

# AP Spanish Language and Culture 2014-2015

## Course Overview

The AP Spanish Language course is conducted entirely in Spanish and the students are encouraged to practice their language skills outside of the classroom with teachers, peers, exchange students, and by visiting foreign language websites for contemporary reading and listening practice as well as cultural knowledge and enjoyment. AP Spanish language is equivalent to a third year college level course in advanced communication. According to ACTFL Proficiency Guidelines, students will communicate at the Intermediate to Pre-Advanced level in Spoken and Written Interpersonal Communication, Interpretive and Presentational modes which will serve as the settings for integration of the four skills of speaking, reading, writing and listening. ACTFL Guidelines, Common Core, 21<sup>st</sup> Century Learning expectations will all be integrated within the 6 themes and accompanying contexts. All instructional activities guide students to proficiency in Spanish, while using the 6 Themes as context for the integration of the four skills.

The graphic below illustrates the integration of the Themes with the modes of communication, surrounded by the Products, Practices and Perspectives presented by the culture of the Hispanic world.



**DOE Wisconsin**

The focus is on progressive mastery of skills in oral communication and expression, written expression, listening/reading comprehension and awareness/understanding of cultures. Students will experience the language through classroom activities using authentic language materials provided in the texts and from web-based research, television, radio, and print materials, in the target language. Students will apply critical thinking skills within the realms of target language learning. All course activities are geared to the course goals and expectations listed in the College Board publication AP Spanish Language and Culture Curriculum Framework 2013-2014. The principal goal of the course is to prepare the students to take the Advanced Placement exam in Spanish language on Tuesday, May 6<sup>th</sup>, 2014.

## Goals

As students of advanced Spanish language, they will increase their level of proficiency in Spoken and Written Interpersonal Communication, Interpretive Communication and Presentational Communication. They will also enjoy an immersion environment where Spanish will be the only language used for classroom communication, on the part of the teacher and students. Students will:

- ✓ Read, understand, and respond to academic text, formal and informal correspondence, graphs and visuals, audio-visual materials, and literature.
- ✓ Understand conversations, narrations, oral presentations, published articles, letters, song lyrics and short stories.
- ✓ Practice conversation and speaking skills in both Interpersonal and Presentational settings.
- ✓ Respond to written and aural material. Appropriately document and synthesize sources in their own presentations.
- ✓ Identify fact and opinion. Use fact to support opinion. Show an awareness and understanding of opposing points of view.
- ✓ Demonstrate the ability to describe, report, interpret, persuade, compare and contrast.

Through the use of Google Drive, and the language laboratory, the students will engage in Spoken and Written Interpersonal Communication. Students will attend and present presentations in order to enhance their skills in Spoken and Written Presentational Communication. Students will enhance their Interpretive Communication as judged by assessments relating to written and aural materials when the opportunity for negotiation is not present. (i.e. newspaper articles, films as listed below in individual Theme units)

Students will take the College Board's Advanced Placement Examination in Spanish Language and Culture. As they prepare for the exam, they will become familiar with the test format and learn to use the AP scoring rubrics to guide their performance. Linguistic outcomes of all activities will be guided by the goals and descriptions of Interpersonal, Interpretive and Presentational communication.

The school ensures that each student has the course materials for individual use inside and outside of the classroom.

While each theme is presented here within the context of an individual unit, there will be overlap between themes as diverse materials are presented throughout the year which may refer to more than one of the AP themes. These materials will provide reinforcement of lexical items and content previously studied.

## Primary Texts and other resources

Draggett, Conlin, Ehrsam, Millán, *Temas AP Spanish Language and Culture*, Vista Higher Learning, 2014, 1<sup>st</sup> edition

This text is designed around the AP Themes and contexts, offering activities and assessments in all modes, within a cultural context.

Gatski, McMullan, *Triángulo Aprobado*, Wayside Publishing, 2013, 5<sup>th</sup> edition

This text provides students with extensive practice of all areas required in the AP Spanish Language Exam. It facilitates vocabulary building through thematic chapters, and a wide selection of materials taken from authentic sources presented in the same format as the AP Exam. Materials found in this text will serve as prompts for thematic-related reading, writing, speaking and listening assignments. (Interpersonal, Interpretive and Presentational)

### - Materials from various sources

\*We will be studying various literary works throughout the year, students will read, discuss, and interpret authentic materials, including, but not limited to: newspapers, magazines, blogs, and selected literary works. In addition, students will view culturally and thematically relevant films. Some examples of these literary works include: *No Oyes Ladrar los Perros*, *El Otro*, *La Casa Tomada*, *La Casa de Asterión*, *Nosotros*, *No, Aura*, *Una carta a Dios*, *Muerte y Resucitado*, *La Camisa de Margarita*, *La Casa de Bernarda Alba*, *El Delantal Blanco*, *Crónica de una Muerte Anunciada*, *Cajas de Cartón*. Examples of relevant films include: *Volver*, *Mar Adentro*, *El Laberinto del Fauno*, *Fresa y Chocolate*, *Machuca*, *Azúcar*, *Bajo La Misma Luna*

Some of the websites which will be used in class include:

<http://www.laits.utexas.edu/spe/>

<http://larc.sdsu.edu/voces/>

[www.scola.org](http://www.scola.org),

[www.lomastv.com](http://www.lomastv.com),

[www.notesinspanish.com](http://www.notesinspanish.com),

[www.bbcmundo.com](http://www.bbcmundo.com), (audio and print resources)

[www.nacion.com](http://www.nacion.com),

[www.univision.com](http://www.univision.com),

[www.msnlatino.com](http://www.msnlatino.com),

[www.un.org/radio/es/](http://www.un.org/radio/es/),

[www.nuevoshorizontes.org](http://www.nuevoshorizontes.org),

[www.cnn.com/espanol/](http://www.cnn.com/espanol/),  
[www.elmundo.es/](http://www.elmundo.es/),  
[www.cervantesvirtual.com](http://www.cervantesvirtual.com),  
[www.cervantes.es/portada\\_b.htm](http://www.cervantes.es/portada_b.htm),  
[www.ver-taal.com](http://www.ver-taal.com),  
[www.marca.com](http://www.marca.com),  
[www.theancientway.org](http://www.theancientway.org),  
[www.rtve.es](http://www.rtve.es)

\*Numerous resources from the AP Teacher Community Spanish and Culture website will be used in the classroom. Many are listed within the individual Themes below.

Regularly scheduled lessons will take place in the language lab, with a goal of increasing oral and auditory proficiency. This setting will be the setting for the AP exam in May, 2014 thus, the students will be given ample opportunity to become familiar with the conditions under which the exam will be administered in May.

Spoken Interpersonal Communication will be a part of each class, as each meeting will begin with students responding to 2-3 preguntas personales (personal questions), related to the theme or sub-theme. A sampling of such questions is included in each detailed Theme found below.

Written Presentational and Interpretive Communication exercises will culminate in students preparing final products requiring a range of writing skills and techniques, such as analyzing, synthesizing, organizing, concluding. The final products will be of varied formal and informal formats, including, but not limited to, essays, dialogues, theater scripts, short stories, editorials, e-mails, letters/correspondence, research papers.

Interpretive Communication exercises will focus on comprehension of primary and secondary plots/themes. Analysis of the print and audio-visual materials will offer students opportunities for critical responses, whether Interpersonal or Presentational, within the written or oral format. Possible examples would be persuasive essays or debates.

Given collaboration with Bowdoin College Spanish Department, and a field trip to Portland, Maine's Immigrant Legal Advocacy Project, students will be involved in real-life communicative activities in addition to classroom exercises and interaction with Hispanic exchange students. Regular attendance at the Spanish table at Bowdoin College will be encouraged.

Students will exhibit an understanding of the Products, Practices and Perspectives found in the Hispanic world throughout their research, exposure to authentic materials, in-class activities, discussions, role-plays and PowerPoint presentations relating to the 6 Themes.

A visit to the Immigrant Legal Aid Project will highlight the immigrant experience in Maine's largest city, while a PowerPoint presentation will underscore the complexity of communication within the Hispanic immigrant population, given the variety of semantic and syntactical elements found in Spanish language spoken in various Hispanic regions.

The role of family, Church and beliefs as reflected in contemporary art is one example of how our study of Products, Practices and Perspectives will be addressed throughout the Themes, as appropriate to the content offered.

## OUTLINE OF THE COURSE

### **THEME: Las familias y las comunidades**

**Subthemes:** Las tradiciones y los valores, Las comunidades educativas, La estructura de la familia, La ciudadanía global, La geografía humana, Las redes sociales

**Essential questions:** ¿Cómo se define la familia en distintas sociedades?  
¿Cómo contribuyen los individuos al bienestar de las comunidades?  
¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?

**Related themes:** la vida contemporánea, las identidades personales y públicas, la ciencia y la tecnología

**Vocabulary:** Class-generated, teacher-generated derived from readings, podcasts, integrated activities

**Preguntas personales :** (a sampling) 1. Describe la experiencia en alguna ocasión en que te has mudado 2. ¿Crees que hay una diferencia entre lo que se espera del primer nacido de la familia y del ultimo? 3. Habla de una tradición en tu familia y como quieres que continúe. 4. ¿De cuáles comunidades haces parte?

**Class activities:** Large group discussions, oral presentations, panel discussions, Essay writing, short answer writing, preguntas personales, Correos electrónicos conducted in language lab and at home, Conversaciones simuladas conducted in language lab

**Presentational:** A group of students discuss a mission trip to Puerto Rico.

**Interpersonal:** E-mail exercises from Triángulo Aprobado, preguntas personales

**Interpretive:** Selected audios and readings from Triángulo Aprobado, Temas, Notes in Spanish, BBC Mundo, authors: Esmeralda Santiago, Gastón Suarez, José Bernardo Adolph; short videos “Raíz”, “‘Eramos pocos”

**Assessments:** Vocabulary quizzes, essays, panel discussion about the advantages and disadvantages of technology in one’s everyday life in U.S. and selected Hispanic countries

**Cultural connections:** Family structure in Hispanic countries vs. U.S., role of Church in Hispanic countries vs. U.S., the role of language in defining a culture in Hispanic countries (quechua) vs. U.S. (eubonics, regionalisms, slang terms)

### **THEME: Los desafíos mundiales**

**Subthemes:** Los temas económicos, Los temas del medioambiente, La población y la demografía, El bienestar social, El pensamiento filosófico y la religión, La conciencia social.

**Essential questions:** ¿Cuáles son los desafíos sociales, políticos y del mundo que enfrentan las sociedades del mundo?  
¿Cuáles son los origins de esos desafíos?  
¿Cuáles son algunas posibles soluciones a esos desafíos?

**Related themes:** La vida contemporánea, las familias y las comunidades, la ciencia y la tecnología, la belleza y la estética

**Vocabulary:** Class-generated, teacher-generated derived from readings, podcasts, integrated activities

**Preguntas personales:** (sampling) 1. ¿Qué efecto tienen las fábricas sobre el medio ambiente de una comunidad (la selva, la ciudad, el campo)? 2. ¿Verdaderamente está cambiando el clima? 3. ¿Qué es la solución al calentamiento global?

**Teaching skills:** This unit will involve a collaboration with Bowdoin College’s Spanish professor, Dr. Enrique Yepes, and his students enrolled in Ecological Thought in Latin American Literature.

**Integrated skills:** Students will read, write, speak, persuade, argue, debate, present, listen to, view, reflect upon, a variety of materials presented in class, or materials

that they bring to class as a result of their personal research and interest. All materials will be in Spanish.

**Class activities:** Discussions regarding readings, small and large group research-gathering activities, debates, essay writing, laboratory work.

**Presentational:** Collaboration with Bowdoin College students of Spanish, oral presentations on eco-tourism in selected Hispanic countries (5 minutes), students will research and present graphics regarding population and demographics in selected countries in the Hispanic world. Follow-up conversations about the social and economic ramifications of these statistics.

**Interpersonal:** E-mail prompts found in Triángulo Aprobado, Triángulo (earlier edition), Temas . Students will begin class with preguntas personales to discuss with a partner. Selected conversaciones simuladas in Triángulo Aprobado in language lab.

**Interpretive:** Students will respond in speaking and writing through a variety of exercises to readings, podcasts, BBC Mundo, Bowdoin students' presentations, research topics, including writings by Horacio Quiroga, Gabriela Mistral. Students will listen to "¿Dónde jugarán los niños?" by Mana and discuss the role of entertainers as social activists.

**Assessments:** Ecotourism presentation, short answer writings and essay. A personal reflection on the role of religion in the student's life as compared to the role of religion (Catholicism, evangelical protestanism) in the Hispanic world. Panel discussion regarding solutions to economic and environmental concerns, in response to the prompt "What can one person do?" and "What can an organization do?" and "What can a government do?" examples for each prompt will be provided in the course of the discussion.

**Cultural Connections:** The students will investigate economic situations of selected Hispanic countries and contrast them with the U.S. situation. The role of government vs. commercial enterprises will be discussed; i.e. Cuba vs. U.S. and the embargo.

### **THEME: La ciencia y la tecnología**

**Subthemes:** El acceso a la tecnología, Los efectos de la tecnología en el individuo y la sociedad, El cuidado de la salud y la medicina, Las innovaciones tecnológicas, Los fenómenos naturales, La ciencia y la ética.

**Essential questions:** ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?  
¿Qué factores han impulsado el desarrollo y la innovación en

la ciencia y la tecnología?  
¿ Qué papel cumple la ética en los avances científicos?

**Related themes:** la vida contemporánea, las familias y las comunidades, los desafíos mundiales

**Vocabulary:** Teacher and student-generated, vocabulary found in Temas, Triángulo Aprobado, readings, newspapers, podcasts, film, newscasts

**Preguntas personales:**(a sampling) 1. Con todos los avances tecnológicos, ¿Cómo será diferente una visita al médico en el futuro? 2. Para Ud., ¿cuál ha sido la invención más importante de la última década? ¿Por qué? 3. ¿Qué efecto tendrá una economía internacional en el empleo que tendrá Ud. un día? 4. ¿Necesita Ud. mucho dinero para satisfacer sus necesidades diarias? 5. ¿Cuánto necesita y por qué? ¿Por qué cree Ud. o no que es preciso que los padres den dinero a sus hijos?

**Integrated skills:** Students will discuss, listen to, reflect upon, create opinions and express them in response to materials presented in class. Expression will be oral and written. Timed and untimed responses will be solicited.

**Class activities:** Reading “Diez argumentos contra la euthanasia” (Pablo J. Ginés), viewing “Mar adentro” film, debate providing viewpoints from both perspectives of the euthanasia question, reading and listening to BBC Mundo newscasts regarding current economic issues, completing assorted activities in Temas and Triángulo Aprobado, viewing commercials in Spanish from Apple, Inc., profiling Chamanes in Bogotá and alternative medicine offerings, reflecting on visuals such as the Stock Market listings in various countries, tracking weather patterns in a distinct region for 2 weeks, studying “El Niño” y “La Mistrál”, reading articles about 2012 Hurricane Sandy in the New York Hispanic publications.

**Presentational:** Students will debate the euthanasia question, as presented in materials given in class. Students will present a new innovation of their choice, following a rubric of requirements.

**Interpersonal:** Preguntas personales, correos electrónicos, conversaciones simuladas.

**Interpretive:** Reading articles, viewing graphs and tables of statistics relating to the theme. Given information about how technology can isolate certain portions of a population, i.e. the elderly, the disadvantaged, students will generate possible solutions.

**Assessments:** Essay about “Mar Adentro”, formative assessments are on-going, daily.



**Cultural Connections:** Comparison between access to technology in U.S. vs. in Hispanic countries, Andes region, for example. Effects of Hurricane Sandy in U.S. vs. earthquakes and hurricanes in Hispanic countries, 1 year later.

### **THEME: La Vida Contemporánea**

**Subthemes:** la educación y las carreras profesionales, el entrenamiento y las diversiones, los viajes y el ocio, los estilos de vida, las relaciones personales, las tradiciones y valores sociales, el trabajo voluntario

**Essential questions:** ¿Cómo definen los individuos y las sociedades su propia calidad de vida?  
¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?  
¿Cuáles son los desafíos de la vida contemporánea?

**Related themes:** Las familias y las comunidades, la ciencia y la tecnología, las identidades personales y públicas, la belleza,

**Vocabulary:** Teacher-and student- generated, vocabulary from Temas and Triángulo texts, materials used in class.

**Preguntas personales(sampling):** 1. ¿Cuáles son tus metas a corto y a largo plazo? 2. Convince a tu amigo que no gaste tanto dinero cuando va de compras. 3. ¿Por qué creen los jóvenes que un coche es indispensable hoy en día?

**Integrated skills:** Students will respond to prompts given in Spanish, in order to produce presentations, analytical responses, interpersonal communications, interpretive conclusions addressing the contexts within this theme.

**Class activities:** Students will undergo a vocational skills assessment, in Spanish, in order to identify skills related to various careers. The results of this assessment will be shared in small and large groups. Students will compose e-mails and essays, they will participate in discussions about La Vida Contemporánea.

**Presentational:** Students will research, and then present, “A Day in the Life of...”, given fictitious characters living in selected regions of the Hispanic world. Each character will differ from the others as to socioeconomic level, education, employment, family structure.

**Interpersonal:** Each student will participate in a series of mock interviews for 1) university acceptance, 2) a summer job 3) a volunteer position. All students at our

school must complete a Community Service component in order to graduate; connection between this requirement and Spanish class will take place at this time.

**Interpretive:** Given newspaper articles, blogs, materials from the textbooks, current periodicals and newscasts, students will reach conclusions about how La Vida Contemporánea can differ widely throughout the world. They will posit hypotheses as to why this is true, and support with evidence found in consulted sources. Students will investigate social service agencies which provide services to the Hispanic population in Portland, Maine. They will compile a list of such agencies and which services are offered.

**Assessments:** Students will have vocabulary quizzes, reading comprehension quizzes, oral and written interrogations as well as formative assessments on a regular basis. The choice of type of assessment will be determined, in part, by the activity being assessed.

**Cultural Connections:** Students will engage in research to compare a 'typical' teenager's day in selected Hispanic countries. Half of the students will undertake research about the status of the elderly in Hispanic countries. The other half will investigate the situation of youth in the same countries. As a group, after the information has been shared, there will be a panel discussion about how this information compares to the same situations in the U.S. (U.S. statistics will be furnished by the teacher, in Spanish)

### **THEME: La belleza y la estética**

**Subthemes:** La arquitectura, Definiciones de la belleza, Definiciones de la creatividad, La moda y el diseño, El lenguaje y la literature, Las artes visuales y escénicas

**Essential questions:** ¿Cómo se establecen las percepciones de la belleza y la creatividad?  
¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?  
¿Cómo las artes desafían y reflejan las perspectivas culturales?

**Related themes:** la vida contemporánea, las familias y las comunidades, las identidades personales y públicas,

**Vocabulary:** Specific vocabulary related to this theme will be presented. High-frequency will be a determinant in the choice of vocabulary for this theme. Given the artistic pursuits of the students, the vocabulary will be student-generated as needed, particularly in the area of musical performance.

**Preguntas personales:**(a sampling)1. ¿Eres una persona creativa? De cuál manera? 2. ¿Qué te interesan más, las artes visuales o escénicas? ¿Por qué? 3. ¿Cuál es el papel de las artes en tu vida? ¿tu escuela?

**Integrated skills:** Students will use the materials presented in Temas and Triángulo, along with independent materials to interpret and analyze the works. Musical and dance selections will be provided by the students, all of whom are involved in one aspect or another of the performing arts. Students will compare and contrast different lexical items used for the same concept throughout the Hispanic world. The differences between Tú, Ud., Vos and Vosotros will be explored, as well as regional differences in syntax. Students will be asked to identify uses of all lexical and syntactic differences presented in class.

**Class activities:** Students will respond to visual and performing arts, through video, podcasts, exhibitions. Interpretation of the works of art, discussion of the role of the artist in our society as well as specific artists from the Hispanic world will be the focus of the theme. Students will read reviews of performances, exhibits, and decide if they are interested in attending, providing a rationale for their decision. Venues for artistic expression in the Hispanic world will be presented and compared with those in the U.S. Discussion of the status of indigenous languages such as quechua, as well as the evolutionary nature of language will be explored through a series of readings. (e.g. Lenguas en extinción florecen gracias a la tecnología-BBC 04/17/2011)

**Presentation:** Students will present and/or perform a work of art from 2 Hispanic countries. Analysis of the work will be presented in Spanish, with related vocabulary provided prior to the presentation.

**Interpersonal:** Students will complete e-mails and simulated conversations regarding a series of topics relating to the arts. They will discuss, in small groups, the differences between architecture in selected Hispanic countries, when given images of such architecture.

**Interpretive:** After the 'exhibit of the arts', each student will write a critique/review of 2 performances for an imaginary newspaper. The roles of dress and social status/functionality/fashion will be discussed after students examine images of specific wardrobe choices in selected areas. (i.e. gauchos)

**Assessments:** Given the specific nature of the vocabulary of this theme, traditional quizzes will be administered as a first step. In the students' work, they will be asked to include a certain number of theme-specific terms so as to reinforce the usage of those terms. The "exhibit of the arts" will be a culminating assessment for this theme.

**Cultural Connections:** The role of government vs. private funding for the arts in Hispanic countries vs. the U.S. will be a topic of discussion, debate and presentation.

**THEME: Las identidades personales y públicas**

**Subthemes:** La enajenación y la asimilación, Los heroes y los personajes históricos, La identidad nacional y la identidad étnica, Las creencias personales, Los intereses personales y la autoestima

**Essential questions:** ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?  
¿Cómo influyen la lengua y la cultura en la identidad de una persona?  
¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?

**Related themes:** las familias y las comunidades, la vida contemporánea, los desafíos mundiales

**Vocabulary:** Teacher and student generated, relying heavily on vocabulary in Triángulo and Temas textbooks. Vocabulary will come from readings and discussions.

**Preguntas personales:** (a sampling) . 1. ¿Cómo se siente cuando alguien le miente y por qué? ¿Qué hace o qué podría hacer? 2. ¿Deben tener los mismos derechos, los inmigrantes y los ciudadanos? 3. ¿Se considera Ud. una persona positiva o negativa?

**Integrated skills:** Through the various activities undertaken during and outside of class, students will read, write, hear, discuss, analyze, synthesize react to, posit hypotheses about their personal identity as well as the public identities of prominent Hispanics, teenagers in general, selected celebrities in the Hispanic world and U.S.

**Class activities:** Presentations, discussions, viewing of videos and short clips, reading, writing letter of admiration.

**Presentational:** After reading articles about Lila Downs and Gael García, each student will identify one celebrity activist and present his/her contributions to class.

**Interpersonal:** Students will craft a letter to their chosen celebrity, expressing admiration, interest in the accomplishments, and asking how the celebrity was able to accomplish what was accomplished.

**Interpretive:** Students will listen to and read materials from Temas, Triángulo Aprobado, websites i.e. “Biografías y vidas”, print articles and the short story “Historia de Arroz con Habichuelas”, Ana Lydia Vega.

**Assessments:** Vocabulary quizzes, essay, presentation on celebrity activist, discussion regarding reading, critique of “Bajo La Misma Luna (film)”

**Cultural Connections:** Students will compare and contrast the struggles and accomplishments of their selected Hispanic celebrity activist with one American from Maine/New England and one national celebrity activist.

### **THEME: Las familias y las comunidades**

**Subthemes:** Las tradiciones y los valores, Las comunidades educativas, La estructura de la familia, La ciudadanía global, La geografía humana, Las redes sociales

**Essential questions:** ¿Cómo se define la familia en distintas sociedades?

¿Cómo contribuyen los individuos al bienestar de las comunidades?

¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?

**Related themes:** la vida contemporánea, las identidades personales y públicas, la ciencia y la tecnología

**Vocabulary:** Class-generated, teacher-generated derived from readings, podcasts, integrated activities

**Preguntas personales :** (a sampling) 1. Describe la experiencia en alguna ocasión en que te has mudado 2. ¿Crees que hay una diferencia entre lo que se espera del primer nacido de la familia y del último? 3. Habla de una tradición en tu familia y como quieres que continúe. 4. ¿De cuáles comunidades haces parte?

**Class activities:** Large group discussions, oral presentations, panel discussions, Essay writing, short answer writing, preguntas personales, Correos electrónicos conducted in language lab and at home, Conversaciones simuladas conducted in language lab

**Presentation:** A group of students discuss a mission trip to Puerto Rico.

**Interpersonal:** E-mail exercises from Triángulo Aprobado, preguntas personales

**Interpretive:** Selected audios and readings from Triángulo Aprobado, Temas,

Notes in Spanish, BBC Mundo, authors: Esmeralda Santiago, Gastón Suarez, José Bernardo Adolph; short videos “Raíz”, “‘Eramos pocos”

**Assessments:** Vocabulary quizzes, essays, panel discussion about the advantages and disadvantages of technology in one’s everyday life in U.S. and selected Hispanic countries

**Cultural connections:** Family structure in Hispanic countries vs. U.S., role of Church in Hispanic countries vs. U.S., the role of language in defining a culture in Hispanic countries (quechua) vs. U.S. (eubonics, regionalisms, slang terms)

### **THEME: Los desafíos mundiales**

**Subthemes:** Los temas económicos, Los temas del medioambiente, La población y la demografía, El bienestar social, El pensamiento filosófico y la religión, La conciencia social.

**Essential questions:** ¿Cuáles son los desafíos sociales, políticos y del mundo que enfrentan las sociedades del mundo?  
¿Cuáles son los orígenes de esos desafíos?  
¿Cuáles son algunas posibles soluciones a esos desafíos?

**Related themes:** La vida contemporánea, las familias y las comunidades, la ciencia y la tecnología, la belleza y la estética

**Vocabulary:** Class-generated, teacher-generated derived from readings, podcasts, integrated activities

**Preguntas personales:** (sampling) 1. ¿Qué efecto tienen las fábricas sobre el medio ambiente de una comunidad (la selva, la ciudad, el campo)? 2. ¿Verdaderamente está cambiando el clima? 3. ¿Qué es la solución al calentamiento global?

**Teaching skills:** This unit will involve a collaboration with Bowdoin College’s Spanish professor, Dr. Enrique Yepes, and his students enrolled in Ecological Thought in Latin American Literature.

**Integrated skills:** Students will read, write, speak, persuade, argue, debate, present, listen to, view, reflect upon, a variety of materials presented in class, or materials that they bring to class as a result of their personal research and interest. All materials will be in Spanish.

**Class activities:** Discussions regarding readings, small and large group research-gathering activities, debates, essay writing, laboratory work.

**Presentation:** Collaboration with Bowdoin College students of Spanish, oral presentations on eco-tourism in selected Hispanic countries (5 minutes), students will research and present graphics regarding population and demographics in selected countries in the Hispanic world. Follow-up conversations about the social and economic ramifications of these statistics.

**Interpersonal:** E-mail prompts found in Triángulo Aprobado, Triángulo (earlier edition), Temas . Students will begin class with preguntas personales to discuss with a partner. Selected conversaciones simuladas in Triángulo Aprobado in language lab.

**Interpretive:** Students will respond in speaking and writing through a variety of exercises to readings, podcasts, BBC Mundo, Bowdoin students' presentations, research topics, including writings by Horacio Quiroga, Gabriela Mistral. Students will listen to "¿Dónde jugarán los niños?" by Mana and discuss the role of entertainers as social activists.

**Assessments:** Ecotourism presentation, short answer writings and essay. A personal reflection on the role of religion in the student's life as compared to the role of religion (Catholicism, evangelical protestanism) in the Hispanic world. Panel discussion regarding solutions to economic and environmental concerns, in response to the prompt "What can one person do?" and "What can an organization do?" and "What can a government do?" examples for each prompt will be provided in the course of the discussion.

**Cultural Connections:** The students will investigate economic situations of selected Hispanic countries and contrast them with the U.S. situation. The role of government vs. commercial enterprises will be discussed; i.e. Cuba vs. U.S. and the embargo.

**THEME: La ciencia y la tecnología**

**Subthemes:** El acceso a la tecnología, Los efectos de la tecnología en el individuo y la sociedad, El cuidado de la salud y la medicina, Las innovaciones tecnológicas, Los fenómenos naturales, La ciencia y la ética.

**Essential questions:** ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?

¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?

¿Qué papel cumple la ética en los avances científicos?

**Related themes:** la vida contemporánea, las familias y las comunidades, los desafíos mundiales

**Vocabulary:** Teacher and student-generated, vocabulary found in Temas, Triangulo Aprobado, readings, newspapers, podcasts, film, newscasts

**Preguntas personales:**(a sampling) 1. Con todos los avances tecnológicos, ¿Cómo será diferente una visita al médico en el futuro? 2. Para Ud., ¿cuál ha sido la invención más importante de la última década? ¿Por qué? 3. ¿Qué efecto tendrá una economía internacional en el empleo que tendrá Ud. un día? 4. ¿Necesita Ud. mucho dinero para satisfacer sus necesidades diarias? 5. ¿Cuánto necesita y por qué? ¿Por qué cree Ud. o no que es preciso que los padres den dinero a sus hijos?

**Integrated skills:** Students will discuss, listen to, reflect upon, create opinions and express them in response to materials presented in class. Expression will be oral and written. Timed and untimed responses will be solicited.



**Class activities:** Reading “Diez argumentos contra la euthanasia” (Pablo J. Ginés), viewing “Mar adentro” film, debate providing viewpoints from both perspectives of the euthanasia question, reading and listening to BBC Mundo newscasts regarding current economic issues, completing assorted activities in Temas and Triángulo Aprobado, viewing commercials in Spanish from Apple, Inc., profiling Chamanes in Bogotá and alternative medicine offerings, reflecting on visuals such as the Stock Market listings in various countries, tracking weather patterns in a distinct region for 2 weeks, studying “El Niño” y “La Mistrál”, reading articles about 2012 Hurricane Sandy in the New York Hispanic publications.

**Presentational:** Students will debate the euthanasia question, as presented in materials given in class. Students will present a new innovation of their choice, following a rubric of requirements.

**Interpersonal:** Preguntas personales, correos electrónicos, conversaciones simuladas.

**Interpretive:** Reading articles, viewing graphs and tables of statistics relating to the theme. Given information about how technology can isolate certain portions of a population, i.e. the elderly, the disadvantaged, students will generate possible solutions.

**Assessments:** Essay about “Mar Adentro”, formative assessments are on-going, daily.

**Cultural Connections:** Comparison between access to technology in U.S. vs. in Hispanic countries, Andes region, for example. Effects of Hurricane Sandy in U.S. vs. earthquakes and hurricanes in Hispanic countries, 1 year later.

## **La Vida Contemporánea**

**Subthemes:** la educación y las carreras profesionales, el entrenamiento y las diversions, los viajes y el ocio, los estilos de vida, las relaciones personales, las tradiciones y valores sociales, el trabajo voluntario

**Essential questions:** ¿Cómo definen los individuos y las sociedades su propia calidad de vida?  
¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?  
¿Cuáles son los desafíos de la vida contemporánea?

**Related themes:** Las familias y las comunidades, la ciencia y la tecnología, las identidades personales y públicas, la belleza,

**Vocabulary:** Teacher-and student- generated, vocabulary from Temas and Triángulo texts, materials used in class.

**Preguntas personales(sampling):** 1. ¿Cuáles son tus metas a corto y a largo plazo? 2. Convince a tu amigo que no gaste tanto dinero cuando va de compras. 3. ¿Por qué creen los jóvenes que un coche es indispensable hoy en día?

**Integrated skills:** Students will respond to prompts given in Spanish, in order to produce presentations, analytical responses, interpersonal communications, interpretive conclusions addressing the contexts within this theme.

**Class activities:** Students will undergo a vocational skills assessment, in Spanish, in order to identify skills related to various careers. The results of this assessment will be shared in small and large groups. Students will compose e-mails and essays, they will participate in discussions about La Vida Contemporánea.

**Presentation:** Students will research, and then present, “A Day in the Life of...”, given fictitious characters living in selected regions of the Hispanic world. Each character will differ from the others as to socioeconomic level, education, employment, family structure.

**Interpersonal:** Each student will participate in a series of mock interviews for 1) university acceptance, 2) a summer job 3) a volunteer position. All students at our school must complete a Community Service component in order to graduate; connection between this requirement and Spanish class will take place at this time.

**Interpretive:** Given newspaper articles, realia and materials from the textbooks, current periodicals and newscasts, students will reach conclusions about how La Vida Contemporánea can differ widely throughout the world. They will posit hypotheses as to why this is true, and support with evidence found in consulted sources.

Students will investigate social service agencies which provide services to the Hispanic population in Portland, Maine. They will compile a list of such agencies and which services are offered.

**Assessments:** Students will have vocabulary quizzes, reading comprehension quizzes, oral and written interrogations as well as formative assessments on a regular basis. The choice of type of assessment will be determined, in part, by the activity being assessed.

**Cultural Connections:** Students will engage in research to compare a ‘typical’ teenager’s day in selected Hispanic countries. Half of the students will undertake research about the status of the elderly in Hispanic countries. The other half will investigate the situation of youth in the same countries. As a group, after the information has been shared, there will be a panel discussion about how this information compares to the same situations in the U.S. (U.S. statistics will be furnished by the teacher, in Spanish)

### **La belleza y la estética**

**Subthemes:** La arquitectura, Definiciones de la belleza, Definiciones de la creatividad, La moda y el diseño, El lenguaje y la literature, Las artes visuales y escénicas

**Essential questions:** ¿Cómo se establecen las percepciones de la belleza y la creatividad?  
¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?  
¿Cómo las artes desafían y reflejan las perspectivas culturales?

**Related themes:** la vida contemporánea, las familias y las comunidades, las identidades personales y públicas,

**Vocabulary:** Specific vocabulary related to this theme will be presented. High-frequency will be a determinant in the choice of vocabulary for this theme. Given the artistic pursuits of the students, the vocabulary will be student-generated as needed, particularly in the area of musical performance.

**Preguntas personales:**(a sampling) 1. ¿Eres una persona creativa? De cuál manera? 2. ¿Qué te interesan más, las artes visuales o escénicas? ¿Por qué? 3. ¿Cuál es el papel de las artes en tu vida? ¿tu escuela?

**Integrated skills:** Students will use the materials presented in Temas and Triángulo, along with independent materials to interpret and analyze the works. Musical and dance selections will be provided by the students, all of whom are involved in one aspect or another of the performing arts. Students will compare and contrast different lexical items used for the same concept throughout the Hispanic world. The differences between Tú, Ud., Vos and Vosotros will be explored, as well as regional differences in syntax. Students will be asked to identify uses of all lexical and syntactic differences presented in class.

**Class activities:** Students will respond to visual and performing arts, through video, podcasts, exhibitions. Interpretation of the works of art, discussion of the role of the artist in our society as well as specific artists from the Hispanic world will be the focus of the theme. Students will read reviews of performances, exhibits, and decide if they are interested in attending, providing a rationale for their decision. Venues for artistic expression in the Hispanic world will be presented and compared with those in the U.S. Discussion of the status of indigenous languages such as quechua, as well as the evolutionary nature of language will be explored through a series of readings. (e.g. Lenguas en extinción florecen gracias a la tecnología-BBC 04/17/2011)

**Presentation:** Students will present and/or perform a work of art from 2 Hispanic countries. Analysis of the work will be presented in Spanish, with related vocabulary provided prior to the presentation.

**Interpersonal:** Students will complete e-mails and simulated conversations regarding a series of topics relating to the arts. They will discuss, in small groups, the differences between architecture in selected Hispanic countries, when given images of such architecture.

**Interpretive:** After the 'exhibit of the arts', each student will write a critique/review of 2 performances for an imaginary newspaper. The roles of dress and social status/functionality/fashion will be discussed after students examine images of specific wardrobe choices in selected areas. (i.e. gauchos)

**Assessments:** Given the specific nature of the vocabulary of this theme, traditional quizzes will be administered as a first step. In the students' work, they will be asked to include a certain number of theme-specific terms so as to reinforce the usage of those terms. The "exhibit of the arts" will be a culminating assessment for this theme.

**Cultural Connections:** The role of government vs. private funding for the arts in Hispanic countries vs. the U.S. will be a topic of discussion, debate and presentation.

### **Las identidades personales y públicas**

**Subthemes:** La enajenación y la asimilación, Los heroes y los personajes históricos, La identidad nacional y la identidad étnica, Las creencias personales, Los intereses personales y la autoestima

**Essential questions:** ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?

¿Cómo influyen la lengua y la cultura en la identidad de una persona?

¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?

**Related themes:** las familias y las comunidades, la vida contemporánea, los desafíos mundiales

**Vocabulary:** Teacher and student generated, relying heavily on vocabulary in Triángulo and Temas textbooks. Vocabulary will come from readings and discussions.

**Preguntas personales:** (a sampling) . 1. ¿Cómo se siente cuando alguien le miente y por qué? ¿Qué hace o qué podría hacer? 2. ¿Deben tener los mismos derechos, los inmigrantes y los ciudadanos? 3. ¿Se considera Ud. una persona positiva o negativa?

**Integrated skills:** Through the various activities undertaken during and outside of class, students will read, write, hear, discuss, analyze, synthesize react to, posit hypotheses about their personal identity as well as the public identities of prominent Hispanics, teenagers in general, selected celebrities in the Hispanic world and U.S.

**Class activities:** Presentations, discussions, viewing of videos and short clips, reading, writing letter of admiration.

**Presentation:** After reading articles about Lila Downs and Gael García, each student will identify one celebrity activist and present his/her contributions to class.

**Interpersonal:** Students will craft a letter to their chosen celebrity, expressing admiration, interest in the accomplishments, and asking how the celebrity was able to accomplish what was accomplished.

**Interpretive:** Students will listen to and read materials from Temas, Triángulo Aprobado, websites i.e. "Biografías y vidas", print articles and the short story "Historia de Arroz con Habichuelas", Ana Lydia Vega.

**Assessments:** Vocabulary quizzes, essay, presentation on celebrity activist, discussion regarding reading, critique of "Bajo La Misma Luna (film)

**Cultural Connections:** Students will compare and contrast the struggles and accomplishments of their selected Hispanic celebrity activist with one American from Maine/New England and one national celebrity activist.