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**AP Spanish Language and Culture Curriculum 2015-2016.**

**I) Course Overview.**

This course follows the guidelines of the Collage Board AP Spanish language and Culture course. It is designed to solidify previously learned Spanish as well as further the development of reading, writing, speaking and listening in Spanish. At this level, students are expected to not only understand written and spoken Spanish, but also be able to analyze and synthesize ideas in the target language. The course is conducted exclusively in Spanish and gives opportunities for students to demonstrate the three modes of communication (Interpretive, Interpersonal and Presentational). The students' active participation will increase cultural awareness, vocabulary and preparedness for the AP Spanish and Cultural Exam.

**II) Objectives**

With the emphasis on the use of Spanish for active communication, the course has the following objectives:

The ability:

- To understand formal and informal spoken Spanish.
- To acquire vocabulary and a grasp of structure to allow the fluid, accurate reading of newspapers, magazines, Spanish Literature, and other materials.
- To compose expository, persuasive, narrative and opinion essays as well as informal writings.
- To express ideas orally with accuracy, fluency, and proper pronunciation.

In

- To understand the formal and deep culture as well as to broaden the knowledge of the history, literature, and current events of the Hispanic world.

### ***III) Student Learning outcomes and Methodology.***

The methods used in this course are student-centered, and the four basic language skills are fully integrated throughout each unit. The course takes into account the fact that the ability to speak and write well requires the student to have aural and reading contact with the Spanish language both in the classroom and at home.

After completing this course, the student will be able to:

#### ***1) Comprehend authentic Spanish spoken at the speed of a native speaker in everyday conversations, lectures, oral presentations, newscasts and the like through:***

- Listening comprehension practice by means of cassettes, CDs, audio clips, and sound files which expose the students to the varied accents and regionalisms found in the different Spanish speaking countries; most of the materials are unscripted: recorded phone conversations, answering machine messages, authentic newscasts, radio advertisements, political and social announcements, and editorials; all of these are followed by varied comprehension exercises which range from multiple choice items to long answers written in complete sentences.
- Lengthy passages on audiocassettes and CDs from which the students take notes on the information heard and summarize the main ideas of the passage either orally or in writing.
- Videos, video clips (some of which are online), video modules (on the student CD-Room), and DVDs which develop listening skills and cultural

awareness and which contain information on the history and culture of the Spanish-speaking countries as well as excerpts from authentic television programs from countries throughout the Spanish-speaking world including commercials, interviews, travelogues, and critiques on art and movies.

- In-text listening comprehension exercises on the student audio CD (assigned for homework) which contain fast-paced conversations followed by aural true-false statements.
- The memorization of traditional Hispanic songs (also on the student CD), each of which presents one of the grammatical structures from the chapter in an authentic context. The requirement of students to view programs available on the local Spanish language television channels and listen to shows on local Spanish language radio stations during their free time at home.
- The integration into the curriculum of popular movies dubbed in Spanish to improve the students' listening skills and vocabulary; if time permits, these are viewed before the AP exam; otherwise these are used as daily lessons after the examination.
- Speak spontaneously with accuracy and fluency in real-life situations which require convincing, arguing, inquiring, and describing through:
- The use of Spanish throughout the class period by both the teacher and students.
- Paired and group interactive activities that encourage active communication by requiring the student to use his creativity and critical thinking skills.
- Strategic role playing exercises (a job interview, a dinner party with strangers, a discussion about a household budget, a conversation between a personal trainer and an athlete, etc.) that simulate actual conversation for pair work and that require the students to resolve conflicts in real-life settings.

- The completion of exercises - surveys, interviews, monologues, advertisements, and the like -- which reactivate previously-learned vocabulary and which the student then presents to the class.
- Debates on controversial topics which are interesting to teens -- social and environmental problems, sports, politics, and popular culture - which once again give the students the opportunity to express their opinions orally. o drills mimicking the informal speaking sections of the AP exam that require the student to respond to prompts such as conversations, voice mail, asking and giving directions, etc. and which are graded according to the rubrics established by the College Board. o drills mimicking the formal speaking section of the AP exam which requires the student to read an excerpt from a journalistic passage, listen to a recorded prompt based on the same theme, and respond to a question requiring the student to incorporate the information he has acquired from both; these are graded according to the rubrics established by the College Board.
- Read with direct comprehension authentic texts which include but are not limited to brief literary works, essays, and newspaper and magazine articles through: o reading strategies which include context clues, thinking maps, and interactive reading. The timed reading of brief authentic brochures, advertisements, invitations, and the like followed by comprehension questions.
- The timed reading of selections that provide current practical cultural information on topics which are written at a level that is natural for Spanish-speaking adults; these increase the student's knowledge of the contemporary cultures of the Spanish speaking world and are followed by discussions which expand the student's ability to make cross cultural comparisons. An in-class unprepared reading of an excerpt from a literary work by the students for direct comprehension which is followed by a teacher-made or student generated question-answer session assessing the student's comprehension of the story and his reactions to it; this prepares the student for the formal writing and speaking sections of the AP

examination. An in-class unprepared reading of excerpts from current periodicals (both hard copy and online) for direct comprehension followed by a critical discussion of the topic found in the excerpts; this once again gives the student practice for the formal writing and speaking sections of the AP examination.

**2) *Compose emails, letters, journal entries, advertisements.***

**3) *Reviews, short stories, and summaries with ease and grammatical and lexical accuracy through the assignment of:***

- *all of the above so that the student may summarize information gathered from the internet research, periodical excerpts, videos, and programs on the local Spanish language television channels and radio stations and express his opinion about it and reactions to it.*
- *Informal writing assignments which simulate those on the AP exam and which are completed in class without the aid of a text or a dictionary.*

**4) *write cohesive essays that are lexically and grammatically correct through:***

- Exercises drilling writing techniques - prewriting strategies (generation, selection, and organization), the concepts of audience and purpose, thesis statements and conclusions, peer editing, and revising drafts (for content, organization, and proper grammar). Formal writing assignments (which simulate those found on the AP exam) to be completed in a 40 minute class period without prior announcement of the topic and without the use of any aids such as a text or dictionary; the prompts (both aural and written) chosen center around the

In

vocabulary from the recently completed chapter, thereby requiring the student to retain and utilize the newly acquired vocabulary.

- Homework writing assignments which require the student to react to themes found in the literary selections.
- Critiques of popular movies dubbed in Spanish

**IV) *Class activities, readings, discussions will revolve around the next six AP themes:***

- *Los desafíos mundiales.*
- *La ciencia y la tecnología.*
- *La vida contemporánea.*
- *Las identidades personales y públicas.*
- *Las familias y las comunidades.*
- *La belleza y la estética.*

**V) Class Materials.**

- Abriendo Paso “Temas y lecturas”  
By José M. Díaz and María F. Nadel.
- Abriendo Paso : “Gramática”  
By José M. Díaz y María F. Nadel.

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- Una vez más “ Un repaso completo de gramática avanzada. Tercera edición.  
Written by Couch, Mc.Cann, Rodriguez- Walter, Rubio-Maroto. Published by Pearson education.

- Triángulo aprobado, fifth edition.  
Written by Bárbara Gatski and John McMullan.  
Published by Wayside Publishing.

- AP Spanish, Preparing for the Language Examination, Third Edition.  
Written by Díaz, Leicher - Prieto, Nissenberg.  
Published by Pearson Prentice Hall.

- AP Practice Workbook with CDs  
By A. Díaz, José M. AP Spanish: Preparing for the Language and Culture Examination.  
Boston: Pearson Education, Inc.2014

***General Resources:***

- BBC Radio:Estudio 834: [http://news.bbc.co.uk/hi/spanish/programmes/estudio\\_834/](http://news.bbc.co.uk/hi/spanish/programmes/estudio_834/)
- BBC mundo [www.bbcmundo.com](http://www.bbcmundo.com)
- Radio televisión Española [www.rtve.es/](http://www.rtve.es/)
- UNICEF:[www.unicef.org/Spanish/videoaudio/video\\_radio.html](http://www.unicef.org/Spanish/videoaudio/video_radio.html)
- [www.prensaescrita.com](http://www.prensaescrita.com)
- [www.elpais.com](http://www.elpais.com)

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- [www.elmundo.es](http://www.elmundo.es)
- [www.20minutos.es](http://www.20minutos.es)
- People en español: [www.peopleenespanol.com/pespanol/](http://www.peopleenespanol.com/pespanol/)
- Practica Español: [www.practicaespanol.com](http://www.practicaespanol.com)
- Veintemundo: [www.veintemundos.com](http://www.veintemundos.com)
- Ver-Taal: [www.ver-taal.com/](http://www.ver-taal.com/)

## VI) Assignments

- Grammar

Grammar practice provides the student with an opportunity to polish his/her grammar skills. The grammar practice will take place every class at the beginning of the class. The grammar analysis in context will be ongoing throughout the year.

- Listening

This weekly assignment consists of watching a television program or movie in Spanish or listening to a talk radio program or podcast in Spanish and then, writing a summary and reaction. Programs must be authentic to the Spanish culture. Specific activities will also be done in class to enhance this skill.

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- **Reading**

This weekly assignment provides practice in reading, speaking and synthesis and increases students' cultural awareness. Students will be expected to read a news article that relates to the Spanish speaking world each week and report the information in their small group in class. The presentation of these current events when then be discussed in the classroom, related to the AP theme(s), and when appropriate, compared to other events happening around the world.

- **Projects**

Several projects will be assigned throughout the year that directly relate to the AP Themes.

- **Writing**

Students will write essays in class that practice the skills required for the AP Exam, which includes two written sources and one aural source. All essays will be written in class.

### **Course Content**

The following are sample of activities throughout the course and may be modified based on students' interests and current events. I have to say that they do not describe a linear progression of all activities that are done under each theme.

***Every 3-5 weeks, a new theme is introduced.***

***Theme 1: "Las identidades personales y públicas"***. Within the basis theme, students work on all aspects of communication: Interpretive, Interpersonal, and

In

Presentational. Students are evaluated based on various assignments graded according to the AP World Language and Culture Scoring Guidelines available in the AP Spanish Language and Culture Course and Exam Description.

Recommended Contexts: Personal Beliefs, Personal Interests, Self- Image, National and Ethnic- Identities. Alienation and Assimilation.

***Essential Questions:***

- How are aspects of identity expressed in various situations?
- How do language and culture influence identity?
- How does one's identity develop over time?

***Introduction to the theme:*** Students respond in written form to one or all of the following questions in their journal for the week. After having read the journal entries, the teacher selects one as an example to share with the class. This forms the basis for an-in class discussion based on the journal entry.

- ¿Cómo se identifica una persona?
- ¿Cómo influye la familia en la identidad de una persona?
- Un documento legal, ¿ le identifica a una persona?

This activities provides opportunities for the students:

- To demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre- Advanced range.
- To demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre- Advanced range.

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### **Vocabulary**

- Students brainstorm a list of vocabulary words relative to the topic/theme; adjectives of description, hobbies, interests, and terms related to national and ethnic identity. They discuss the meaning of the words, ask questions, and add them to the list. The instructor may add words not mentioned in the activity.
- Students will use words from the list as they work through the assignments in this unit.

### **Audio and Audiovisual Interpretive communication.**

Students listen to the song “*Latinos en Estados Unidos*” by *celia Cruz*.

- With a partner, students discuss the content and share their opinions as to whether they agree or disagree with how Latinos in the United States are describe in Cruz’s song ([www.youtube.com/watch?v=jLdJfUMfbJU](http://www.youtube.com/watch?v=jLdJfUMfbJU)).
- Students view the video “ El reto de ser joven latino en Estados Unidos”.  
[www.youtube.com/watch?v=j6W\\_xXvRc2Y](http://www.youtube.com/watch?v=j6W_xXvRc2Y)
- In small groups, students discuss the content of the video and ask questions that elicit opinions from other in the group. They then debate the following comment: “ *el tema de la identidad es esencial para el crecimiento*”

### **Written Interpersonal Communication.**

Students respond to the following questions in online blog:

- *¿Cómo es la vida de los inmigrantes en tu comunidad?*
- *¿Qué hace tu comunidad para ayudar a los inmigrantes?*

Students respond to the questions and then minimally respond to two other student responses.

### **Print Interpretive Communication.**

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Students search for authentic articles from Spanish- speaking newspapers that focus on the lives of immigrants in the United States. Formative Assessment: Students write a brief summary of the article. Then, in a written presentation, they compare the information in the article with their own community.

### ***Spoken Interpersonal and Presentational Communication.***

At home, as a homework, each student responds to the following question in writing: *¿Cómo se siente ser un estudiante joven en estos momentos en Arizona?*

- The next day, in class, students share their responses via oral presentations to small groups.
- Then, students watch the video “*Ser latino en USA; los jóvenes*”( [www.youtube.com/watch?v=2phQLNtWGr4&safety\\_mode=true&persist\\_safety\\_mode=1/](http://www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/)).

*As they watch the video, they take notes regarding the point of view, as they will use these for an oral presentation. (This activity can be completed in two days.*

- At home, students use Google Voice to compare a point of view from the video interviews and their original writing. This Assignment will be scored according guidelines for presentational speaking: Cultural Comparison.

### ***Print Interpretive Communication.***

Students are assigned the story by Francisco Jiménez: “*Cajas de cartón*”, focusing in the essential questions in the unit as a jumping off point for discussion. Students participate in a variety of activities and assessments, both formative and summative, related to Jiménez’s story and its connection to the theme. Examples of activities are: directed comprehension questions, illustration of one of the chapters in the book, oral presentation PPT.

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**In addition to the activities**, we suggest a reading “Naranjas” by Angela McEwan-Alvarado ( Los Angeles, California), the narrator recalls the story of his parents’ migrating to California from Mexico in pursuit of their American dream “ Siguiendo su propio sueño de El Dorado.” A journey that brought the family to the orange groves in California, where they struggle to improve their living situation so that their child, the narrator, would not have the face same hardships. The narrator tells how his mother reminded him of the importance of an education, and the sense of pride he felt as he worked with his father in the groves picking oranges during the hot summer months. As the economy turns, the groves are sold to a developer, the family loses their source of income, and the father is forced to look for another job. That decision changed their lives forever. He recalls his mother saying “...*bueno ya se fue. Que vaya con Dios.*” His father never made it to Los Angeles, but he and his mom did.”*Mi mama se jubiló... yo trabajo en una oficina del estado...ya tengo familia y gano suficiente para mantenerla.*” After much hardship, perseverance, and education, the family did find ...su propio sueño de el Dorado.

The story is rich with emotions and symbolism that captures the reader’s interest from beginning to end. The detailed description of each sequence allows for the reader to become immersed in the narration.

**Recommended Context:** Alienation and Assimilation.

**Key Grammar:** Preterit and Imperfect, reflexive verbs, Direct and Indirect Commands, Object pronouns, Gustar and verbs like gustar, Idiomatic Expressions.

**Key Vocabulary:** feeling, emotions, household items, the community, jobs/careers, farm related work.

**Expansion:** In pairs or in groups, students discuss and write a list with the answer to the questions given by the teacher. They present their answers in front of the class.

In

### ***Sinónimos y antónimos***

Students identify related words to the words given by the teacher. Students identify related meaning to the story and identify parts of speech. Students should write additional synonyms and antonyms that may or may not necessarily be related to the content of the story but will help as a vocabulary - building strategy.

### ***Reflexión***

La educación: esperanza y realidad.

In pairs or in groups, students brainstorm and write a list of the advantages of having an education. Students share this information with the class.

### ***Texto auditivo: Música para integrar inmigrantes.***

The teacher guide students through the process of note-taking and viewing/listening to the information. Students read the introduction to the topic and the questions before they start the activity. Discuss the title to help students focus on the topic and content. At the end of the activity, students should be able to make cultural comparisons between the content presented in the video and their own community.

### ***Theme 2: “Las familias y las comunidades.”***

***Recommended Contexts:*** Customs and Values, Family Structure, Childhood and Adolescence.

### ***Essential Questions:***

- What constitutes a family in different societies?
- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

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- How does the notion of the “extended family” differ among cultures?

**Vocabulary:** Family, holidays and celebrations, and emotions.

As an introduction to this unit, students complete the following activity at home.

**Activity: *Las familias y las comunidades.***

A continuación escribirás todas las palabras de vocabulario que te vengan a la mente. No te olvides de incluir el artículo definido que acompaña a cada sustantivo.

La familia	Las celebraciones y tradiciones	La adolescencia

The next day, one student writes down all of the words generated the night before on the board. Students work in groups to find patterns in the words identified, and then one representative reports to the class on what patterns they find. (Ex. “Hay muchos adjetivos que describen como uno se siente dentro de la familia”)

Following this, students write a list of characteristics that reflect the best characteristics of a family. We then analyze answers and note which answers all groups share in common.

Ejemplo:

Una familia debe ser:
Bondadosa, unida, generosa, servicial, etc.

This form the start of our discussion of “Juan Rulfo’s “No oyes ladrar a los perros”.

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### ***Print Interpretive Communication.***

In class, students will predict the content of the story based on the title. They will work in groups to complete a graphic organizer.

- In class and at home, the students will read the story, and will answer comprehension questions in writing, to discuss their own opinions, and to identify the theme of the story.
- Students then read Gabriel García Márquez's "*La siesta del martes*" and compare the two works.

### ***Spoken Interpersonal and Presentational Communication.***

Students interview a young native speaker from the community, via Skype with our partner school, or talk to one of their own native speaker friends. Each student will interview a student not in this class. They will ask them questions about family structure, how close they are, what their family is like, etc.

Students are then given the following assignments:

How is your family a reflection of your identity? After your interview, write a short summary of what you learned about him/her and compare him/her responses to those that describe your family.

In the next class, share what you learned from your interview with a classmate via a short oral presentation.

### ***Written Interpersonal Communication.***

- Blog discussion on family rules, generation gap, family relationships in Spanish speaking culture, and in the student's own culture.

***In addition:*** We suggest a reading from "Abriendo paso" temas y lecturas.

***Lectura: " Vivir en Uruguay, cultura y tradiciones"***

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Uruguayan society is the legacy of a European Culture that has been influenced by other cultures and traditions. This influence spans many centuries and permeates all aspects of their society. Examples include: *mate*, a popular drink with origins in the indigenous tribes of the region; the carnival celebration, which has roots in Spain but has also influenced by African rhythms and folklore; tango, the national dance of neighboring country Argentina, which is also result of the mixing of many cultures. These are all examples of how the plethora of traditions and cultures that mix in Uruguay help explain the foundation of their society.

***Recommended Context:*** Social Customs and Values.

***Key Grammar:*** Present indicative, Preterit and imperfect indicative, reflexive verbs, subjunctive, interrogatives and exclamations, idiomatic expressions.

***Key vocabulary:*** travel and leisure, past times, and celebrations.

***Activities:***

- Using the questions provides as a guide and the new vocabulary from the unit, students describe the cultural traditions shown in the photos and make relevant personal connections to their community and family background.
- In small groups, have students discuss the question about whether countries that have common cultural influences and traditions would maintain strong ties, and then have them report back to the class.
- In small groups, students discuss personal and community traditions. Students prepare a digital presentation showing a compilation of group members' customs and traditions combined with community celebrations depicting traditions and values throughout the years.

***Comparaciones culturales:***

***Carnavales.***

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In small groups, students research Carnival celebrations and traditions in Uruguay, another Spanish-speaking country, and the United States. Students present information to the class via multimedia presentation. The students present ideas by showing evidence of synthesis and interpretation of information. They also compare and contrast social features of the Spanish-speaking culture with those of their own community.

### ***Theme 3: “La vida contemporánea”***

***Recommended Contexts: Education and Careers, Travel and Leisure, Lifestyles.***

#### ***Essential Questions:***

- How is contemporary life influenced by cultural products, practices, and perspectives?
- What are the challenges of contemporary life?

#### ***Introduction to the theme:***

After reading the article, “***Los desafíos de la mujer actual: Conciliar trabajo y familia***”

([www.lasegunda.com/Noticias/Buena-Vida/2012/03/728305/Los-desafios-de-la-mujer-actual-Conciliar-trabajo-y-familia](http://www.lasegunda.com/Noticias/Buena-Vida/2012/03/728305/Los-desafios-de-la-mujer-actual-Conciliar-trabajo-y-familia)), students comment about the role of woman in the community as described in the article by creating an entry on the class blog, focusing on the question:

¿Se parecen ambas situaciones, Por qué si o por qué no?

***Vocabulary:*** School, professions, traveling, and leisure activities.

The teacher will prepare a list of vocabulary words for this unit. Students will be asked to first write a synonym or definition for each word on the list. Students are encouraged to use the words in their blogs, summaries, or any assignment during the course of this unit. In this way, students will contextualize the words.

In

***Written and Print Interpretive Communication and Spoken Interpersonal and Presentational Communication.***

- Students find a Spanish language article from an online magazine, newspaper or blog that identify a challenge, they also face in their own lives. The article could focus on the use of technology in the classroom or the challenges of finding scholarships to help defray the cost of tuition at the university. The students will write about the topic in their journal, include a summary of the content of the article, and compare what they have learned from the article and their own lives.

***Written Presentational Communication.***

- First, the teacher prepares a list of questions that students will respond to using Poll Everywhere ([www.polleverywhere.com/](http://www.polleverywhere.com/)) For example:  
  
¿Es difícil encontrar un empleo? ¿Tienes un empleo en la actualidad? ¿Dónde trabajas? ¿Cobras un buen sueldo? Si pudieras elegir el trabajo perfecto, ¿Cuál sería y por qué? The responses for this question form the basis for an in-class discussion.
- For homework, students write a cover letter as part an application for a job that they research in the classified section of an authentic newspaper online, explaining why they would be an ideal candidate for the job.

Note: There is an excellent site for students where they can search online newspapers from all over the Spanish speaking world: [www.prensaescrita.com](http://www.prensaescrita.com).

In

***In Addition:*** We suggest a reading selected from “Abriendo Paso”, Temas y lecturas.

***“Los estilos de vida sostenibles se están extendiendo por toda Europa”***

The long-standing quest to strike a balance between being eco-friendly and continuing the lifestyle individuals have become accustomed to seems to have come to fruition across Europe. Many initiatives across the continent have made reaching and maintaining this balance easier, including social-networking platforms, share bicycles, and solar-powered hot water heaters, among others. Consumers are moving toward service companies and better quality products that last longer, and away from disposable products that cause pollution. However, this change in mentality does not describe the majority, as many individuals continue to lead lives fueled by consumerism

And over production. Nevertheless, Europe continues to provide examples of how the eco-friendly options are viable, the key lies in changing the mind of the consumer to be more responsible.

Although the environment is a topic that most students will be able to identify with, some technical vocabulary used might be difficult to comprehend. The use of cognates will facilitate understanding of the content of the reading.

***Recommended Context:*** Lifestyles.

Present indicative, Preterit and imperfect indicative, reflexive verbs, subjunctive, interrogatives, and exclamations, idiomatic expressions.

***Key Vocabulary:*** The environment and lifestyles.

***Expansion:*** The teacher ask students to bring in a photo from the internet/magazine/home to explain how it represents the title of the reading.

***Contextos para la comunicación.***

In

In this section, students should be guided to identify the relationship among products, practices, and perspectives of the cultures presented. Students should demonstrate an understanding of the content by comparing and contrasting geographic, historical, artistic, social, or political features of target culture communities.

Texto auditivo: ***“La Plataforma de la moda ética de BeCo.***

Some students, may not be familiar with this type of listening activity. (At the beginning of the course, teachers may want to give students a copy of the script once they have listened to the audio and answered the questions.) The teacher should guide students through the process of note-taking/listening to the information. Students read the title/pre-listening introduction and the questions before they start the activity. Discuss the pre-listening information to help students focus on the topic and content. At the end of the activity, students should be able to make cultural comparisons between the content presented in the audio and their knowledge of sustainable fashion. If the students need, play the audio selection twice, before engaging in a class discussion.

Alternative: As a pre-listening assignment, students read a short article from the web on Anna Badia, cofounder of BeCo (“ Be Cool, Be Conscious”) and what her company is doing to create awareness about sustainable fashion.

Class discussion will help with the understanding of the topic before doing the listening activity.

***Presentación Oral: La sobreproducción y el sobreconsumo.***

In preparation for the oral presentation, students research the topics of overproduction and overconsumption and share information with small groups in the class. Students prepare/present paragraph-length discourse to present, compare and contrast information on autonomous and sustainable housing. They develop ideas by showing evidence of synthesis and interpretation of background information.

***Theme 4: “Los desafíos mundiales”***

In

***Recommended Contexts: Economic Issues, Environmental Issues, Health Care and Medicine.***

***Essential Questions:***

- What environmental, political, and social issues pose challenges to societies throughout the world?
- What are the origins of those issues?
- What are possible solutions to those challenges?

***Introduction to the theme:***

The teacher begin this unit by having students participate in a discussion /debate about this topic.

¿Cuáles son los beneficios de dormir una siesta?

¿ Piensas que ayudaría esta práctica en el mundo laboral?

***Vocabulary:*** Government, politics, and health.

Students are presented with a graphic organizer. Based on the vocabulary topic:” el bienestar mental”, they generate a list of “cluster” words that relate to the topic.

Students will participate in a “jigsaw” activity.

Day 1: The teacher will divide the class into groups of three or four students. Each group will have a different article that they will read. Each student in each group will become the “ expert” for that particular article. Examples have been provide bellow.

- [www.bbc.co.uk/mundo/noticias/2012/10/121002\\_curiosidades\\_almohada\\_ostrich\\_pillow\\_rg.shtml](http://www.bbc.co.uk/mundo/noticias/2012/10/121002_curiosidades_almohada_ostrich_pillow_rg.shtml)
- [http://archivo.univisio.com/content/content.jhtml?cid=824769\\*](http://archivo.univisio.com/content/content.jhtml?cid=824769*)
- [www.20minutos.es/noticia/1112577/0/siesta/alemania/trabajo/](http://www.20minutos.es/noticia/1112577/0/siesta/alemania/trabajo/)

In

Day 2:

Students form new groups, so that each group has an expert on each of the different articles. Each student summarizes the information regarding the article that his/her group worked on the day before. Other students listen attentively, take notes, ask questions, etc. Finally, the group chooses the article that they find the most interesting. Based on the content, they write their opinion column for a newspaper, using evidence from the article they have read.

***Spoken Interpersonal and Presentational Communication.***

- Students select Spanish language resources about how American healthcare reform affects Latinos. Each group researches the topic and comes prepared to defend their point of view in a debate the following day.
- Extension Activity:

Presentations of recommendations that students would pose to school board to transform our school into a more Earth- friendly environment.

***In addition:*** We suggest a reading selected from “*Abriendo Paso*” ( *temas y lecturas*), “*GEO Juvenil para América Latina y el Caribe: “Abre tus ojos al medio ambiente”*”.

This is a document published by GEO Juvenil, an organization of young people from Latin American and the Caribbean who analyze environmental themes from global, national, and regional perspectives, with the hopes of influencing public policy. The document’s mission is to motivate members of society to act in order to protect the environment. The authors begin by outlining the diverse ecosystems and resources found throughout Latin America, and noting how they have been gradually exploited, beginning with early civilizations, through the period of colonization, and continuing today. If such exploitation continues, people will suffer societal ills that include overcrowding, hunger, and rifts in the political stability of the region. “*La gran degradación de los recursos naturales generará*

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***graves conflictos sociales y políticos***". If on the other hand, people take action now and begin to make effective changes, ***“quizá en el año 2025 vivamos en un planeta en donde el respeto y el amor serán los principios más valiosos de una sociedad comprometida con el presente y el futuro de la tierra.”***

***Recommended Context:*** Environmental Issues.

***Key Grammar:*** Present subjunctive, Future.

***Key Vocabulary:*** Vocabulary related to the environment.

***Reflexion: “Posibles soluciones a los problemas ambientales”***

Using the results of their discussion and what they learned about environmental problems in Latin America, students work in groups, to compare the challenges of both cultures.

***Texto Auditivo: “El día mundial del medio ambiente”***

Students read the introduction to the topic and the questions before they start the activity. At the end of the activity, students should be able to make connections between the interview’s content and the current and the current efforts in their own country to protect the environment and help people affected by environmental issues.

***Composición:*** Using graphic organizers, the teacher guide students on constructing a well- developed essay. Stress the importance of a strong thesis statement that will guide the structure of the essay by integrating information gathered from multiple sources, culminating with a conclusion.

***Theme 5: “La ciencia y la tecnología”***

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**Recommended Contexts:** Access to Technology, Effects of Technology on Self and Society, Science and Ethics.

**Essential Questions:**

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the ethical consequences of cloning and stem cell research?

**Introduction to the theme:**

The teacher leads a class discussion about how technology impacts the students' personal lives.

¿Cómo impacta la tecnología en tu vida personal?

¿Crees que son una ventaja o una desventaja los avances tecnológicos del mundo actual?

**Vocabulary:** Technology and science.

Students brain storm a “banco de vocabulario” to activate prior knowledge; what words have they learned that will help them with this topic. The teacher will also decide which new words to include after the students have had an opportunity to generate the word bank.

**Written and Print Interpretive Communication:**

- Students read the following article at home. El 82 por ciento de las empresas vascas usa las redes sociales como herramientas de marketing e imagen ( [www.20minutos.es/noticia/1599250/0/](http://www.20minutos.es/noticia/1599250/0/)), and analyze the role of technology in marketing and image creation.

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- For homework, students react to the article and partners' comments, creating a written discussion thread.

***Written Interpersonal Communication: Other ideas for blog discussions.***

- Since the invention of the internet there has been a sort of media revolution. Technology transforms methods of communication.

What do you think of the technological revolution? Where is it taking us?

- It is been said that television, computer, and video games have led to a lack of imagination in today's youth. Do you agree?
- It is said that the computer will replace print media. Do you agree? What does the future hold for print media?

***Theme 6: “ La belleza y la estética”***

***Recommended Contexts: Defining Beauty, Defining Creativity, Visual and Performing Arts.***

***Essential Questions:***

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

***Introduction to the theme?***

In small groups, students make a list of what they consider to be beautiful. This could be a painting, a person, etc. The teacher then selects different images of what other cultures consider to be “beautiful” and ask students to react to the images and the question from their own perspectives.

***¿Son estas imágenes hermosas?***

***Vocabulary:*** Analyzing fine art, talking about music, and descriptions.

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- The teacher introduces the students the vocabulary that they will need to use during this unit. The list  
Will include words that help students to discuss and  
Analyze works of art.

### ***Visual Interpretive Communication and Spoken Interpersonal Communication.***

The teacher shows images of Fernando Botero's works of art; painting and sculptures. Using the vocabulary words that they have for this unit, students in small groups, analyze the art.

Together with the class, the teacher reviews the group work, ensuring that the students are using the vocabulary appropriately to describe and analyze the works of art and discuss how the images reflect practices of everyday life.

### ***Written Interpersonal Communication.***

In their class blog, students discuss how Botero's vision of what means to be beautiful maybe different from their own concept of beauty.

### ***Spoken Presentational Communication.***

Students select a new painter from the Spanish- speaking world. They select a painting from his/her collection and via Google Voice presentation, they compare the work of art that they have chosen to a painting by Fernando Botero. They discuss similarities and differences and comment on which painting they prefer and why.

### ***Written Presentational Communication.***

- Students take a virtual trip to Museo Soumaya and describe in writing their favorite works of art and why.
- Write an essay answering the following questions: How does publicity influence our idea of beauty? What danger does this pose

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to adolescents?, Are this dangers any different in Spanish speaking countries?

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