activity.

CR13

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 8: Communicate through written presentations.

UNIT 3: Influences of Beauty and Art

Primary theme Beauty and Aesthetics **CR2**

Additional Themes Personal and Public Identities, Contemporary Life, Families and Communities

Essential Questions:

- How do ideals of beauty and aesthetics influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

Unit 3-Task Models	Modes of Communication	Skills
Promotional Material	Interpretive-Print Source	1.A, 3.A, 4.A
Literary Text	Interpretive-Print Source	1.A, 2.B, 3.A, 3.B
Letter	Interpretive-Print Source	3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	2.B
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Unit summative assessment: Students prepare a museum exhibit representing an artistic expression (works of art, cultural products) from their chosen country. They can showcase **images** of a particular traditional craft, works from an iconic artist from the country, artifacts from a pre-Hispanic culture such as Maya, Mexica, Inca, Muisca, etc. Their gallery should include 5 images with informative museum labels; students will also produce a promotional piece (radio spot, brochure, flyer) informing the public about the exhibit. Students will present their work to students in other Spanish classes as part of the monthly *conversación en la biblioteca*. The Gallery Visit will be a 12-minute rotation for other classes, allowing students to see 3 different, 4-minute presentations. **CR12 CR13 CR14** Presentations should reference the works of art (products) and how they reflect cultural perspectives. **CR3**

Anchor texts – Focus on 1.A. Literal meaning of texts, Interpreting texts 3.A and 3.B, Making Connections 2.A and 2.B Students identify key words needed to communicate about the theme, and add them to the *vocabulario temático* section of their notebook for future reference and use. (4.A; 4.B)

Anchor article online blog: ¿Moriríamos sin arte? Ángeles Nieto angelasearth.com

Anchor video: La importancia de los museos en la sociedad [Canal 6 Television CDMX](#)

Anchor graphic/map/chart: [La noche de museos en Buenos Aires](#) Tabla 1

CR14

The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real life situations.

Recursos Adicionales **CR5**

- Article – Plaza Botero en Medellín [Colombia.com](#) (E)
- Article – ¿Es el pato de hule una obra de arte? Expertos chilenos contrastan opiniones. [emol.com](#)
- Interview – Fernando Botero habla sobre los toros [Tenemos Que Hablar](#) inicio - 4’32”
- Video Documentary – Perú dedicado a los textiles [Marca Perú](#) National Geographic Channel 1’16” to 4’40”
- Visual images – La transformación de un silo en obra de arte urbano [El país](#)
- Visual images – Fernando Botero Las torturas de AbuGraib [Amnistía Internacional](#)
- Letter/message, etc. Arte en el tiempo de los ‘Selfies’ [El país](#)

CED Featured stimuli/task models *Promotional Material, Literary Text; Letter, Conversation and Chart, Email Reply, Conversation, Cultural Comparison* See the Course and Exam Description for specific links to resources.

Promotional Material Students read websites promoting arts education activities in the Spanish-speaking world and then look for additional promotional materials from their assigned country (from the CED or their own web searches) to post on their country website. Then, students draft an email to an arts organization in their assigned country requesting information about the event and asking about attitudes in that country about arts and challenges the organization faces. **CR11**

Written/Print Literary Text Students read two literary texts: “La obra maestra” by Álvaro Yunque and “Ernesto el embobado” by José María Méndez as a class, using the reading process (predictions, literal comprehension about setting, characters and conflict, main events). **CR6** In small groups, students then discuss the distinguishing features of and the similarities and differences among the texts (e.g., the second is composed of words beginning with the letter ‘e’). **CR8** Students then summarize the stories and produce a ‘microcuento’ made of words starting with a particular letter.

Letter Students read a letter welcoming new students to an art school. They reflect on the critical reading aspects of interpreting distinguishing features, tone, and implied meaning in this interpersonal written communication ([Universidad de Chile saludos de bienvenida Facultad de Artes](#)). **CR8** While the focus is reading, this reflection will build awareness for features they will incorporate when writing interpersonally. (Students who have shown a need for growth in interpersonal writing can write a welcome letter for new Spanish-speaking students to the school or classroom, allowing for reassessment for mastery.) **CR11**

Source:

[Universidad de Chile saludos de bienvenida Facultad de Artes](#)

Conversation and chart Students read a chart about museum attendance in Spanish museums and a graph about where el Prado museum visitors are from and identify and describe the patterns in the data presented.

Source:

Gráfica sobre procedencia de visitantes al museo del Prado

El País, “Conocer mejor a sus visitantes, la asignatura pendiente de los museos”

Students in pairs arrange to interview Spanish speakers about their experiences visiting museums in the Spanish-speaking world and record the interviews. (At back-to-school night, I identify Spanish-speaking parents willing to serve as ‘informants’ and provide contact information or invite them to visit and interact for 5 minutes with pairs of students to collect the interviews.) Students post audio recordings of a selected 3-minute portion of their interview to share with the class. **CR10 CR14**

Email Reply Students respond to a teacher-produced email about an internship in an art program in a Spanish-speaking country. Prior to the assessment, we review the elements of an email, the formal register of address, and grammar required to accomplish the task.

CR11

Conversation Students participate in a teacher-guided conversation based on language functions to plan an outing to an art exhibit, including exchanging information about events and artists, expressing preferences for types of art, and making social plans to attend an exhibit.

Cultural Comparison Students will prepare a Venn Diagram to compare the types of events and actions that provide an arts related experience in their chosen country with similar events in their communities. Students will record a 2-minute cultural comparison and include the Venn diagram and recording on their country’s website. **CR12**

Complete the **Personal Progress Check MCQs** for Unit 3.

Complete **Personal Progress Check FRQ A** for Unit 3.

Complete **Personal Progress Check FRQ B** for Unit 3.

UNIT 4: How Science and Technology Affect Our Lives

Primary theme Science and Technology **CR2**

Additional Themes Global Challenges, Contemporary Life, Personal and Public Identities

Essential Questions:

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

Unit 4-Task Models	Modes of Communication	Skills
Article and Chart	Interpretive-Print Sources	1.A, 1.B, 2.B, 3.A
Interview	Interpretive-Audio Source	2.B, 3.A
Instructions	Interpretive-Audio Source	1.A, 3.A, 4.A
Presentation	Interpretive-Audio Source	3.A, 4.A
Argumentative Essay	Presentational-Written	1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Unit summative assessment:

Students identify scientific and/or technological projects or advances in their Spanish-speaking country and present this information to classmates.

Anchor texts - Focus on 1.A. Literal meaning of texts and 2.A/B. Cultural and interdisciplinary connections. Students identify key words needed to communicate about the theme and add them to the *vocabulario temático* section of their notebook for future reference and use.

Anchor article: Transporte de Medellín es un Modelo para toda Latinoamérica El colombiano.com

Anchor video: 10 cosas que debes saber sobre Mario Molina **PUPC**

Anchor graphic/map/chart: Energías limpias en México **Secretaría de Energía 2017**

Recursos adicionales

- Article El medio de transporte preferido por los Cartagineses [El Universal](#)
- Cinco investigaciones que prometen hacer historia en México [Tec review](#)
- Article - Chile busca consolidarse como el polo mundial de astronomía [24 horas](#)
- Video Documentary - 10 años de astronomía en Chile/Estructuras en el universo [Centro de Astrofísica CATA \(5'40" - 9'55"\)](#)
- Article with chart - Expoenergía en Ecuador [El mercurio](#)
- Interview - Entrevista con Mario Molina al recibir premio nobel [Centro Mario Molina](#)
- Video Snacks con sabor andino [Instituto Nacional de Tecnología Alimenticia U. de](#)
- Infografía [INTA](#)

Article and Chart (CED article and chart completed as anchor texts)

Interview Interview with Mario Molina used as anchor texts. Students source additional interviews according to their own areas of interest and/or interview someone from the Spanish-speaking world on the topic.

Instructions Students listen to an instructional video on protecting personal information online (CED p.76) identifying and determining the meaning of unfamiliar words and expressions important for understanding the source. **CR9** Students prepare a brief written report in Spanish outlining school expectations for protecting information and privacy at school. **CR13**

SUGGESTED RESOURCES

A video gives advice about protecting your personal information online. [c/net en español: como proteger tus datos en internet](#)

Mini-debate: Students read about the disadvantages of technology and the impact of technology on workers. Students participate in a ‘mini-debate’ on several aspects of technology, learning to see different sides and to acknowledge and confront counter arguments. **CR10**

Argumentative Essay Students write an argumentative essay based on 3 sources to argue whether the use of robots in factories is beneficial. **CR13**

Complete the **Personal Progress Check MCQs** for Unit 4.

Complete **Personal Progress Check FRQ A** for Unit 4.

Complete **Personal Progress Check FRQ B** for Unit 4.

UNIT 5: Factors That Impact the Quality of Life

Primary theme Contemporary Life **CR2**

Additional Themes Global Challenges, Science and Technology, Beauty and Aesthetics

Essential Questions:

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one lives impact the quality of life?
- What influences one’s interpretation and perceptions of the quality of life?

Unit 5-Task Models	Modes of Communication	Skills
Literary Text	Interpretive-Print Source	2.A, 3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	1.B, 2.A, 2.B, 3.A, 3.B
Interview	Interpretive-Audio Source	3.A
Instructions	Interpretive-Audio Source	2.A, 3.A, 4.A
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Unit summative assessment:

Students research several places to live in a country of their choice and determine where they would like to live. They prepare a report in which they compare two places in the country and describe the characteristics that contribute to the positive quality of life in each place. They then prepare to present in a roundtable forum where they would most like to live in that country and why.

Anchor texts - Focus on 1.A. Literal meaning of texts and 2.A/B. Cultural and interdisciplinary connections. Students identify key words needed to communicate about the theme and add them to the *vocabulario temático* section of their notebook for future reference and use.

Anchor article: Espacios urbanos verdes mejoran las relaciones sociales [Tendencias científicas](#)

Anchor video: Costa Rica el País de Pura Vida [Yolo Camotes](#)

Anchor graphic/map/chart: Los mejores (y peores) países para nacer mujer [Statista](#)

Recursos adicionales

- Article - Beneficios de las áreas verdes [Parques alegres](#)
- Castro entre las ciudades top 10 para visitar y vivir [Soychiloe](#)
- 10 Características de la vida urbana y la vida rural [10 características](#)
- Article with chart - *update with news*
- Interview - *student sourced recorded interview*
- Chart/Map/Visual [Las mejores universidades de América Latina](#)
- Letter/message, etc.

Written/Print Literary Text Students will read a short story “La partida de Leónidas Barletta” in which a man from a rural community leaves his family.

Conversation and Chart Students explore the factors taken into account by the Organization for Economic Cooperation and Development (OECD) to determine the quality of life and explore a variety of cities in Spain. Students interview community members who have lived in the Spanish-speaking world about the quality of life there. They record the interviews, summarize the results in writing, and publish the results, with a 2-3 minute audio segment of the interview on a class webpage ¿Dónde se vive mejor? [CR10](#) [CR13](#)

Interview Students listen to several interviews about the quality of life in Finland and in Costa Rica. They focus on the factors that contribute to the quality of life, and on the tone and attitude of the interviewers and interviewees.

Instructions Students watch a segment in which the author of a recently published book discusses how yoga and meditation contribute to the quality of life.

In small groups, students share experiences about what activities in their lives they consider essential (playing a musical instrument, participating in a sport, family, etc.) and explain why they think this contributes to their happiness. **CR10**

Email Reply Students view a website asking readers to define the perfect community and write a post in response. In preparation, students discuss different places where they have lived and describe what contributes to the quality of life there. Students apply conventions for email correspondence, including formal address. **CR11**

Conversation Students read about a rural and an urban vacation destination and have a mini-debate about which is better for vacation—rural or urban. Later, they debate which environment is better for living. **CR10**

Cultural Comparison Students record a 2-minute cultural comparison about factors that contribute to the quality of life in a community of the Spanish-speaking world with which they are familiar and compare these factors to their own or another community. **CR4**

Complete the **Personal Progress Check MCQs** for Unit 5.

Complete **Personal Progress Check FRQ A** for Unit 5.

Complete **Personal Progress Check FRQ B** for Unit 5.

UNIT 6: Environmental, Political, and Societal Challenges

Primary theme Global Challenges, **CR2**

Additional Themes Contemporary Life, Science and Technology, Families and Communities

Essential Questions:

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What role do individuals play in addressing complex societal issues?
- How do challenging issues affect a society’s culture?

Unit 6-Task Models	Modes of Communication	Skills
Article and Chart	Interpretive-Print Sources	1.B, 2.A, 2.B, 4.A
Audio Report and Article	Interpretive-Print and Audio Sources	1.A, 2.A, 3.A, 3.B
Presentation	Interpretive-Audio Source	1.A, 2.A, 3.A, 3.B
Argumentative Essay	Presentational-Written	1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Unit summative assessment: Students present a cultural comparison on attitudes toward the protection of the environment and citizens' responsibility in protecting the environment.

Anchor texts - Focus on 1.A. Literal meaning of texts and 2.A/B. Cultural and interdisciplinary connections. Students identify key words needed to communicate about the theme and add them to the *vocabulario temático* section of their notebook for future reference and use.

Anchor article: Article - Centroamérica es la región más afectada por el cambio climático. [ABC 7](#).

Anchor video: Medidas eficaces para luchar contra el cambio climático. [El País](#)

Anchor graphic/map/chart: Cambio climático: Los 6 gráficos (Estudiar 1 y 6) [BBC Mundo](#)

Recursos adicionales

- **Article:** La mejor defensa contra el cambio climático podría ser el maíz nativo. [+deMexico](#)
- **Article:** ¿Qué impacto tienen los transgénicos en el medio ambiente? [Tierra.org](#).
- **Article with chart** - Efectos económicos de la violencia en Latinoamérica. [El País](#)
- **Video and article Huertos** urbanos en México, vuelta a valores sencillos para educir la huella ecológica [EFE Verde](#)
- Mujeres latinoamericanas agentes poderosas en la lucha contra el cambio climático [National Resource Defense Council](#)
- Interview - [Reconocer labor de mujeres en preservación del medioambiente](#)
- Video News - Estudia en EARTH [Earth University](#)
- Chart/Map/Visual *Update with recent statistics*
- Letter/message, etc. *Source letter to editor on a recent environmental issue*

CED Featured stimuli/task models *Article and Chart, Audio Report and Article, Presentation, Argumentative Essay, Cultural Comparison* See the Course and Exam Description for specific links to resources.

Article and Chart Students read about climate change and greenhouse gas emissions in Latin America. Then they research impacts of climate change in their chosen country and/or initiatives for sustainable energy, transportation, and agricultural practices in their country.

Audio Report and Article Students read two sources on plastics and ocean pollution to find the relationship between them. In addition, they view a video about legal protections for the environment in Peru. Then in small groups, student discuss the actions that individuals and local, regional, and global communities can take to protect the environment. **CR7**

Sources: Video- Los desechos plásticos, una grave amenaza para la vida en el mar y en la tierra ([rpp.pe](#)) This video introduces the dangers of the large amounts of plastic that pollute the oceans.

Article- La contaminación marina ([nationalgeographic.es/medio-ambiente/la-contaminacion-marina](#)). This article enumerates and describes a variety of types of ocean pollution, including solids and acoustic pollution.

Presentation Students view a 15-minute video about sustainable family agricultural practices in Latin America and compare these practices to those prevalent in corporate farming. **CR7**

Source: Video- [Agricultura Familiar Campesina alimentando al mundo, enfriando el planeta](#)

CR7

The syllabus must describe an activity or series of activities designed to address at least one learning objective within Skill Category 2: Make interdisciplinary and cultural connections, using an authentic source. The specific source(s) must be identified in the activity.

Argumentative Essay Students review what they have learned about governmental actions and citizen actions in support of the environment to prepare for the essay topic: Should governments prohibit single use plastics? They will write the essay based on 3 sources provided in the CED. **CR13**

Cultural Comparison Students will use the information gathered in this unit, including their research on their chosen country to prepare the spoken cultural comparison on attitudes in a Spanish-speaking country towards reducing the negative impacts on the environment. **CR4**

Complete the **Personal Progress Check MCQs** for Unit 6.

Complete **Personal Progress Check FRQ A** for Unit 6.

Complete **Personal Progress Check FRQ B** for Unit 6.