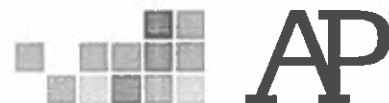


AP[®] Spanish Language and Culture
Sample Syllabus 3
 Syllabus 1029720v1



Curricular Requirements	Page(s)
CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.	1
CR2a Instructional materials include a variety of authentic audio and video recordings.	10, 12
CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.	2, 8, 12
CR2c Instructional materials include a variety of authentic literary texts.	2, 4, 6, 7, 10
CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	2, 4, 5, 6, 7, 8, 9, 10, 11
CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	3, 5, 9, 10
CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.	4, 6, 9, 11
CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.	2, 4, 6, 7, 9, 10, 11
CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	2, 3, 4, 5, 6, 7, 8, 9, 11
CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	3, 4, 11
CR6a The course explicitly addresses the Global Challenges theme.	10
CR6b The course explicitly addresses the Science and Technology theme.	7
CR6c The course explicitly addresses the Contemporary Life theme.	5
CR6d The course explicitly addresses the Personal and Public Identities theme.	2
CR6e The course explicitly addresses the Families and Communities theme.	5
CR6f The course explicitly addresses the Beauty and Aesthetics theme.	3
CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	4, 7
CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.	4, 10, 11
CR9 The course prepares students to use the target language in real-life settings.	1

Course Summary:

This class concludes the five-year sequence of Spanish Language and Culture courses offered at the high school. Completion of levels 1 through 4 or Spanish for Heritage Learners 2 and 3 is required prior to this course. The course is a semester-long course, completed in 18 weeks of ninety-minute classes on a four by four block schedule. All students are expected to take the AP Spanish Language and Culture exam. The course is conducted entirely in Spanish, offering students opportunities to demonstrate their proficiency across the modes of communication in the Intermediate to Pre-Advanced range. **[CR1]** Students develop a strong command of the Spanish language by integrating the three modes of communication: Interpretive, Interpersonal, and Presentational. All students broaden their knowledge of the various cultures that comprise the Spanish-speaking world through the thematic approach of the AP Spanish Language and Culture course.

CR1—The teacher uses the target language almost exclusively in class and encourages students to do likewise.

Real-life Target Language Use [CR9]

Throughout the course students have various opportunities to use Spanish outside of class, through an after school activity in which a heritage speaker discusses opportunities in the workplace for using Spanish, or a face-to-face interview with someone who has immigrated to the U.S. Students are also paired with peers from a school in Madrid. They exchange emails and communicate via Face Time or Skype and report to the class about their interactions. This also provides an opportunity for making cultural comparisons within themes of the AP Spanish Language and Culture Curriculum Framework.

CR9—The course prepares students to use the target language in real-life settings.

When possible, I organize opportunities for my students to tutor Spanish-speaking students at nearby elementary schools or to help their parents to interpret school communications. Additionally, some students go to the elementary school in our feeder pattern once a month and teach a mini-lesson to the students, while others volunteer to read books in Spanish at the local library. Students use technology to blog about their experiences and journal their progression with the students they are tutoring, and some use of Spanish outside the four walls of the classroom is a requirement to meet the Communities standard.

Teaching Strategies

Participation: Activities may begin as teacher-led discussions but mostly end as student-led discussions. Students are given the opportunity to offer opinions and support them, ask questions, ask for clarification, and discuss the material with each other in pairs, small groups, and as an entire class.

Integrated skills: Most class activities are integrated. Example: A lesson may begin with a reading activity in the Interpretive mode, continue with discussion in the Interpersonal mode, add in a listening task in the Interpretive mode, and then culminate with a Written Presentational activity that integrates the reading, listening, and discussion materials. Other times the writing is a pre-reading activity that prepares students for the reading and discussion. A variety of strategies and integrated skills are present throughout the course.

Course Plan

<p>Unit/Theme/ Essential Questions</p>	<p>Unit 1: ¿La imaginación o la realidad?</p> <p>Theme: [CR6d] <i>Las identidades personales y públicas</i></p> <p>Contexts: <i>Las creencias personales/Los intereses personales/La autoestima</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>¿Cómo influye el sistema de creencias o la forma de pensar de la persona en la imaginación y la interpretación de la realidad? ¿Cómo influyen la lengua y la cultura la identidad?</i> 	<p>CR6d—The course explicitly addresses the Personal and Public Identities theme.</p>
<p>Sample Learning Activities/Resources</p>	<p>Student-centered questions: <i>¿Cuáles son algunas leyendas o cuentos que has leído o escuchado que usan la imaginación para desafiar a la realidad? ¿Cómo te afectan personalmente? ¿Conoces leyendas o cuentos parecidos del mundo hispanohablante?</i></p> <p>Students read the following stories and discuss their distinguishing features. Students are provided with advance organizers that provoke critical thinking about the contexts. Each story is a guided lesson with pre-reading, while reading, and post reading strategies, as well as vocabulary activities and interpersonal writing and speaking. There is considerable classroom discussion to clarify meaning before moving on to the next story: [CR4b] <i>Continuidad de los parques</i>, Cortázar <i>Casa Tomada</i>, Cortázar <i>La noche boca arriba</i>, Cortázar [CR2c]</p> <p>After the first reading, students research information and readings on magical realism and contemporary Latin American writers (Borges, Cortázar, and García Márquez). Students identify elements of magical realism and its importance in Latin American literature.</p> <p>Students complete a Venn diagram comparing two of the three Cortázar readings and identifying elements of magical realism.</p> <p>Research and discussion: Students research authentic articles that discuss dreams, what provokes them, and what they mean. They present findings during a class discussion and provide evidence through citing sources. Web site examples: www.uakix.com/articulos/la-importancia-de-sonar.html www.bellomagazine.com/psicologia/interpretacion-suenos [CR2b], [CR3a] & [CR5a]</p>	<p>CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.</p>
		<p>CR2c—Instructional materials include a variety of authentic literary texts.</p>
		<p>CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.</p>
		<p>CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
		<p>CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.</p>

<p>Assessments</p>	<p>Written Interpersonal Communication: Students write a journal entry about a dream they've had, which they then share with a classmate who interviews them and asks clarifying questions via the journal, then interprets the dream and provides feedback in his/her journal, focusing on the essential question, <i>¿Cómo influye tu sistema de creencias o tu forma de pensar en la imaginación y la interpretación de la realidad?</i> [CR3b]</p> <p>Spoken Presentational Communication: Using Audacity, voice recording software, students give a presentation about the meaning of dreams, citing information from authentic texts and classroom discussion to address the questions, <i>¿Por qué es necesario soñar y qué representan los sueños?</i> [CR5a]</p> <p>Written Presentational Communication: As a final assessment to the unit, students complete a written assessment in which they compare dreams and magical realism, while citing evidence from the unit, both from researching magical realism and dreams, as well as from the Cortázar readings. Focus should be on answering the essential question, <i>¿Cómo influye el sistema de creencias o la forma de pensar de la persona en la imaginación y la interpretación de la realidad?</i> [CR5b]</p>	<p>CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
<p>Unit/Theme/ Essential Questions</p>	<p>Unit 2: La belleza de la patria</p> <p>Themes: [CR6f] <i>La belleza y la estética/ La vida contemporánea</i></p> <p>Contexts: <i>El lenguaje y la literatura Las artes visuales y escénicas Las relaciones personales</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>¿Cómo las bellas artes desafían y reflejan las perspectivas culturales?</i> • <i>¿Cómo se establecen las percepciones de la belleza y la creatividad?</i> • <i>¿En qué maneras diferentes se manifiesta el patriotismo? ¿Es diferente para los inmigrantes?</i> • <i>¿Cómo definen los individuos y las sociedades su propia calidad de vida?</i> 	<p>CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.</p>
		<p>CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.</p>
		<p>CR6f—The course explicitly addresses the Beauty and Aesthetics theme.</p>

<p>Sample Learning Activities/Resources</p>	<p>Student-centered questions: <i>¿Cuáles experiencias has tenido con el arte que reflejan el patriotismo? ¿Conoces algunas obras de arte del mundo hispanohablante que reflejan este patriotismo?</i></p> <p>Class discussion about a special place in the student’s country that is important to each student and why, as well as how he or she would feel if never again able to visit there. [CR3a]</p> <p>Students discuss the meaning and feelings about the concept of <i>patria</i>. [CR3a]</p> <p>Students read <i>Versos Sencillos</i>, Martí [CR4b] (can also be accessed at <i>Albalearning.com</i> to focus on interpretive listening) and cite the importance of this literary product in showing the perspective of José Martí and his contemporaries. They answer the question, <i>¿Cómo refleja la belleza en la literatura el perspectiva propio, especialmente en el caso del patriotismo?</i></p> <p>Students research internet sites (including articles, videos, interviews) about Cubans who left their homeland to seek a better life and discuss with classmates the pros and cons of their decisions. [CR3a], [CR4a] & [CR4b]</p> <p>They follow this by listening to <i>Mi Tierra</i> by Gloria Estefan and discuss the similarities and differences in writing to those of <i>Guantanamera</i> by Celia Cruz. [CR4a] & [CR5b]</p> <p>Students prepare a VoiceThread presentation on one of the songs as compared to an American song that they find patriotic in some way. They compare and contrast how each product reflects patriotism and the imagery used. [CR5a], [CR7] & [CR8]</p> <p>They read excerpts from <i>Soñar en cubano</i> by Cristina García and compare the way the three generations view Cuba and why. [CR2c] & [CR4b]</p> <p>Students compare cultural products in art that also reflect patriotism and discuss the different perceptions of beauty in each. [CR7] Possible examples: Washington Crossing the Delaware, Diego Rivera’s <i>Sueño de una tarde dominical en la alameda central</i>, Goya’s <i>Dos de mayo</i> and <i>Tres de mayo</i>. [CR8]</p> <p>Students participate in a student-led class discussion focusing on patriotism and current events. [CR3a]</p>	<p>CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p> <p>CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.</p> <p>CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.</p> <p>CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.</p> <p>CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.</p> <p>CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.</p> <p>CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.</p> <p>CR2c—Instructional materials include a variety of authentic literary texts.</p>
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<p>Assessments</p>	<p>Spoken Interpersonal Communication: Students interview a Spanish speaker who left another country to move to the U.S., using questions developed by the students under the guidance of the teacher. Topics may include the decision to move, difficulties and assimilation, preservation of cultural roots, family issues, and the like. This interview is conducted in Spanish and may be done with someone in their family, their community, or via Skype if needed. [CR3a]</p> <p>Written Interpersonal Communication: In this assessment, students write an email to another student about their interviews. Both emails should include questions searching for more information and understanding. [CR3b]</p> <p>Spoken Presentational Communication: Students present a cultural comparison based on the songs from Estefan/Cruz and a "patriotic" American singer. They focus on the question, <i>¿Qué opinión tiene la gente en tu comunidad sobre la conexión entre el arte y el patriotismo?</i> [CR5a]</p>	<p>CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
<p>Unit/Theme/ Essential Questions</p>	<p>Unit 3: La mexicanidad pasada y presente</p> <p>Theme: [CR6e] & [CR6c] <i>Las familias y las comunidades</i> <i>La vida contemporánea</i></p> <p>Contexts: <i>Las tradiciones y los valores/</i> <i>La estructura de la familia/</i> <i>La ciudadanía global/</i> <i>La geografía humana/</i> <i>Las relaciones personales/</i> <i>Las tradiciones y los valores sociales</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>¿Cómo contribuyen los acontecimientos e individuos históricos al bienestar de las comunidades?</i> • <i>¿Cómo cambian los papeles que asumen las comunidades y las familias como resultado de los acontecimientos históricos?</i> • <i>¿Cómo definen los individuos y las sociedades su propia calidad de vida?</i> • <i>¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?</i> 	<p>CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
		<p>CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.</p>
		<p>CR6e—The course explicitly addresses the Families and Communities theme.</p>
		<p>CR6c—The course explicitly addresses the Contemporary Life theme.</p>

<p>Sample Learning Activities/Resources</p>	<p>Student-centered questions about students' knowledge of historical events in their own society and how they have affected community and family traditions and values, helping to define contemporary society: <i>¿Por qué tuvo lugar la revolución americana? ¿Cómo era la vida de las familias antes de esa revolución? ¿Cuáles son unas prácticas y/o algunos productos de esa guerra en la vida contemporánea?</i></p> <p>Class discussion about important events of the Mexican Revolution (pre- and post- as well).</p> <p>Students read <i>México</i> excerpt from <i>Nuevas Vistas Curso Dos</i> text and discuss the role of traditions and values in contemporary Mexican society. [CR3a] & [CR4a]</p> <p>Students examine Diego Rivera's art reflecting Mexico's history and discuss Rivera's philosophy in painting them as a record of Mexican society. [CR3a] & [CR4a]</p> <p>Interpretive listening: <i>El Anillo del General Macías</i>, Niggli. Discussion of how war affects families, human emotions, and quality of life. [CR4a]</p> <p>Students make comparisons to other Hispanic cultures or their own, found in literature or art, that show similar influences of war.</p> <p>Students read excerpt from <i>Máscaras mexicanas</i>, Paz. Discuss why Paz chose this title. [CR2c] & [CR4b]</p> <p>Students discuss and analyze the following stanza by Alfonso Reyes and explain how it applies to communities of the world:</p> <p style="text-align: center;"><i>Yes tanta la tiranía de esta disimulación que aunque de raros anhelos se me hincha el corazón, tengo miradas de reto y voz de resignación.</i> [CR4b]</p> <p>Students present about current events and use the content of the presentations in a discussion about Mexico asking, <i>¿Cómo contribuyen los individuos hoy en día al bienestar de las familias y comunidades mexicanas?</i> [CR5a]</p>	<p>CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p> <p>CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.</p> <p>CR2c—Instructional materials include a variety of authentic literary texts.</p> <p>CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.</p> <p>CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.</p>
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<p>Assessments</p>	<p>Written and Print Interpretive Communication: Students formulate short answer written responses to <i>El Anillo del General Macías</i> focusing on cause and effect questions. Students consider the following essential question as they formulate their responses: <i>¿Cómo definen los individuos y las sociedades su propia calidad de vida?</i> [CR2c] & [CR4b]</p> <p>Spoken Presentational Communication: After reading <i>Máscaras mexicanas</i> and exploring Mexico’s pre and post revolution history, students compare México’s past and that of another Hispanic culture (or our own), citing similar past or current challenges as they consider and respond to the essential questions: <i>¿Cómo contribuyen los acontecimientos e individuos históricos al bienestar de las comunidades?</i> <i>¿Cómo cambian los papeles que asumen las comunidades y las familias como resultado de los acontecimientos históricos?</i> <i>¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?</i> [CR5a]</p> <p>Spoken Interpersonal Communication: Students consider the essential question, <i>¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?</i></p> <p>Students discuss the question citing evidence from the unit as they comment, ask questions, draw conclusions, make predictions, and the like. [CR3a] & [CR7]</p>	<p>CR2c—Instructional materials include a variety of authentic literary texts.</p>
<p>Unit/Theme/ Essential Questions</p>	<p>Unit 4: La vida en un mundo de tecnología</p> <p>Theme: [CR6b] <i>La ciencia y la tecnología</i></p> <p>Contexts: <i>El acceso a la tecnología/ Los efectos de la tecnología en el individuo y en la sociedad/ El cuidado de la salud y la medicina/ Las innovaciones tecnológicas/ La ciencia y la ética</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?</i> • <i>¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?</i> • <i>¿Qué papel cumple la ética en los avances científicos?</i> 	<p>CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.</p>
		<p>CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.</p>
		<p>CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
		<p>CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.</p>
		<p>CR6b—The course explicitly addresses the Science and Technology theme.</p>

<p>Sample Learning Activities/Resources</p>	<p>Student-centered questions: <i>¿Qué aparatos tecnológicos empleas todos los días? ¿Si tuvieras que escoger sólo un útil tecnológico y rendir todos los otros, cuál sería y por qué lo escogerías? ¿Cómo afectaría esta decisión tu vida y qué desafíos tendrías sin los otros aparatos tecnológicos?</i></p> <p>Class discussion of the most important technological tool that is part of the students' lives or that of family members. [CR3a]</p> <p>Students read the latest news in technological advancement at NCYT: http://noticiasdelaciencia.com</p> <p>Assign students articles and Podcasts by topics (<i>ciencia, tecnología, medio ambiente, salud, psicología</i>) and share their learning with the class in short oral presentations with a visual stimulus and VoiceThread. [CR2b] & [CR5a]</p> <p>Students listen to and read news about stem cell research and come prepared for a class debate on the pros and cons of stem cell research. They bring evidence from www.bionetonline.org/castellano/content/scintro.htm and www.rtve.es/noticias/celulas-madre/ or other sources to back up their opinion. [CR2b]</p>
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CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

<p>Assessments</p>	<p>Integrated Assessment: Step One: Audio, Visual, and Audiovisual Interpretive Communication</p> <p>Written and Print Interpretive Communication: Students research a health, educational, emergency, or societal issue or tool that has been improved by technology. They plan a presentation of their findings by considering the essential questions and comparing how the issue or tool has changed life compared to 25 years ago. Students must include graphs, tables, statistics, etc. as visuals for the class. In planning their presentations, students address:</p> <p><i>¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?</i> <i>¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?</i> <i>¿Qué papel cumple la ética en los avances científicos?</i> [CR4a] & [CR4b]</p> <p>Step Two: Spoken Presentational Communication, Written Presentational Communication, Spoken Interpersonal Communication: Students present findings to the class through a multimedia presentation using Prezi or other tool. Students take notes on an advanced organizer to be used in step three. Peers ask student presenters questions for clarification or where information for the organizer is missing. [CR3a] & [CR5a]</p> <p>Step Three: Written Interpersonal Communication: Students choose the two scientific and/or technological advancements presented that they believe are the most important and explain why in a class Blog or journal. They must read previous entries first, react to them, and add their choices with rationale as they consider these essential questions:</p> <p><i>¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?</i> <i>¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?</i> <i>¿Qué papel cumple la ética en los avances científicos?</i> [CR3b]</p>	<p>CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.</p>
		<p>CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.</p>
		<p>CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
		<p>CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.</p>
		<p>CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>

<p>Unit/Theme/ Essential Questions</p>	<p>Unit 5: El futuro de nuestro mundo</p> <p>Theme: [CR6a] <i>Los desafíos mundiales</i></p> <p>Contexts: <i>Los temas económicos/ Los temas del medio ambiente/ El bienestar social/ La conciencia social</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>¿Cuáles son los desafíos económicos y medioambientales de Latinoamérica que presentan desafíos mundiales?</i> • <i>¿Cuáles son los orígenes de esos desafíos?</i> • <i>¿Cuáles son algunas posibles soluciones a esos desafíos?</i> 	<p>CR6a—The course explicitly addresses the Global Challenges theme.</p>
<p>Sample Learning Activities/Resources</p>	<p>Students research and bring in an article about a current environmental issue in a Spanish-speaking country that affects the world as a whole (show the diversity and importance of environmental issues in Latin America). [CR4b]</p> <p>Students read <i>El oro negro</i> and discuss the current situation of Spanish-speaking countries' nationalization of their oil and its global impact. [CR2c] & [CR3a]</p> <p>Students read <i>La fiesta del árbol</i>, Mistral, and discuss the message in her essay with another student. [CR2c] & [CR3a]</p> <p>Students listen to: <i>Banco Mundial: enfoques exitosos en América Latina para proteger la biodiversidad</i> at radio ONU: www.unmultimedia.org/radio/spanish/2012/10/banco-mundial-enfoques-exitosos-en-america-latina-para-proteger-la-biodiversidad/ [CR2a] They take notes on the state of the environment in the Latin American countries or zones presented and discuss their findings in class with other classmates, making comparisons among the environmental issues, efforts to protect biodiversity, and how it affects the entire world. [CR3a]</p> <p>Students listen to songs from Maná's CD <i>Amazonía</i>, and also to their song <i>¿Dónde jugarán los niños?</i> [CR2a] Students write their reactions to the messages of the songs in a blog, and then they respond to at least one classmates' responses, asking more questions and requesting clarification, if needed. [CR3b]</p> <p>Students research other Hispanic celebrities who contribute to initiatives for the protection of the Earth. In class discussion is held comparing these celebrities to those of the U.S. and their social conscience and influence in working toward saving our planet. [CR8]</p>	<p>CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.</p>
		<p>CR2c—Instructional materials include a variety of authentic literary texts.</p>
		<p>CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
		<p>CR2a—Instructional materials include a variety of authentic audio and video recordings.</p>
		<p>CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
		<p>CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.</p>

Written and Print Resources: [CR2b]

- www.elmundo.es
- www.ver-taal.com/
- www.bowdoin.edu/~eyepes/latam/index.html
- www.laits.utexas.edu/spe/
- http://cvc.cervantes.es/ensenanza/actividades_ave/aveteca.htm
- www.20minutos.es/
- Centro de Noticias ONU www.un.org/spanish/News/
- La Crónica de Hoy www.cronica.com.mx/
- El Mercurio www.emol.com/
- El Mundo www.elmundo.com/
- El País www.elpais.com/
- Reforma www.reforma.com/
- La Tercera www.latercera.com/

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

Audio, Visual and Audiovisual Resources: [CR2a]

- BBC Mundo www.bbcmundo.com/
- CNN en español <http://cnnspanol.cnn.com/>
- Nuevos Horizontes www.nuevoshorizontes.org/
- Radio de las Naciones Unidas www.unmultimedia.org/radio/spanish/
- Radio Nederland www.rnw.nl/espanol

CR2a—Instructional materials include a variety of authentic audio and video recordings.

Music:

- Cruz, Celia. *Guantanamera*
- Estefan, Gloria. *Mi Tierra*
- Maná CD *Amazonía* and individual song *Dónde jugarán los niños*