



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: Advanced Placement Spanish Language and Culture Grade Level(s): 12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 periods Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

Advanced Placement (AP) Spanish Language and Culture is an advanced course taught entirely in the target language, Spanish. This course requires students to improve their language skills in all modes of communication. The course consists of six thematic units organized around the essential questions of the AP Spanish Language and Culture Exam and focuses on using authentic resources including online/traditional print (literature, essays, and magazine/newspaper articles), and audio and visual resources in order to provide a diverse learning experience. The students will communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. **Prerequisite:** Final average of 90% or above in Spanish 4.

Instructional Strategies, Learning Practices, Activities, and Experiences

Throughout the course, the students will be able to use Spanish to perform the following tasks:

- Speak proficiently, both formally and informally, in the appropriate accent.
 - Presentations, arguments, convincing, asking, describing, skits, language lab
- Read and understand a variety of texts.
 - Magazines, newspapers, short stories, articles, poetry, instructions
- Write both formally and informally.
 - Letters, emails, presentations, journals, blogs, analysis, synthesis
- Participate in real-life events/cultural activities inside and outside of the classroom.
 - Pen-pals, foreign films, tutoring, guest speakers, art exhibits, music, restaurant experiences, and more
- Demonstrate an understanding and appreciation of the cultures throughout the countries of the Spanish-speaking world.
 - Variety of online resources: newspapers, TV broadcasts, magazines, music, movies, photos
- Make comparisons between the cultures of the Spanish-speaking world and their own.

Assessments

Interpersonal Writing: Email replies Interpersonal Speaking: Recorded Conversations Listening Comprehension Assessments (multiple choice)	Presentational Speaking: Cultural Comparisons Presentational Writing: Persuasive Essays Reading Comprehension Assessments (multiple choice)
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Materials/Resources

1. Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millán. *TEMAS with online SuperSite*. Boston: Vista Higher Learning, Inc. 2014
2. Frisancho, Jorge, María Redmon, and Marta Lucía Restrepo Bravo. *AP* Spanish Language and Culture Exam Preparation*. Boston: Vista Higher Learning, Inc. 2014

Adopted: 5/18/2015

Revised: 5/21/18

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>THEME (Family and Communities)</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How is family defined in different societies? • How do individuals contribute to the welfare of communities? • What are the differences in the roles assumed by communities and families in different societies of the world? <p><u>Key Concepts (Contexts):</u></p> <p><u>Context 1: Education Communities</u></p> <ul style="list-style-type: none"> • Compare ideal learning conditions. • Interview each other about leisure activities and present • Read Tiempo de Juego <ul style="list-style-type: none"> ▪ Oral Presentation: Compare the charity we read about with those in our area. ▪ Interpersonal Writing: Write an email to the charity we have been learning about. • Read En esto creo <ul style="list-style-type: none"> ▪ Research contemporary figures that have influenced society. ▪ Design a foundation to confront a societal or familial issue. • Listening: Tocar y Luchar <ul style="list-style-type: none"> ▪ Define different styles of music. ▪ Compare Abreu and Dudamel's organizations and explain their purpose/impact on music of youth. • Complete all context/theme related activities in the AP Spanish workbook. <p><u>Context 2: Social Networking</u></p> <ul style="list-style-type: none"> • Research aspects of social networking of interest such as cyber bullying and present findings to the class. • Compare social networking use to that of others in the class. • Class Discussion: How has social networking changed our society? Goods, Bads, etc. • Read Facebook el monstruo de dos cabezas <ul style="list-style-type: none"> ▪ Writing: public post vs. private email • Read Centroamérica y las redes sociales <ul style="list-style-type: none"> ▪ Social networking in the U.S. and Spanish speaking countries: research and discuss, compare and contrast with U.S. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

- Listen: **Jovenes y usos de las redes sociales**
 - Oral Presentation: How has social networking changed the development of the youth in different societies?
- Complete all context/theme related activities in the AP Spanish workbook.

Context 3: Human Geography

- In your opinion, what is human geography? Discuss.
- Mark movements of your family on world maps and compare with those of your classmates. Discuss.
- Analyze a family recipe and how it has changed from generation to generation.
- Read: **Lago Atitlán**
 - Interview an older adult about how his/her region has changed in his/her lifetime. Present to class.
- Discuss how shopping malls are perceived.
- Read: **Cultura de mall**
- Listening: **Basura**
 - Persuasive Essay: Write to a U.S. agency and convince them of a better way to deal with trash.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 4: Customs and Values

- Identify values that are promoted within our culture.
- Research traditional celebrations of Spanish speaking countries.
- Read: **El niño y la niebla**
 - Present humorous family photos and write a story about them.
 - Act out scenes from the reading.
- Read: **Madres artesanas**
 - Discuss the evolution of traditional roles of men and women.
 - Write an essay about gender specific roles and their changes.
 - Write a persuasive essay about one of the traditions listed above.
- Listening: **Garífuna**
- Reflection: How have you developed your own values?
- Complete all context/theme related activities in the AP Spanish workbook.

Context 5: Global Citizenship

- What does it mean to be a global citizen?
- Identify certain social problems of today. How could they be addressed/improved with global citizenship?
- Complete all context/theme related activities in the AP Spanish workbook.

Context 6: Family Structure

- Discuss different varieties of family structures and concepts of what makes up a family.
- Watch: **Telenovela – Secretos de familia**
- Categorize your family and discuss why it fits into that particular one.
- Complete all context/theme related activities in the AP Spanish workbook.

Cinemateca → "Ella y yo"

- Watch a short film.
- Write an additional scene to the short film and act it out.
- Research Italian and Argentinian immigration.

Gramática del Tema

- Léxico (vocabulary)
 - vocabulary for describing, pg. 31
 - perception expressions, pg. 33
- Ortografía y puntuación (spelling and punctuation)
 - basic accents, pg. 62
 - commas, colons, semicolons, pg. 63

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>THEME (Science and Technology)</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is the impact of scientific and technological development in our lives? • What factors have driven the development and innovation in science and technology? • What is the role of ethics in scientific progress? <p><u>Key Concepts (Contexts):</u></p> <p><u>Context 1: Effects of Technology on Self and Society</u></p> <ul style="list-style-type: none"> • If technology had existed in the past as it does today, what events would not have occurred or been different? • Read Spanish instructional manuals to different devices. • Read: No sin mi móvil <ul style="list-style-type: none"> ▪ Research cell phone policies in various Spanish-speaking countries and compare to those locally. • Read: Nosotros, no <ul style="list-style-type: none"> ▪ Analyze the definition of science fiction. • Listening: Proyecto MARTA • What do you already know about cars and automotive technology? • Write a persuasive essay about the development of science and technology and its effect on our lives. • Complete all context/theme related activities in the AP Spanish workbook. <p><u>Context 2: Health Care and Medicine</u></p> <ul style="list-style-type: none"> • Research different illnesses and the specialists that treat them. • Role-play a scene of a doctor and patient diagnosing an illness. • Read: Google <ul style="list-style-type: none"> ▪ How has technology changed or influenced the medical field? • Read: La enfermedad en la Edad Media • Listening: Escepticismo • Research and compare health threats in various Spanish speaking countries; present findings and proposed solutions. • Complete all context/theme related activities in the AP Spanish workbook. 	<p><u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u> Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Context 3: Science and Ethics

- What is the most important ethical issue for your age group/generation?
- Choose a side on ethical issues by moving to different parts of the room.
- Read: **Neander Park**
 - Write your own science fiction story.
- Read: **Sostenibilidad**
- Listening: **El desarrollo debe basarse en la ciencia**
- Complete all context/theme related activities in the AP Spanish workbook.

Context 4: Natural Phenomena

- Complete a virtual scavenger hunt for information in Spanish regarding:
 - hurricanes Sandy, Katrina and Andrés
 - the tsunami in Japan in 2011
 - Chile's problems with the Ozone hole
 - the Mayan end of the world theory vs. that of other cultures
 - the theory behind the lines of Nazca in Peru
 - an active volcano in a Spanish-speaking country
- How do natural phenomena and weather affect different Spanish-speaking regions?
- Read: **La gran extinción**
 - Write an email to Benton about the end of the article; give your reaction, your opinion and ask three questions.
- Discuss natural phenomena that have occurred in our country.
- Read: **Cazadores de tornados**
- Listening: **Las sequías**
 - Use the internet to research and present different Spanish-speaking places that struggle with drought and how it affects them.
- How do natural phenomena affect how and where we live?
- Complete all context/theme related activities in the AP Spanish workbook.

Context 5: Access to Technology

- Use the internet to research different levels of access to certain technologies Spanish-speaking places and the effects, positive or negative, that the access has; propose a solution.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 6: Innovations

- Compare advances in technology in different aspects and devices.
- What devices have had the largest impact on society?
- Complete all context/theme related activities in the AP Spanish workbook.

Cinematca → <<Un atajo, un camino>>

- Watch short film.
- Further research reusable energy in your community and compare it to what you have learned in class.

Gramática del Tema

- Léxico (vocabulary)
 - common verbs, pg. 98
 - time expressions, pg. 100
- Ortografía y puntuación (spelling and punctuation)
 - special accents, pg. 128
 - dashes, quotes, parentheses, brackets, ellipsis, pg. 63

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>THEME (Beauty and Aesthetics)</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How are perceptions of beauty and creativity set? • How do the ideals of beauty and aesthetics influence everyday life? • How do the arts challenge and reflect cultural perspectives? <p><u>Key Concepts (Contexts):</u></p> <p><u>Context 1: Defining Beauty</u></p> <ul style="list-style-type: none"> • Where does beauty exist in life? • In what things or aspects of your life do you observe beauty? • Research famous quotations and proverbs in Spanish about beauty. • Read: Concepto de lo estético • Make short notes concerning the concept of beauty in each of the following time periods: <ul style="list-style-type: none"> ▪ Edad de Piedra – El Paleolítico ▪ Edad de Piedra – El Neolítico ▪ Edad Antigua – La antigüedad Clásica ▪ Edad Media ▪ Edad Moderna ▪ Edad Contemporánea • Create a collage with three images from where you live and three from Latin American culture; explain how they represent beauty in their own culture. Compare and contrast. Present orally to class. • Oral Presentation: Analyze the given line from the reading and present the summarized meaning of the line, whether you are or are not in agreement and give a personal experience. • Read: Encuesta sobre la belleza <ul style="list-style-type: none"> ▪ Is inner or outer beauty more important? ▪ What are physical features that show beauty in a woman? A man? ▪ What personal characteristics are attractive and important? • Listening: Belleza y autoestima • Discuss the moral of The Beauty and the Beast • Complete all context/theme related activities in the AP Spanish workbook. 	<p><u>COMMUNICATION</u></p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u></p> <p>Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u></p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u></p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u></p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

Context 2: Fashion and Design

- Research terms for popular clothing items in different Spanish-speaking countries.
- Read: **Hipsters**
- Read: **Encuesta: Marcas de moda**
 - Choose one of the comments from the end and write a paragraph in which you respond with your own opinion.
- Listening: **Ser diseñador**
- Research online Spanish fashion magazines for information on designers, and present.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 3: Language and Literature

- Share some of your favorite quotes from literature, movies, songs, or just common expressions and tell why you like them.
- Reading: **Literatura y Vida**
 - Define each of the genres on page 173 and list its characteristics. Include a literary piece specific to each genre.
- Reading: **Cien años de soledad**
 - Do your own research about the fictional town, Macondo. Present your findings.
- Listening: **Isabel Allende**
 - Explain Magical Realism and give examples.
- Make a list of common stories that “bring people together.” Explain.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 4: Visual and Performing Arts

- Review vocab terms for describing art.
- Display paintings and have class describe them using said vocabulary.
- Read: **MNBA**
 - How can a community benefit from visible art?
- Read: **Remedios Varo**
 - Imagine you have become a famous artist. Write your autobiography describing your life as an artist and your work.
- Listening: **Guernica**
 - Go to the Prado's website, choose a painting, and listen to its audio description. Write a summary in your own words about it.
- Cut up a photocopy of Guernica, give each student a piece and have them create their piece on a larger sheet of paper. Put all pieces back together to create a wall hanging.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 5: Architecture

- Google search images of popular Hispanic architects and their buildings.
- Compare and contrast a local building with that of one of similar function in a Spanish speaking country.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 6: Defining Creativity

- Write your own definition of creativity in 30 seconds.
- Think of something you consider to be creative. Tell why.
- Complete all context/theme related activities in the AP Spanish workbook.

Cinemateca → "Arte precolombino"

- Watch short film.
- What perspectives does contemporary art tend to reflect?
- Choose two pieces of art, one pre-Columbian and the other modern. Explain what each piece suggests about the culture and the artist.

Gramática del Tema

- Léxico (vocabulary)
 - conjunctions, pg. 168
 - local origins, place names, pg. 170
- Ortografía y puntuación (spelling and punctuation)
 - citations, pg. 199

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>THEME (Modern Life)</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do individuals and societies define their own quality of life? • How do cultural products, practices and perspectives of people influence contemporary life? • What are the challenges of contemporary life? <p><u>Key Concepts (Contexts):</u></p> <p><u>Context 1: Education and Careers</u></p> <ul style="list-style-type: none"> • Define current global challenges and the skills necessary to confront them. • Compare two careers that interest you. Include benefits, level of education needed, training required, etc. Also list the pros and cons of the career. • Read: Las escuelas que siguen a los chicos <ul style="list-style-type: none"> ▪ Interview a parent or grandparent to find out what high school was like for him/her. Present your findings to the class. ▪ Imagine you are in this school we read about school in Argentina. Write a post card to your parents in which you describe what calls your attention most about it. Mention similarities and differences. • Read: Prepárese <ul style="list-style-type: none"> ▪ Consult online job listings in Spanish. Find the most sought after positions in a Spanish speaking country. Present your findings. • Listening: La equidad de género • Conexiones Culturales <ul style="list-style-type: none"> ▪ Oral Presentation: Research and consider how history, politics, geography, and other cultural elements influence education and career choice in a certain country or region. • Complete all context/theme related activities in the AP Spanish workbook. <p><u>Context 2: Entertainment</u></p> <ul style="list-style-type: none"> • Present articles, podcasts or video clips of your favorite leisure activity. • In groups, calculate how many hours per week you spend in front of a computer or television. Create a graph to present your findings to the class. • Read: Receta de mole <ul style="list-style-type: none"> ▪ Pick a cultural food, research it. Where does it come from, how did it become popular, what's its importance to its culture. 	<p><u>COMMUNICATION</u></p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u></p> <p>Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u></p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u></p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u></p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

- Watch online episodes of cooking shows from Spanish speaking countries and write down some unknown words/phrases.
- Read: **Marta Hazas**
 - If you could eat lunch with anyone, dead or alive, who would it be and why? Decide on five questions to ask him/her.
- Listening: **Qué difícil es hablar el español**
- Conexiones culturales: **El Festival del Viento y las Cometas**
- Complete all context/theme related activities in the AP Spanish workbook.

Context 3: Travel and Leisure

- Talk about travel preferences. Where? How? With whom? When?
- Find some of your favorite places on Google Earth.
- Read: **María José**
 - Write your own possible version of this email. (ex. 4, pg. 244)
 - Describe the storyline of a movie with a personal message.
- Read: **Mundo del fin del mundo**
 - Write a comparative essay. Explain the difference between first and second hand information. (ex 6, pg. 251)
- Listening: **Viaje naturalistas**
 - Research animals that live in the rainforests of Central and South America.
 - Persuasive email: Convince the principal at your school to allow a nature trip.
- Conexiones Culturales
 - Oral Presentation: How does geographic location influence the touristic development of a place?
- Complete all context/theme related activities in the AP Spanish workbook.

Context 4: Relationships

- Discuss dating in your area.
- Research dating practices in certain Spanish speaking countries.
- Describe the word "frenemy."
- Read: **La evolución de la amistad**
 - Opinion essay: "La amistad entre los niños es, sin duda, la mejor calidad." Agree or disagree and defend.
- Read: **Cartas de mamá**
- Listening: **El arte de comunicar**
 - Present a scene (ex. 4, pg. 266)
- Conexiones Culturales
- Complete all context/theme related activities in the AP Spanish workbook.

Context 5: Lifestyles

- List popular brands that define a lifestyle. Research them in Spanish speaking countries, and present your findings.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 6: Social Customs and Values

- On the internet, find a famous phrase said by a U.S. president. It should talk about an important social issue. Translate it into Spanish, explain it in Spanish, and present.
- Complete all context/theme related activities in the AP Spanish workbook.

Cinemateca → "Huevo fritos"

- Watch short film.
- With a partner, present the steps to preparing another recipe by José Andrés.

Gramática del Tema

- Léxico (vocabulary)
 - transitions, pg. 236
 - suffixes, pg. 238
- Ortografía y puntuación (spelling and punctuation)
- Numbers, pg. 268

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>THEME (Global Challenges)</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the social, political, and environmental challenges facing societies of the world? • What are the origins of these challenges? • What are some possible solutions to these challenges? <p><u>Key Concepts (Contexts):</u></p> <p><u>Context 1: Economic Issues</u></p> <ul style="list-style-type: none"> • Search online for Spanish article that discusses current economic issues. • Identify vocabulary within articles that refer to economy, finance, banking, and investments. • Read: Manual del perfecto idiota <ul style="list-style-type: none"> ▪ Research a Spanish-speaking area that has been affected by an economic crisis and present your findings. ▪ Give your opinion/discuss with your partner the following quote: “El mundo se mueve en función de la expectativa de obtener beneficios.” • Read: Micropréstamos <ul style="list-style-type: none"> ▪ Research nonprofit groups that help the economy and compare them to those of Spanish-speaking countries. ▪ Write an email to la Asociación: MAPU (Mapuches an indigenous tribe native to the Patagonia of Argentina) and express your interest in working for them. Include the information outlined on page 288, exercise 4. • Listening: Clase media crece <ul style="list-style-type: none"> ▪ Discuss with partners, what is your definition of the middle class? ▪ Write a reflection essay in which you respond to this question: ¿De qué manera el entorno influye en el desarrollo económico de una comunidad? • Conexiones Culturales <ul style="list-style-type: none"> ▪ Oral Presentation: What is the importance of geographic characteristics on economic growth? • Complete all context/theme related activities in the AP Spanish workbook. <p><u>Context 2: Environmental Issues</u></p> <ul style="list-style-type: none"> • Search online for pictures and videos that show various environmental issues in Spanish speaking countries; discuss them. • Read: La desglaciación 	<p><u>COMMUNICATION</u></p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u></p> <p>Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u></p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u></p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u></p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

- Research additional locations in Spanish speaking countries where glaciers are thawing out and present your findings.
- Write an article about the cultural and religious importance of the glacier loss in Peru.
- Read: **Encuesta: Consumo sostenible en Chile**
 - As a class, write a fable in which the moral is environmental responsibility.
 - Write a persuasive letter to local newspaper in which you address the following: los efectos negativos que sus malos hábitos producen en el medioambiente, las medidas que pueden tomar para reducir dichos efectos negativos, las razones por las que deberían convertirse en consumidores verdes
- Conexiones Culturales
- Complete all context/theme related activities in the AP Spanish workbook.

Context 3: Population and Demographics

- Think of something specific that you have learned from an older person like a grandparent. Present your experience.
- What are the cultural similarities and differences between the youth and adults?
 - What does each group value?
- Read: **Arrugas**
 - Discuss the older members of your family: age, where and with whom they live, etc.
 - Oral presentation: How are the elderly treated here as in comparison to your assigned Spanish speaking country?
- Read: **La población urbana**
 - In small groups, discuss possible solutions for the worldwide demographic explosion that has been occurring.
 - Discussion: What role does/should the government play with respect to country population?
- Listening: **Para preservar los recuerdos y la historia**
 - Use online resources to trace the origins of your family before arriving in the United States. Present your findings.
- Conexiones Culturales
- Complete all context/theme related activities in the AP Spanish workbook.

Context 4: Social Welfare

- What is your definition of social well-being?
- What is mental health? Are there cultural differences to mental health?
- Read: **Déficit de espacio público**

- Use Google Earth to compare the amount of “green space” in the cities mentioned in the article to your own community/state/country.
- Read: **El país de la casualidad**
 - Write an article to your local newspaper discussing the trouble that immigrants in your community are facing, especially culturally.
- Listening: **La ciudades son de los ciudadanos**
 - What can people do to make their cities/towns safer places to live?
- Conexiones Culturales
 - Oral Presentation: What are the roles of individuals and the governments in the social well-being of a community?
- Complete all context/theme related activities in the AP Spanish workbook.

Context 5: Philosophical Thought and Religion

- Do you know the difference between good and bad? How do you know? When did you learn it?
- Complete all context/theme related activities in the AP Spanish workbook.

Context 6: Social Conscience

- In groups, research the lack of potable water in a particular Spanish-speaking area and the efforts to resolve it if there are any. Compare this water availability to that of our area. Present your findings to the class.
- Complete all context/theme related activities in the AP Spanish workbook.

Cinemateca → “Pecera”

- Watch short film.
- How would you react to this “injustice” from the film?

Gramática del Tema

- Léxico (vocabulary)
 - false cognates, pg. 306
 - prefixes, pg. 308
 - verbs after prepositions, pg. 310
- Ortografía y puntuación (spelling and punctuation)
 - compound words, pg. 339

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>THEME (Personal and Public Identities)</u></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are different aspects of identity expressed in different situations? • How does a person's identity develop over time? • How do language and culture influence the identity of the person? <p><u>Key Concepts (Contexts):</u></p> <p><u>Context 1: Alienation and Assimilation</u></p> <ul style="list-style-type: none"> • How do you define identity? Of what does it consist? <ul style="list-style-type: none"> ▪ Ethnicity, nationality, profession, family, personal interests, education, religion, politics all play a factor, don't they? • Read: Borges y yo <ul style="list-style-type: none"> ▪ Why is identity important? Do you think that there is a difference between the way you identify yourself and the way others identify you? ▪ Email: Respond to the email on page 354 exercise 10. Attempt to reassure your friend. • Read: Expulsados <ul style="list-style-type: none"> ▪ What comes to your mind when you hear the words expulsados? ▪ Group Discussion: How do immigrants influence the cultural development of society? How do you feel about the exile of the family in our reading? What are your thoughts on the difficulties the family had in adapting to its new home? • Listening: Una ley para fortalecer el guaraní <ul style="list-style-type: none"> ▪ Research an indigenous language and present your findings to the class. (pg. 361, ex. 5) • Conexiones Culturales • Complete all context/theme related activities in the AP Spanish workbook. <p><u>Context 2: Self-Image</u></p> <ul style="list-style-type: none"> • Define self-esteem. • How do you view yourself? How do you think others view you? • Read: Clases de autoestima <ul style="list-style-type: none"> ▪ Research a famous Hispanic figure. From a psychological standpoint, how did this person become famous? 	<p><u>COMMUNICATION</u></p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication</p> <p><u>CULTURES</u></p> <p>Interact with cultural competence and understanding.</p> <p>2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives</p> <p><u>CONNECTIONS</u></p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.</p> <p>3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><u>COMPARISONS</u></p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons</p> <p><u>COMMUNITIES</u></p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning</p>

- Read: **Las redes sociales y la autoestima**
 - What is insecurity? Do you experience it? When?
 - What do others' opinions of you mean to you? How do you handle them when they negatively affect you?
 - Discussion: Why does social media contribute to so much insecurity in young people? How can you use social media in a better way?
- Listening: **Jóvenes discapacitados se reúnen**
 - Discuss a famous or public figure that has overcome difficulties.
- Conexiones Culturales
- Complete all context/theme related activities in the AP Spanish workbook.

Context 3: National and Ethnic Identities

- What historical events have been important in the formation of our national identity?
- Read: **Historia verdadera**
 - What are your thoughts and impressions when you visit a new place or culture for the first time?
 - Why is the word discover often used instead of conquer or invade when talking about the colonization of the Americas?
- Read: **Ruina y reconstrucción**
 - Write down all thoughts about the word immigrant. Discuss reactions.
 - Discuss an important family tradition. Why do you do it? Where did it come from? Present to the class.
- Listening: **Visita al Salto Angel**
 - What's your opinion on how/why this waterfall got its name?
- Conexiones Culturales
 - Research caudillismo in Latin America and give the pros and cons of this type of government.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 4: Personal Interests

- How have your personal interests changed as you've gotten older?
- Read: **Restauradores de autos**
 - Would you be able to work/run a business with your family?
 - Persuade your friends and classmates to try out your favorite pastimes. Write or speak.

- Read: **Jogging**
 - What do you do to keep fit?
 - Summarize this reading in your own words with a partner.
- Listening: **XV Festival de Jazz en Toledo**
 - Compare and contrast this music festival to one close to you.
- Conexiones Culturales
 - Oral Presentation: What are the similarities and differences in interests between the youth of the United States, Spain and Latin America? Draw from what you have learned.
- Complete all context/theme related activities in the AP Spanish workbook.

Context 5: Personal Beliefs

- What kind of person do you aspire to be?
- Complete all context/theme related activities in the AP Spanish workbook.

Context 6: Heroes and Historical Figures

- Present the differing opinions about your assigned historical figure (Columbus, Pizarro, Guevara, Rivera, Chávez, El Cid, Isabel la Católica).
- Complete all context/theme related activities in the AP Spanish workbook.

Cinematoteca → "El espía"

- Watch short film.
- Research further the life of José de San Martín.

Gramática del Tema

- Léxico (vocabulary)
 - verbs/expressions that show change, pg. 376
 - academic language, pg. 379
 - Anglicisms, pg. 382
- Ortografía y puntuación (spelling and punctuation)