ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Spanish AP

Course: Spanish AP

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Program Supervisor: Veronica Fiori

The Board acknowledges the following who contributed to the preparation of this curriculum.

Veronica Fiori

Mrs. Lee Andrea Garvin, Director of Curriculum and Instruction

Subject/Course Title:
World Languages-Spanish
Grades:11-12

Date of Board Adoption:
August 25, 2026

RAHWAY PUBLIC SCHOOLS CURRICULUM

AP Spanish Language and Culture
Grades: 11-12
AP Spanish Language and Culture Course and Exam Description

PACING GUIDE

Unit	Title	Pacing
1	Families and Communities	6-7 weeks
2	Language and Culture	6-7 weeks
3	Art and Creativity	6-7 weeks
4	Science and Technology	6-7 weeks
5	Contemporary Life	6-7 weeks
6	Global Contexts	6-7 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.

	● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don’t take points off for spelling errors.

UNIT OVERVIEW

Content Area: World Languages- Spanish

Unit 1 Title: Families and Communities

Target Course/Grade Level: Advanced Placement Spanish Language and Culture (Grades 11-12)

Unit Summary: In this unit, students investigate the role families and communities play in shaping individual identity, cultural values, and civic responsibility throughout the Spanish-speaking world. Using authentic literature, journalism, podcasts, speeches, film, and visual media, students compare traditional and contemporary family structures, examine changing social roles, and analyze the influence of community on personal identity and belonging. Students engage in interpretive reading and listening, interpersonal discussions, and presentational speaking and writing while developing intercultural competence through meaningful comparisons between their own communities and those of the Spanish-speaking world. The unit culminates in an AP-style presentational task in which students synthesize multiple authentic sources to evaluate how family and community influence individual identity and social development. .

Approximate Length of Unit: 6-7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Interpretive Communication

- **7.1.AL.IPRET.1**
  Identify main ideas and significant details in a range of oral, viewed, and written texts.
- **7.1.AL.IPRET.2**
  Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
- **7.1.AL.IPRET.3**
  Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

Interpersonal Communication

- **7.1.AL.IPERS.1**
  Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
- **7.1.AL.IPERS.2**
  Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames. .
- **7.1.AL.IPERS.3**
  Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

Presentational Communication

7.1.AL.PRSNT.1
Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.2
Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.PRSNT.3
Offer and support opinions and use persuasive language when presenting ideas and information.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Interdisciplinary Connections and Standards:

- Math - S-ID.A Summarize, represent, and interpret data on a single count or measurement variable

Unit Understandings: Unit 1 explores themes related to families in Spanish-speaking communities that provide a meaningful context for students in which to acquire and develop a variety of language and cultural concepts.

Students will understand that…

- Families shape personal values, traditions, beliefs, identities, and worldviews across generations.
- Family structures and roles evolve over time in response to cultural, social, economic, and historical changes. ***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)***
- Communities influence individual identity by providing belonging, support, shared traditions, and opportunities for civic engagement.***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)***
- Individuals negotiate personal goals and identities while balancing family expectations and community values.
- Cultural traditions both preserve heritage and adapt to the changing needs of contemporary societies.
- Social, economic, and technological changes continue to redefine the roles of families and communities around the world.
- Literature, media, and authentic texts reveal diverse perspectives on family relationships, community life, and cultural identity across the Spanish-speaking world.
- Examining diverse perspectives on family and community fosters intercultural understanding, empathy, and global awareness.

Unit Essential Questions:

- What constitutes a family in Spanish-speaking societies? ¿Qué constituye una familia en las sociedades hispanohablantes?
- What are some important aspects of family values and family life in Spanish-speaking societies?

¿Cuáles son algunos aspectos importantes de los valores familiares y la vida en familia en las sociedades hispanohablantes?
- How do families and communities experience today 's world? ¿Cómo experimentan el mundo de hoy las familias y comunidades?

Knowledge and Skills:

Students will know…

Interpretive Listening and Reading: Task Types: Audio And Chart, Article, Promotional Material

- Comprehend written texts, audio, and visualizations of data.
- Recognize explicit meaning
- Interpret meaning.
- Identify supporting or relevant details.

Presentational Speaking: Task Type: Project Presentation
- Speak and write in interpersonal and presentational contexts.
- Use language that aligns with the communicative purpose and context.
- Make communication comprehensible for the intended audience.
- Share ideas, information, and opinions about familiar and researched topics.

Interpersonal Speaking: Task Type: Project Q&A
- Speak and write in interpersonal and presentational contexts.
- Use language that aligns with the communicative purpose and context.
- Make communication comprehensible for the intended audience.
- Share ideas, information, and opinions about familiar and researched topics.

Students will be able to…

Interpretive Listening and Reading: Task Types: Audio And Chart, Article, Promotional Material

- Interpret authentic newspaper articles.
- Analyze literary excerpts.
- Interpret podcasts and interviews.
- Analyze infographics.
- Interpret cultural comparisons.
- Identify perspectives embedded in authentic sources.

Presentational Speaking: Task Type: Project Presentation

- Discuss family traditions.
- Compare communities.
- Conduct interviews.
- Express opinions.
- Ask follow-up questions.
- Negotiate meaning.

Interpersonal Speaking: Task Type: Project Q&A
- Deliver formal presentations.
- Write argumentative essays.

- Compare cultures.
- Present research findings.
- Synthesize multiple authentic sources.
- Support claims using evidence.

EVIDENCE OF LEARNING

Assessment:

- Students will be evaluated on the quality of their responses in group discussions and journal entries utilizing a rubric from the Spanish Advanced Placement Scoring guideline. (interpersonal mode)
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email utilizing a rubric from the Spanish Advanced Placement Scoring guideline. (presentational and interpretive modes)
- Students will be evaluated on their ability to present gathered information via argumentive essays and presentations utilizing a rubric from the Spanish Advanced Placement Scoring guideline. (presentational and interpretive modes)

AP-Style Integrated Presentational Task

Essential Question: *¿Cómo influyen la familia y la comunidad en la identidad de una persona?*
Students will:

- analyze three authentic sources (print, audio, visual)
- compare cultural perspectives
- synthesize information
- deliver a formal multimedia presentation in Spanish
- respond to audience questions
- write a reflective response connecting the sources to their own experiences and another Spanish-speaking culture

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Students will be evaluated on the quality of their responses in group discussions and journal
- entries utilizing a rubric from the Spanish AP test scoring guidelines. (presentational mode)
- Students will be evaluated on their ability to present gathered information via argumentative essays and presentations utilizing a rubric from the Spanish AP test scoring guidelines. (Interpretive and presentational mode)
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email utilizing a rubric from the Spanish AP test scoring guidelines. (Interpersonal and presentational mode)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Audio and Chart Play a game in which students match phrases used to describe trends in data to corresponding visuals (e.g., “a sharp decline”).
- Provide students with graphic organizers to help them organize information found in the two sources.
- Have students write questions about how the sources are the same or different.Students could then trade questions with peers and answer each other’s questions.
- Article Practice prereading strategies with students, including activating prior knowledge; previewing the text to predict content based on headings, subheadings, and visuals; identifying key words and cognates; and using context clues.
- Partner students and ask them to collaboratively identify the main ideas and relevant details in the source, building on one another’s ideas before sharing with the class.
- Ask students to discuss how the contents of the text relate to cultural concepts they have previously studied or are currently studying in class.
- Promotional Material Provide students with advertisements or announcements in the target language related to family or community activities. Ask students to annotate them to identify key details and the intended audience.
- Have students identify unfamiliar vocabulary in the materials and ask them to predict its meaning through contextual clues.
- Encourage students to create their own promotional material for an event or product and present it to their classmates. In their presentation, students should highlight how the promotional material demonstrates cultural products, practices, or perspectives. Have the audience ask follow-up questions
- Reflective journaling in Spanish language with prompts exploring self-discovery, societal rules and norms, and inequality. ***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)*** (presentational mode)
- Group Discussions & Debates (interpersonal presentational modes)
- Icebreakers for different grammatical moods (ie, 2 Truths and 1 Lie, Would you rather..., Guess who, etc) (interpretive mode)
- Strategies to develop a strong argumentative based on the Spanish Advanced placement requirements.
- Strategies to develop fluency and proficiency in speaking and writing.

RESOURCES

Suggested Teacher Resources:

Literature

- *La casa en Mango Street* — Sandra Cisneros (selected excerpts)
- *Cuando era puertorriqueña* — Esmeralda Santiago (selected excerpts)
- *La distancia entre nosotros* — Reyna Grande (selected excerpts)
- *La casa de los espíritus* — Isabel Allende (selected excerpts)
- *La muñeca menor* — Rosario Ferré

Poetry

- Julia de Burgos — *A Julia de Burgos*

- Antonio Machado — *Caminante no hay camino*
- Mario Benedetti — *No te rindas*
- Gabriela Mistral — *Piececitos*
- Nicolás Guillén — *Tengo*

Authentic News
- BBC Mundo
- El País
- DW Español
- Univisión Noticias
- CNN en Español

Topics:
- Changing family structures
- Immigration
- Aging populations
- Community engagement
- Cultural traditions

Podcasts
- Radio Ambulante
- TED en Español
- NPR en Español

Music
- Calle 13 — *Latinoamérica*
- Rubén Blades — *Amor y Control*
- Mercedes Sosa — *Gracias a la Vida*

https://www.audiria.com/
https://www.bbc.com/mundo
https://personal.colby.edu/~bknelson/SLC/

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates

UNIT OVERVIEW

Content Area: World Languages- Spanish

Unit 2 Title: Language and Culture

Target Course/Grade Level: Advanced Placement Spanish Language and Culture (Grades 11-12)

Unit Summary: In this unit, students investigate how language both reflects and shapes cultural identity throughout the Spanish-speaking world. Through authentic literature, journalism, podcasts, speeches, film, and music, students examine regional language variation, bilingualism, indigenous languages, language preservation, and the influence of globalization and technology on communication. Students compare linguistic and cultural practices across Spanish-speaking communities while developing interpretive, interpersonal, and presentational communication skills. The unit culminates in an AP-style presentational task in which students synthesize multiple authentic sources to evaluate how language influences identity, culture, and society.

Approximate Length of Unit: 6–7 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Interpretive Communication

- **7.1.AL.IPRET.4**
  Demonstrate an understanding of most content of other academic disciplines.
- **7.1.AL.IPRET.5**
  Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- **7.1.AL.IPRET.6**
  Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

Presentational Communication

- **7.1.AL.PRSNT.1**
  Plan and deliver a presentation, taking into account the audience and purpose, that reflects knowledge of the target culture(s).
- **7.1.AL.PRSNT.2**
  Create and present research-based reports that interpret and analyze topics of global significance.
- **7.1.AL.PRSNT.3**
  Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- **7.1.AL.PRSNT.4**
  Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

Intercultural Competence

- Analyze the relationship among cultural products, practices, and perspectives.
- Compare cultural perspectives within the Spanish-speaking world and with one's own culture.

Career Readiness, Life Literacies, and Key Skills:

- 9. 4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

- Language Arts - W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that…

- Language is a fundamental expression of personal, cultural, and national identity.
- Languages evolve over time as societies respond to historical events, migration, technology, and globalization.
- Regional dialects, vocabulary, pronunciation, and expressions reflect the diversity of the Spanish-speaking world.
- Bilingualism and multilingualism enrich individuals and communities by expanding opportunities for communication and cultural understanding.
- Though the roles of gender have changed over time, they still have a major impact on day to day living. ***(LGBTQ/D)***
- Identities consist not just of our own personal identities, but also the collective identities of the groups to which we belong. ***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)***
- Indigenous and heritage languages preserve cultural traditions, historical knowledge, and community identity.
- Language choices communicate social relationships, identity, and cultural values.
- Literature, media, and authentic texts reveal how language reflects cultural perspectives and societal change.
- Examining linguistic diversity fosters intercultural competence, empathy, and appreciation for multiple perspectives. ***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)***

Unit Essential Questions:

- How does language shape identity? ***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)***
- Why do languages change over time?
- How does language reflect culture?
- How does bilingualism influence individuals and societies?
- Why is preserving indigenous and heritage languages important?
- How does technology influence communication?
- How does language connect people across cultures? ***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)***

Knowledge and Skills:

Students will know...

- Language reflects the history, identity, values, and traditions of Spanish-speaking communities.
- The Spanish-speaking world is linguistically and culturally diverse, with regional dialects, accents, idiomatic expressions, and indigenous languages.
- Bilingualism, multilingualism, and code-switching influence communication and cultural identity in many Spanish-speaking communities.
- Language evolves over time through migration, globalization, technology, and cultural exchange.
- Governments, educational systems, and communities play important roles in preserving heritage and indigenous languages.
- Language communicates cultural values and perspectives.
- Different communities use language to preserve traditions and express identity.
- Authentic texts present multiple perspectives on language and culture.
- Language choices reflect audience, purpose, and context.

Students will know how language structures support communication, including:

- Expressions of opinion, agreement, and disagreement
- Comparative and superlative structures
- Relative pronouns
- Present and past narration
- Present and imperfect subjunctive
- Connectors for comparison, contrast, cause and effect, and synthesis
- Formal academic register appropriate for AP writing and speaking

Students will be able to...

Interpretive Listening and Reading: Task Types: Audio Report, Article And Chart, Literary Text

- Analyze authentic articles about language and culture.
- Interpret podcasts and interviews.
- Compare multiple perspectives.
- Evaluate visual and statistical information.
- Identify cultural perspectives embedded in language.

Presentational Writing: Task Type: Argumentative Essay

- Deliver cultural comparison presentations.
- Write persuasive and argumentative essays.
- Synthesize multiple authentic sources.
- Present research on language and identity.
- Explain cultural perspectives using evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.
- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email utilizing a rubric from the Spanish AP test scoring guidelines. (Interpretive and Interpersonal modes)
- Students will be evaluated on their ability to respond to multiple choice questions based off of authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters (Interpretive mode)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Audio Report:

- Activate knowledge by using a K-W-L chart.
- Model note-taking strategies for listening to audio,including setting up organizers,using symbol and abbreviation strategies, identifying important vocabulary, and listening for general ideas.
- Engage in a "Window, Mirror, and Sliding Glass Doors?" activity where students name something new they learned,consider how it reflects their own lives,and identify related concepts for further exploration.

Article and Chart

- Share the chart with students first,and ask them to develop ideas about the topic of the paired sources before they read the article.
- Have students create mind maps to visually represent how the concepts in the article and chart relate to one another.
- Discuss how the subjects presented could relate to the other cultural contexts students have studied during the course.

Literary Text

- Chunk the text into smaller, more manageable units. After reading each smaller unit, ask students to predict what might happen next. After reading the entire text, students should revisit their predictions and discuss how understanding cultural context enhanced their comprehension or how missing cultural context made comprehension challenging.
- Have students use the SOAPS tone method to analyze the text; they should identify and discuss the speaker, occasion, audience, purpose, subject, and tone.

- Ask students to imagine changing the setting to a different community and discuss how what happens in the text might be different.
- After reading a text with multiple characters, have students work in small groups to retell the event from a given character's perspective. Once all groups have completed their narratives, post them in the classroom, without the characters' name, and have the other groups identify the chosen character.

Argumentative Essay

- Practice arguing from different viewpoints by providing a prompt and assigned roles/ characters to students for a group discussion. Make sure students' arguments are based on facts.
- Show students how to structure an argumentative essay, including an introduction, supporting claims, and a conclusion.
- Have students use sentence starters to produce an effective position statement.
- Provide a graphic organizer for students to plan and structure their essays with a logical progression of ideas and information.
- Have students read or listen to sources that could be used in an argumentative essay. Ask students to work in groups to identify unfamiliar words or phrases and determine their meaning using context clues.

RESOURCES

Suggested Teacher Resources:

Literature

- *La lengua de las mariposas* — Manuel Rivas
- *Cajas de cartón* — Francisco Jiménez
- *La casa en Mango Street* (Spanish excerpts) — Sandra Cisneros
- *Me llamo Rigoberta Menchú* (excerpt)
- *Don Quijote* (selected adapted excerpt)

Poetry

- "A Julia de Burgos" by Julia de Burgos
- "Balada de los dos abuelos" by Nicolas Guillen
- "Y Dios me hizo mujer" — Gioconda Belli

News

- BBC Mundo
- El País
- DW Español
- Univisión Noticias
- Instituto Cervantes
- Real Academia Española

Podcasts

- Radio Ambulante — Narrative journalism; ideal for interpretive listening and cultural analysis.
- El Hilo — Weekly news analysis from across Latin America; excellent for current events and evidence-based discussions.
- DianaUribe.fm — Historical and cultural context that supports deeper understanding of the Spanish-speaking world.
- Así Como Suena — High-quality Mexican storytelling that adds regional diversity and authentic perspectives.

TED Talks

- Esperanza Román – "Aprendizaje de lenguas, estereotipos e identidad" (TEDxLeón)
- Nadia López – "Las lenguas indígenas: ¿Orgullo o discriminación?" (TEDxJardínDeLosPalacios)
- David Ammerschlaeger – "How Identity Shapes the Way We Learn Language" (TEDxYouth)

Additional Authentic Multimedia

- Yásnaya Elena Aguilar – interviews and lectures on indigenous languages and linguistic rights
- Instituto Cervantes videos on the Spanish language
- Real Academia Española multimedia resources

Films

- *Coco*
- *Roma*
- *La misma luna*
- *Voces inocentes*
- *También la lluvia*

Music

- "Latinoamérica" — Calle 13
- "Movimiento" — Jorge Drexler
- "Soy Yo" — Bomba Estéreo
- "Gracias a la Vida" — Violeta Parra (performed by Mercedes Sosa)
- "René" — Residente

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates

UNIT OVERVIEW

Content Area: World Languages- Spanish

Unit 3 Title: Art and Creativity

Target Course/Grade Level: Advanced Placement Spanish Language and Culture (Grades 11-12)

Unit Summary: In this unit, students investigate how literature, visual arts, music, architecture, film, and other creative expressions communicate the history, values, and identities of Spanish-speaking communities. Through authentic works from diverse regions of the Hispanic world, students analyze how artists respond to social, political, and cultural issues while preserving heritage and encouraging new perspectives. Students develop interpretive, interpersonal, and presentational communication skills by analyzing artistic works, comparing cultural perspectives, and synthesizing information from multiple authentic sources. The unit culminates in an AP-style cultural analysis in which students evaluate how artistic expression both reflects and influences society.

Approximate Length of Unit: 6-7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Interpretive Communication

- **7.1.AL.IPRET.5**
  Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- **7.1.AL.IPRET.9**
  Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
- **7.1.AL.IPRET.10**
  Collect, share, and analyze data related to global issues including climate change.

Interpersonal Communication

- **7.1.AL.IPERS.4**
  Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- **7.1.AL.IPERS.5**
  Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.AL.IPERS.6**
  Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Presentational Communication

- **7.1.AL.PRSNT.1**
  Present information, concepts, and ideas to explain, analyze, compare, and persuade using organized and appropriate language.
- **7.1.AL.PRSNT.2**
  Synthesize information from multiple authentic sources to compare cultural perspectives and support conclusions.
- **7.1.AL.PRSNT.3**
  Present research and evidence-based cultural analyses appropriate to audience and purpose.
- **7.1.AL.PRSNT.5**
  Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

Intercultural Competence

- Analyze how cultural products, practices, and perspectives reflect the beliefs and values of Spanish-speaking communities.
- Compare cultural products, practices, and perspectives within and across cultures to develop intercultural understanding.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12prof.CR3a)

Interdisciplinary Connections and Standards:

- Social Studies - 9.3.12.AR-VIS.1 - Describe the history and evolution of the visual arts and its role in and impact on society.

Unit Understandings:

Students will understand that…

- Artistic expression reflects the history, values, beliefs, and identities of cultures.
- Literature, visual arts, music, architecture, and film communicate cultural perspectives across time and place.
- Artists often respond to social, political, and historical events through creative expression.
- Artistic movements preserve cultural heritage while inspiring innovation and social change.
- Works of art can challenge societal norms, promote dialogue, and influence public opinion.
- Artistic expression strengthens cultural identity while fostering appreciation for diverse perspectives.
- The interpretation of art is influenced by historical context, personal experiences, and cultural background.
- Authentic artistic works provide insight into the diversity of the Spanish-speaking world.

Unit Essential Questions:

- How does art reflect culture?
- How do artists express identity?
- How does creativity influence society?

- How do historical events inspire artistic movements?
- How do literature and the arts preserve cultural heritage?
- How can artistic expression challenge social norms?
- Why is art an important form of communication?

Knowledge and Skills:

Students will know...

- Artistic expression reflects the history, values, beliefs, and cultural identities of Spanish-speaking communities.
- Literature, visual arts, music, film, architecture, and other creative works communicate diverse perspectives on the human experience.
- Artists use creative expression to preserve cultural heritage, challenge social norms, and inspire dialogue about important issues. ***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)***
- Historical, social, political, and cultural contexts influence the creation and interpretation of artistic works.
- Different forms of artistic expression can communicate similar themes while offering unique perspectives and interpretations. ***(LGBTQ/D)*** ***(AAH)*** ***(HG)*** ***(AAPI)***
- The interpretation of art is influenced by an individual's cultural background, experiences, and perspective.
- Authentic literary, visual, and multimedia texts provide insight into the products, practices, and perspectives of Spanish-speaking cultures.
- Comparing artistic traditions across cultures promotes intercultural understanding and appreciation of cultural diversity.
- Effective analysis of artistic works requires the synthesis of evidence from literary, visual, audio, and informational sources.
- Communicating thoughtful interpretations of artistic expression requires evidence-based reasoning, academic language, and consideration of multiple perspectives.

Students will be able to…

Interpretive Listening and Reading : Task Types: Audio And Chart, Article, Literary Text, Promotional Material

- Analyze works of literature.
- Interpret works of visual art.
- Analyze film excerpts.
- Interpret interviews with artists.
- Analyze authentic articles about cultural heritage.
- Compare artistic perspectives.

Interpersonal Speaking: Task Type: Project Q&A

- Discuss artistic preferences.
- Compare artistic movements.
- Express opinions about creative works.
- Ask follow-up questions.
- Defend interpretations using evidence.

Presentational Speaking: Task Type: Project Presentation

- Present an analysis of an artistic work.
- Compare artistic traditions across cultures.
- Write an argumentative essay using multiple sources.
- Synthesize literary and visual evidence.
- Explain how artistic expression reflects cultural identity.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the AP test scoring guidelines.
- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing Spanish and Hispanic works of art utilizing a rubric from the Spanish AP test scoring guidelines. (presentational and interpretive modes)
- Students will be evaluated on their ability to respond to multiple choice questions based on authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters. (Interpretive mode)

AP-Style Integrated Presentational Task
Essential Question
¿Cómo refleja el arte la identidad y la cultura de una sociedad?
Students will:

- analyze three authentic sources (print, audio, visual)
- compare artistic perspectives from different Spanish-speaking cultures
- synthesize literary, visual, and informational evidence
- deliver a formal multimedia presentation in Spanish
- respond to audience questions using evidence
- write an argumentative essay explaining how artistic expression preserves cultural heritage or promotes social change

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Audio and Chart

- Use targeted listening comprehension activities to help students first focus on the overall message and the nonspecific facts from a variety of audio texts,such as podcasts, interviews, and news reports.

- Pair audio sources with different representations of data,including charts,graphs, infographics, diagrams, and tables.
- Have students summarize the content of one source using the structure of the other source (e.g., write a summary or dialogue about data represented on a graph or create a chart based on information from a news report).

Article

- Have students create a two-column dialectical journal.They should record excerpts from the text they find important in one column and add questions,interpretations,and inferences in the other.
- Divide students into groups. Ask each group to read a separate article, then discuss with their group the article's main idea, intended audience, tone or perspective, structure, and new vocabulary. Reshuffle groups and have students share this information about their articles with members of other groups.
- Ask students to draft, peer review, and send a formal email requesting additional information to the author or someone knowledgeable about the topic.

Literary Text

- Build vocabulary by selecting texts that contain idiomatic expressions and asking students to generate different contexts in which the same expressions could be used.
- Jumble a text into sections and ask students to reassemble it in the correct order.
- Ask students to write the text or a portion of the text from a different perspective,such as from the point of view of a different character in the text or of someone in popular culture.

Promotional Material

- Provide students with promotional material, and ask them to annotate the text, marking the information that identifies the main ideas,supporting details,and inferences about the author's purpose. Then ask students to trade annotations and review a peer's work, marking any information their partner may have missed.
- Share culturally relevant promotional materials to generate discussion about how a culture's perspectives can be seen through their products or practices.
- Provide samples of promotional materials from a variety of regions or communities where the target language is spoken.Ask students to identify similarities and differences across these samples and infer a reason for them.
- Show students an infographic highlighting preferences in art or creative activities, such as popular art forms, favorite authors, or emerging design trends. Guide them in discussing visible patterns, then ask them to locate other data to support or challenge their observations.

Project Presentation

- Provide students with a cultural discussion prompt,a graphic organizer,and 2–3 sources to investigate and prepare for a discussion.
- Limit the number of words that students can use in their notes for a discussion, drawing
- a comparison to the limited number of words they can use on their Personalized Project Reference (PPR).
- Have students engage in a Socratic seminar using their completed graphic organizer.After the discussion, highlight ways that students used cohesive devices and demonstrated a logical progression of ideas and information.
- Have students research a cultural product to explain its related practices and perspectives.
- Organize a gallery walk where half the class creates,displays,and presents,while the other half visits and asks questions. If time allows, or in a subsequent class period, have students switch roles.Conclude by having students write a reflection explaining how one of the products they learned about connects to broader cultural practices and perspectives.

Project Q&A

- Invite students to prepare for an interview by researching a cultural product or practice and

responding to questions from the perspective of someone knowledgeable about it.

- Partner students and ask them to write interview questions that align with the Project Q&A language functions, including (but not limited to) expressing preferences or opinions, providing advice or information, and explaining opinions or emotions. Have them compare or reflect on cultural products,practices,or perspectives.
- Have students interview each other and record the interviews.Ask students to self-assess or assess their partner's language control and fluency.

RESOURCES

Suggested Teacher Resources:

Literature

- El ahogado más hermoso del mundo — Gabriel García Márquez
- Como agua para chocolate (selected excerpts) — Laura Esquivel
- Borges y yo — Jorge Luis Borges
- La noche boca arriba — Julio Cortázar
- Selecciones de *Veinte poemas de amor y una canción desesperada* —(selected poems: Poemas 1, 15, and 20) Pablo Neruda

Poetry

- Walking Around — Pablo Neruda
- Mujer negra — Nancy Morejón
- Canción del jinete — Federico García Lorca
- Los heraldos negros — César Vallejo
- A Julia de Burgos — Julia de Burgos

Authentic News

BBC Mundo

- Language and identity
- Current events
- Society
- Education
- Migration
- Technology

El País Cultura

- Literature
- Art
- Museums
- Architecture
- Film
- Cultural criticism

DW Español

- Cultural heritage
- Museums
- UNESCO sites

- Indigenous art
- Architecture

National Geographic en Español

- Archaeology
- Architecture
- Heritage
- Art history
- Indigenous cultures

Podcasts

- Radio Ambulante
- El Hilo
- DianaUribe.fm
- Así Como Suena

TED / TEDx Talks

- Talks by Hispanic artists, architects, or designers (verified selections)
- TED en Español talks on creativity, storytelling, and cultural heritage

Films

- Frida
- Coco
- El laberinto del fauno
- También la lluvia
- Mar adentro

Music

- Latinoamérica — Calle 13
- Clandestino — Manu Chao
- Ojos color sol — Calle 13 & Silvio Rodríguez
- La Bicicleta — Carlos Vives & Shakira
- Color Esperanza — Diego Torres

Art

Students analyze works by:

- Diego Rivera
- Frida Kahlo
- Fernando Botero
- Pablo Picasso (*Guernica*)
- Antoni Gaudí
- Joan Miró
- Wifredo Lam
- Oswaldo Guayasamín

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates

UNIT OVERVIEW

Content Area: World Languages- Spanish

Unit 4 Title: Science and Technology

Target Course/Grade Level: Advanced Placement Spanish Language and Culture (Grades 11-12)

Unit Summary: In this unit, students explore how science and technology influence communication, education, healthcare, environmental sustainability, and everyday life throughout the Spanish-speaking world. Using authentic news articles, podcasts, documentaries, interviews, infographics, and literary texts, students analyze the impact of technological innovation on individuals and communities while evaluating ethical questions surrounding artificial intelligence, biotechnology, social media, renewable energy, and digital citizenship. Students strengthen their interpretive, interpersonal, and presentational communication skills by synthesizing multiple authentic sources, defending evidence-based positions, and proposing solutions to contemporary scientific and technological challenges.

Approximate Length of Unit: 6-7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Interpretive Communication

- **7.1.AL.IPRET.5**
  Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- **7.1.AL.IPRET.6**
  Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
- **7.1.AL.IPRET.7**
  Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

Presentational Communication

- **7.1.AL.PRSNT.1**
  Present information, concepts, and ideas to inform, explain, analyze, and persuade using organized and appropriate language.
- **7.1.AL.PRSNT.2**
  Synthesize information from multiple authentic sources to compare perspectives and support conclusions.
- **7.1.AL.PRSNT.3**
  Present research and evidence-based analyses appropriate to audience and purpose.
- **7.1.AL.PRSNT.6**
  Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Intercultural Competence

- Analyze how cultural products, practices, and perspectives reflect the beliefs and values of Spanish-speaking communities.
- Compare cultural products, practices, and perspectives within and across cultures to develop intercultural understanding.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
- 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

Interdisciplinary Connections and Standards:

- Social Studies - 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Unit Understandings:

Students will understand that…

- Scientific discoveries and technological innovations continually transform societies, economies, and daily life.
- Technology creates opportunities for communication, education, healthcare, and global collaboration while presenting new ethical and social challenges.
- Scientific and technological advances affect cultures differently depending on historical, economic, geographic, and political contexts.
- Innovation often requires balancing progress with ethical responsibility, environmental sustainability, and social equity.
- Authentic scientific and informational texts communicate multiple perspectives on contemporary issues through evidence, data, and analysis.
- Scientific literacy requires evaluating the credibility, purpose, and reliability of information presented in a variety of authentic sources.
- Different societies adopt and regulate technological innovations according to their cultural values, priorities, and needs.
- Evidence-based communication enables individuals to analyze complex scientific issues and participate thoughtfully in discussions about the future of technology.

Unit Essential Questions:

- How do science and technology improve people's lives?
- What responsibilities come with scientific and technological innovation?
- How should societies balance technological progress with ethical concerns?
- How does technology influence communication and cultural identity?
- How do scientific discoveries address global challenges?
- What role should governments and individuals play in regulating new technologies?
- How do different cultures respond to scientific and technological change?

Knowledge and Skills:

Students will know...

- Scientific discoveries and technological innovations shape individuals, societies, and cultures.
- Technology creates opportunities while also raising ethical, social, and environmental questions.
- Different cultures and societies respond to scientific and technological advances in different ways.
- Scientific and informational texts communicate ideas through evidence, data, and multiple perspectives.
- Evaluating the credibility and reliability of information is essential for making informed decisions.
- Scientific progress requires balancing innovation with ethical responsibility and sustainability.
- Comparing multiple authentic sources leads to a deeper understanding of complex scientific and technological issues.
- Effective communication about science and technology requires evidence-based reasoning and consideration of diverse perspectives.

Students will be able to...

Interpretive Listening and Reading: Task Types: Instructional Guidance, Interview, Presentation, Article And Chart

- Interpret authentic scientific articles.
- Analyze graphs, charts, and infographics.
- Interpret scientific podcasts and interviews.
- Compare multiple perspectives on technological issues.
- Evaluate evidence presented in authentic sources.

Presentational Writing: Task Type: Argumentative Essay

- Write about scientific research.
- Compare technological developments across Spanish-speaking countries.
- Explain the impact of scientific discoveries.
- Synthesize multiple authentic sources.
- Support claims with evidence and cultural comparisons.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.

- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing technology and innovative scientific methods used in Spanish speaking regions utilizing a rubric from the Spanish AP test scoring guidelines. (presentational and interpretive modes)
- Students will be evaluated on their ability to respond to multiple choice questions based on authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters.

Performance Assessment

AP-Argumentative Essay

¿Cómo transforma la ciencia y la tecnología la vida de las personas y las sociedades?

Project: *Innovación para el futuro*

Students investigate a scientific or technological innovation that has had a significant impact on a Spanish-speaking country or community.

Students will:

- Research a current scientific or technological innovation using **at least three authentic sources** (print, audio, and visual).
- Analyze the benefits, challenges, and ethical implications of the innovation.
- Compare how the innovation affects Spanish-speaking communities and their own community.
- Evaluate multiple perspectives presented in authentic sources.
- Present evidence-based conclusions using academic Spanish.

Final Products

Interpretive

- Analyze authentic articles, interviews, charts, and multimedia sources.
- Complete AP-style listening and reading activities.

Interpersonal

- Participate in a Project Q&A defending conclusions and responding to follow-up questions.
- Engage in a class discussion or debate about the ethical implications of the innovation.

Presentational

- Complete the argumentative essay
- Deliver a **5–7 minute multimedia presentation** in Spanish.
- Synthesize information from multiple authentic sources.
- Compare cultural perspectives.
- Support claims with evidence from articles, interviews, charts, and other authentic materials.

Possible Topics

- Artificial intelligence in education
- Renewable energy in Spain or Chile
- Medical technology in Cuba
- Space exploration in Spain
- Robotics in Latin America
- Electric transportation
- Biotechnology and agriculture
- Water purification technologies
- Climate technology
- Cybersecurity and digital privacy

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Instructional Guidance

- Preview vocabulary by asking students to categorize words and phrases into themed groups and predict how the terms might relate to an audio source before listening to it.
- For video sources, have students listen to them without video first,and then ask them to sketch a storyboard displaying the video's content. Then watch the video to compare what the storyboards show to what appears onscreen.
- Invite students to create their own instructions for completing a task related to the recommended contexts and then present them to the class. Have their classmates ask follow-up questions.

Interview

- Practice previewing questions before listening to the source. Provide students with multiple opportunities to listen to and take notes.
- Practice strategies for helping students comprehend dialogue that is spoken quickly, including checking off specific words or phrases or circling words that are heard from a word bank.
- To practice listening for supporting details,ask students to write a follow-up email to the interview subject with additional questions. Let students know they will be doing this before playing the interview.

Presentation

- Provide students with lines of dialogue out of order and have them reorganize the lines as they listen.
- Ask students to listen to two presentations from different speakers about the same topic (e.g.,a teacher's presentation and a student's). Have students analyze how the two perspectives are similar or different.
- Have students write a response to the presenter(s) of the presentation to share their opinions and ask for additional information.

Article and Chart

- Share the chart with students first ,and ask them to develop ideas about the topic of the paired sources before they read the article.
- Have students create mind maps to visually represent how the concepts in the article and chart relate to one another.
- Discuss how the subjects presented could relate to the other cultural contexts students have studied during the course.
- Have students research technical innovations in the target language, focusing on one product in particular. Ask them to underline a word or phrase in their chosen product's description and write a definition in their own words,citing the textual evidence that supports its meaning.

Argumentative Essay

- Introduce the Argumentative Essay scoring guidelines. Have students read past student essay samples and make connections between the samples and the scoring guidelines.
- Show and discuss model essays that integrate examples and claims from the sources with explanations rather than simply summarizing the sources'content.
- Provide possible language for referring to sources in writing in a way that consistently makes the source of information clear.
- Select a variety of sources (including written texts, charts and graphs, and audio sources) for students to engage with.
- Provide students with sources on innovations and emerging technologies in the target

- culture.Have pairs of students first discuss the relevant pros and cons and then write an op-ed stating whether the innovation should be adopted,using cohesive devices to organize and connect their ideas.

RESOURCES

Teacher Resources:

Literature

- **La invención de Morel** — Adolfo Bioy Casares
- **El jardín de senderos que se bifurcan** — Jorge Luis Borges
- **El Eternauta** (selected excerpts) — Héctor Germán Oesterheld & Francisco Solano López
- **Selected contemporary Hispanic science fiction short stories** (by authors such as Elia Barceló or Angélica Gorodischer)

Poetry

- **La poesía es un arma cargada de futuro** — Gabriel Celaya
- **Masa** — César Vallejo
- **Arte poética** — Jorge Luis Borges

Authentic News

BBC Mundo

- Artificial intelligence in education
- Robotics and automation
- Medical innovations in Latin America
- Climate technology
- Space exploration

El País – Tecnología

- Artificial intelligence
- Digital privacy
- Renewable energy
- Scientific innovation
- Cybersecurity

DW Español

- Artificial intelligence
- Renewable energy
- Environmental technology
- Medical research
- European scientific innovation

National Geographic en Español

- Climate science
- Biodiversity
- Archaeology
- Space exploration
- Environmental conservation

Podcasts

- Radio Ambulante
- El Hilo
- DianaUribe.fm (history of scientific discoveries and innovation)
- Coffee Break: Señal y Ruido

- Catástrofe Ultravioleta

TED / TEDx Talks

- TED en Español talks on artificial intelligence
- TEDx talks on renewable energy
- TEDx talks on digital citizenship
- TEDx talks on biotechnology
- TEDx talks on innovation in Latin America
  (Select verified talks each year as availability changes.)

Films / Documentaries

- *Ágora (2009)*
- *Lo imposible (2012)*
- *Selected episodes from Redes (RTVE)*
- *Selected episodes from Órbita Laika (RTVE)*
- *Current science documentaries from RTVE or DW Español*
  - Artificial intelligence
  - Climate change
  - Renewable energy
  - Medical advances
  - Space exploration

Music

- "¿Dónde jugarán los niños?" — Maná
- "Cuando los ángeles lloran" — Maná
- "Latinoamérica" — Calle 13
- "La Tierra" — Eros Ramazzotti (Spanish version)
- "Agua" — Jarabe de Palo

Organizations / Authentic Websites

- Consejo Superior de Investigaciones Científicas (CSIC)
- Instituto Cervantes (technology and language)
- Agencia EFE Ciencia
- RTVE Ciencia
- National Geographic en Español
- UNESCO (science and sustainability)
- Organización Panamericana de la Salud (OPS)

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates

UNIT OVERVIEW

Content Area: World Languages- Spanish

Unit 5 Title: Contemporary Life

Target Course/Grade Level: Advanced Placement Spanish Language and Culture (Grades 11-12)

Unit Summary: In this unit, students examine how contemporary life shapes individual choices, relationships, and opportunities across the Spanish-speaking world. Through authentic news articles, literary texts, podcasts, films, interviews, advertisements, and statistical reports, students investigate topics such as education, careers, migration, urbanization, social media, mental health, work-life balance, and civic engagement. Students compare cultural perspectives, evaluate solutions to contemporary challenges, and synthesize multiple authentic sources while strengthening their interpretive, interpersonal, and presentational communication skills.

Approximate Length of Unit: 6-7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Interpretive Communication

- **7.1.AL.IPRET.1**
  Analyze and evaluate information from authentic oral, written, visual, and audiovisual texts on familiar and unfamiliar topics.
- **7.1.AL.IPRET.2**
  Interpret the main ideas, supporting details, purpose, audience, and point of view presented in authentic texts.
- **7.1.AL.IPRET.8**
  Analyze elements of the target language that do not have a comparable linguistic element in English.
- **7.1.AL.IPRET.9**
  Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

Interpersonal Communication

- **7.1.AL.IPERS.1**
  Initiate, sustain, and conclude spoken and written interactions on academic, cultural, and contemporary topics.
- **7.1.AL.IPERS.2**
  Exchange, justify, and defend ideas, opinions, and interpretations using appropriate language, vocabulary, and supporting evidence.

- **7.1.AL.IPERS.3**
  Use communication strategies, including circumlocution, paraphrasing, clarification, and self-monitoring, to negotiate meaning and maintain communication.

Presentational Communication

- **7.1.AL.PRSNT.1**
  Present information, concepts, and ideas to inform, explain, compare, and persuade using organized, audience-appropriate language.
- **7.1.AL.PRSNT.2**
  Synthesize information from multiple authentic sources to communicate ideas effectively and compare perspectives.
- **7.1.AL.PRSNT.3**
  Present research and evidence-based analyses appropriate to audience, purpose, and cultural context.
- **7.1.AL.PRSNT.5**
  Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

Intercultural Competence

- Analyze how cultural products, practices, and perspectives reflect the beliefs and values of Spanish-speaking communities.
- Compare and reflect on cultural products, practices, and perspectives within and across cultures to deepen intercultural understanding.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

Interdisciplinary Connections and Standards:

- Language Arts - W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that…

- Quality of life is influenced by where people live, their socioeconomic status, their identity, and their access to education, healthcare, employment, and community resources. **(AAH, AAPI, LGBTQ+/Disabilities, HG)**
- Quality of life varies greatly within and among societies due to differences in geography, economic opportunity, public policy, and social conditions.

- Individuals and communities experience contemporary challenges differently based on their cultural backgrounds, lived experiences, and access to opportunities.
- Communities are strengthened through equitable access to education, healthcare, housing, transportation, employment, and public services. **(AAH, AAPI, LGBTQ+/Disabilities)**
- Thoughtful community planning, civic engagement, and sustainable development can improve quality of life and promote more inclusive communities. **(AAH, AAPI, LGBTQ+/Disabilities)**
- Technological advances and globalization create new opportunities while also introducing economic, environmental, and social challenges that affect daily life.
- Contemporary issues such as migration, urbanization, public health, environmental sustainability, and economic inequality require collaboration and informed decision-making.
- Media, statistics, and informational sources present multiple perspectives on contemporary issues, requiring readers to evaluate credibility, evidence, and bias.
- Examining diverse perspectives and lived experiences fosters empathy, intercultural understanding, and responsible participation in local and global communities. **(AAH, AAPI, LGBTQ+/Disabilities, HG)**
- Individuals have the capacity to advocate for positive change by participating in their communities, respecting diverse perspectives, and making informed decisions.

Unit Essential Questions:

- How does contemporary life influence personal identity and daily decisions?
- How do education and careers shape opportunities?
- How has technology changed modern life?
- What challenges do young people face today?
- How do different societies balance tradition and modernity?
- How do communities respond to contemporary social issues?
- What responsibilities do individuals have in improving society?

Knowledge and Skills:

Students will know...

- Vocabulary related to contemporary life, including education, careers, employment, housing, transportation, technology, health, social issues, civic engagement, and quality of life.
- Grammatical structures and language functions needed to express opinions, compare perspectives, make recommendations, explain causes and effects, and support arguments.
- Idiomatic expressions and culturally appropriate language used in formal and informal communication.
- The characteristics of different registers and when to use formal or informal language depending on the audience and purpose.
- Strategies for interpreting authentic audio, literary, informational, and visual texts, including using context clues, cognates, text features, and supporting details to construct meaning.
- How contemporary social, economic, and cultural issues influence daily life in Spanish-speaking communities.
- The products, practices, and perspectives that shape contemporary life across the Spanish-speaking world.
- How authentic sources, including articles, interviews, charts, graphs, advertisements, and literary texts, communicate different perspectives on contemporary issues.
- The similarities and differences between contemporary life in Spanish-speaking communities and their own community.

- Strategies for synthesizing information from multiple authentic sources to support evidence-based communication.
- The importance of adjusting vocabulary, grammar, pronunciation, and register to communicate effectively with different audiences and for different purposes.
- Techniques for monitoring and revising spoken and written communication to improve clarity, accuracy, and effectiveness.

Students will be able to…
Interpretive Listening and Reading: Task Types: Audio And Chart, Instructional Guidance, Interview, Literary Text

- Comprehend written texts, audio, and visualizations of data.
- Synthesize meaning to draw logical conclusions.
- Infer implied meaning through context.

Presentational Speaking: Task : Project Presentation

- Use a variety of vocabulary.
- Use idiomatic and culturally relevant expressions.
- Adopt an appropriate register for the intended audience and situation.
- Make communication comprehensible for the intended audience.
- Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
- Speak and write in interpersonal and presentational contexts.
- Use pronunciation that is comprehensible to a variety of speakers of the target language.

Interpersonal Speaking: Task: Project Q&A

- Speak and write in interpersonal and presentational contexts.
- Use a variety of grammatical structures.
- Use a variety of vocabulary.
- Use idiomatic and culturally relevant expressions.
- Adopt an appropriate register for the intended audience and situation.
- Use communication strategies such as circumlocution and paraphrasing.
- Monitor language production; recognize errors and attempt self-correction in spoken
- exchanges.
- Use pronunciation that is comprehensible to a variety of the target language.
- Use an appropriate rate of speech and effective intonation patterns.
- Express ideas, preferences, and opinions.
- Use examples to provide advice or information and to explain opinions or emotions.
- Describe cultural products, practices, and perspectives.
- Compare cultural products, practices, and perspectives among distinct communities.
- Reflect on the significance of cultural products,practices,and perspectives.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.
- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing global issues in Spanish speaking regions utilizing a rubric from the Spanish AP test scoring guidelines. (Interpersonal mode)
- Students will be evaluated on their ability to respond to multiple choice questions based off of authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters. (Interpretive and Interpersonal mode)

Performance Assessment
AP-Style Cultural Comparison Project
Essential Question
¿Cómo influye la vida contemporánea en las decisiones, oportunidades y responsabilidades de las personas?
Project: *La vida contemporánea en el mundo hispanohablante*
Students investigate a contemporary issue affecting a Spanish-speaking country or community and compare it to their own community.
Students will:

- Research a contemporary issue using **at least three authentic sources** (print, audio, and visual).
- Analyze the causes and effects of the issue.
- Compare cultural perspectives from a Spanish-speaking country and their own community.
- Evaluate possible solutions using evidence from authentic sources.
- Present findings using academic Spanish.

Final Products
Interpretive

- Analysis of authentic articles, interviews, charts, and multimedia sources.

Interpersonal

- AP-style conversation discussing the issue and responding to follow-up questions.

Presentational

- A **6–8 minute multimedia cultural comparison presentation** synthesizing evidence from multiple authentic sources.
- An **AP-style argumentative essay** in which students defend a position on a contemporary issue using evidence from at least three authentic sources.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Audio and Chart

- Have students take notes as they listen to an audio source, focusing on writing only 1–2 words for each of the major points mentioned.
- Lead a class discussion in which students describe how the data represented in the chart reflects the main ideas of the audio source.
- Ask students to connect the content of an audio source to similar situations in their own communities

Instructional Guidance

- Consider using different formats of instructional sources, including recipes and how-to videos, that relate to cultural topics.
- Provide students with unfamiliar vocabulary words without context ahead of listening, and ask them to determine their meaning using the context of the source as they listen.
- Have students identify cultural products, practices, or perspectives in an instructional guidance source and then compare these to products, practices, or perspectives in their own communities.

Interview

- Ask students to listen to audio interviews about the same topic in various regional dialects while following along with the transcript. Have students highlight words or expressions that are unfamiliar to them and/or different across interviews. Discuss the highlighted words and expressions as a class.
- Ask students to evaluate how the perspectives of the speaker(s) are similar or different from their own culture. They should support their opinion with evidence from the source.
- Pair students and have them role-play the interviewer and interviewee in a discussion about a similar topic.

Literary Text

- Select works that require students to infer information and prompt them to defend those inferences with textual evidence.
- Have students develop practice exam questions based on the information in the text.
- Have students investigate cultural products, practices, and perspectives associated with the text and reflect on their influence on the text.
- Provide students with a prompt related to contemporary life in the target culture (e.g., education, food, or leisure). In pairs, have them research the topic using multiple sources
- and then create a short,spoken response that incorporates evidence from their findings and uses clear organization and varied vocabulary.

RESOURCES

Suggested Teacher Resources:

Literature

- Cajas de cartón — Francisco Jiménez
- No oyes ladrar los perros — Juan Rulfo
- La frontera de cristal (selected excerpts) — Carlos Fuentes
- La tregua (selected excerpts) — Mario Benedetti

Poetry

Los nadies — Eduardo Galeano
No te rindas — Mario Benedetti
Hombre preso que mira a su hijo — Mario Benedetti
Defensa de la alegría — Mario Benedetti
A Roosevelt — Rubén Darío *(optional, if you want to incorporate globalization and civic discussion)*

Authentic News
BBC Mundo

- Mental health
- Education

- Housing
- Employment
- Migration
- Youth

El País
- Education
- Employment
- Housing
- Social media
- Public health

DW Español
- Urbanization
- Youth employment
- Mental health
- Sustainable cities
- Immigration

Agencia EFE
- Education
- Economy
- Employment
- Public policy
- Community initiatives

Podcasts
- Radio Ambulante
- El Hilo
- Así Como Suena
- DianaUribe.fm (selected episodes on contemporary society)

TED / TEDx Talks
- TED en Español talks on education
- TEDx talks on leadership
- TEDx talks on entrepreneurship
- TEDx talks on mental health
- TEDx talks on civic engagement

Films
- La misma luna
- Roma
- Machuca
- También la lluvia *(selected scenes focusing on community, inequality, and civic action)*

Music
- "Latinoamérica" — Calle 13
- "René" — Residente
- "Soy Yo" — Bomba Estéreo
- "Clandestino" — Manu Chao

- "Mojado" — Ricardo Arjona featuring Intocable *(recommended addition)*
- Ojalá que llueva café — Juan Luis Guerra

Organizations / Authentic Sources

- Organización de Estados Iberoamericanos (OEI) – Education, youth, culture, and social development
- CEPAL (Economic Commission for Latin America and the Caribbean) – Economy, employment, inequality, and quality of life
- UNICEF en Español – Children, education, health, and youth well-being
- UNESCO – Education, culture, sustainability, and global citizenship
- Organización Internacional para las Migraciones (OIM) – Migration, refugees, and human mobility
- Agencia EFE – Current events on education, employment, public policy, and contemporary society
- Instituto Nacional de Estadística (INE, Spain) – Population, employment, education, housing, and quality-of-life statistics

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates

UNIT OVERVIEW

Content Area: World Languages- Spanish

Unit 6 Title: Global Contexts

Target Course/Grade Level: Advanced Placement Spanish Language and Culture (Grades 11-12)

Unit Summary: In this culminating unit, students explore how global issues influence the lives of individuals, families, and communities throughout the Spanish-speaking world. Through authentic literary, informational, visual, and audio texts, students investigate the interconnected nature of global communication, environmental sustainability, migration, public policy, education, technology, health, and community engagement. Students analyze how individuals and societies respond to contemporary global challenges, compare diverse cultural perspectives, and evaluate evidence-based solutions. By synthesizing information from multiple authentic sources, students strengthen their interpretive, interpersonal, and presentational communication skills while developing the language necessary to participate as informed global citizens.

Approximate Length of Unit: 6-7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Interpretive Communication

- **7.1.AL.IPRET.5**
  Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- **7.1.AL.IPRET.6**
  Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
- **7.1.AL.IPRET.7**
  Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

Interpersonal Communication

- **7.1.AL.IPERS.1**
  Initiate, sustain, and conclude spoken and written interactions on a variety of academic, cultural, and contemporary topics using appropriate language, register, and communication strategies.
- **7.1.AL.IPERS.2**
  Exchange, justify, and defend ideas, opinions, and interpretations while adapting language, vocabulary, and cultural conventions to the audience, purpose, and context.
- **7.1.AL.IPERS.3**
  Negotiate meaning by using a variety of communication strategies, including asking for clarification, paraphrasing, circumlocution, and self-monitoring to maintain effective communication.

Presentational Communication

- **7.1.AL.PRSNT.1**
  Present information, concepts, and ideas to inform, explain, compare, persuade, and narrate for a variety of audiences using organized, coherent, and culturally appropriate language.
- **7.1.AL.PRSNT.2**
  Synthesize information from multiple authentic sources to develop and support evidence-based presentations and written products that demonstrate cultural understanding.
- **7.1.AL.PRSNT.3**
  Deliver well-organized presentations and written communications that demonstrate accuracy, appropriate vocabulary, varied grammatical structures, and awareness of audience, purpose, and cultural context.
- **7.1.AL.PRSNT.3**
  Offer and support opinions and use persuasive language when presenting ideas and information.

Intercultural Competence

- Analyze how cultural products, practices, and perspectives reflect the beliefs, values, and historical experiences of Spanish-speaking communities.
- Compare and evaluate cultural products, practices, and perspectives across Spanish-speaking communities and one's own culture to develop intercultural competence and global awareness.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

Interdisciplinary Connections and Standards:

- Language Arts - W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that…

- Global challenges affect individuals, families, communities, and nations in interconnected ways.
- Environmental, social, political, economic, and technological issues require local and global cooperation.
- Global communication and technological innovation influence how societies respond to contemporary challenges.
- Historical events, public policy, and cultural perspectives shape responses to global issues.
- Individuals can contribute to positive change through civic engagement, collaboration, and informed decision-making.
- Different cultures develop diverse approaches to addressing shared global challenges.

- Sustainable solutions require balancing environmental stewardship, economic development, and social responsibility.
- Evaluating multiple authentic sources promotes informed opinions, intercultural understanding, and responsible global citizenship.

Unit Essential Questions:

- How do global issues affect the lives of individuals and communities? ***(LGBTQ/D) (AAH)*** *(HG)* ***(AAPI)***
- How can individuals influence the world around them?
- What responsibilities do people share as global citizens? ***(LGBTQ/D) (AAH)*** *(HG)* ***(AAPI)***
- How do different cultures respond to global challenges?
- What role do governments, organizations, and communities play in creating sustainable solutions? ***(LGBTQ/D) (AAH)*** *(HG)* ***(AAPI)***
- How do communication, technology, and public policy shape our global future?

Knowledge and Skills:

Students will know...

- Vocabulary related to climate change, sustainability, migration, global communication, public policy, transportation, health, technology, education, and community development.
- Language structures used to explain causes and consequences, compare perspectives, evaluate solutions, and support arguments.
- Products, practices, and perspectives that influence how Spanish-speaking communities respond to global challenges.
- The role of governments, international organizations, and community groups in addressing contemporary global issues.
- Strategies for interpreting authentic articles, interviews, speeches, maps, graphs, and literary texts.
- How to synthesize information from multiple authentic sources to communicate evidence-based conclusions.
- Appropriate academic language and register for discussing global issues with different audiences.

Students will be able to...

Interpretive Listening and Reading: Task Types:Audio Report, Presentation, Article And Chart

Students will:

- Analyze authentic articles about global issues.
- Interpret interviews, speeches, and podcasts.
- Analyze maps, charts, graphs, and statistical reports.
- Compare multiple perspectives on global challenges.
- Evaluate evidence presented in authentic sources.
- Analyze literary texts that address global issues and social responsibility.
-

Interpersonal Speaking: Task Type: Conversation

Students will:

- Discuss global challenges and possible solutions.
- Compare perspectives from different cultures.
- Ask follow-up questions and negotiate meaning.
- Defend opinions using evidence.
- Explain causes, consequences, and possible solutions.

Presentational Writing: Task Type**:** Argumentative Essay

Students will:

- Write about a global issue using multiple authentic sources.
- Compare approaches used by Spanish-speaking countries.
- Explain the impact of global challenges.
- Synthesize literary, informational, and visual evidence.
- Support claims with evidence and cultural comparisons.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.
- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing global issues in Spanish speaking regions utilizing a rubric from the Spanish AP test scoring guidelines. (Interpersonal mode)
- Students will be evaluated on their ability to respond to multiple choice questions based off of authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters. (Interpretive and Interpersonal mode)

Performance Assessment
AP Integrated Global Solutions Symposium
Essential Question
¿Cómo pueden los individuos y las comunidades colaborar para enfrentar los desafíos mundiales?
Students will investigate a contemporary global challenge affecting a Spanish-speaking country and compare it with another region or their own community.
Using **at least four authentic sources** (including print, audio, visual, and statistical materials), students will:

- Analyze the causes and consequences of the issue.
- Compare cultural perspectives and public responses.
- Evaluate existing policies or initiatives.
- Propose an evidence-based solution.
- Defend their recommendations using cultural comparisons and authentic evidence.
  Final Products
- **AP-style Interpretive Analysis** of articles, interviews, charts, and literary texts.
- **AP-style Interpersonal Conversation** discussing the issue and responding to follow-up questions.
- **AP-style Argumentative Essay** synthesizing multiple authentic sources.

- **6–8 minute multimedia presentation** proposing a sustainable solution to a global challenge.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Comprehend written texts, audio, and visualizations of data.
- Identify supporting or relevant details.
- Identify data points, patterns, and trends.
- Determine the main idea, theme, or purpose.
- Determine the intended audience.
- Determine the point(s) of view, perspective(s), tone, or attitude.
- Identify organizing and/or rhetorical structures and/or strategies.
- Determine the meaning of words and phrases using textual cues.
- Connect information within or across sources.
- Synthesize meaning to draw logical conclusions.
- Infer implied meaning through context.
- Speak and write in interpersonal and presentational contexts.
- Use language that aligns with the communicative purpose and context.
- Use a variety of grammatical structures.
- Use a variety of vocabulary.
- Use idiomatic and culturally relevant expressions.
- Make communication comprehensible for the intended audience.
- Use communication strategies such as circumlocution and paraphrasing.
- Use standard conventions of written language (e.g.,capitalization,orthography, accents, punctuation).
- Share ideas, information, and opinions about familiar and researched topics.
- Express ideas, preferences, and opinions.
- Use examples to provide advice or information and to explain opinions or emotions.
- Integrate information from multiple sources to develop and support a position or
- perspective.
- Apply organizational and rhetorical strategies.
- Apply an appropriate organizational structure.
- Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.
- Make connections within and across cultures.
- Describe cultural products, practices, and perspectives.
- Compare cultural products, practices, and perspectives among distinct communities.
- Reflect on the significance of cultural products,practices,and perspectives.

RESOURCES

Suggested Teacher Resources:

Literature

- Me llamo Rigoberta Menchú y así me nació la conciencia (selected excerpts) — Rigoberta Menchú
- La frontera de cristal (selected excerpts) — Carlos Fuentes
- Cajas de cartón (selected excerpts) — Francisco Jiménez
- Crónica de una muerte anunciada (selected excerpts) — Gabriel García Márquez

Poetry

- Los nadies — Eduardo Galeano
- Masa — César Vallejo
- No te rindas — Mario Benedetti
- A Roosevelt — Rubén Darío

Authentic News
BBC Mundo

- Climate change
- Global migration
- Public health
- International cooperation
- Sustainability

El País

- Climate policy
- Human rights
- Global communication
- Education
- Technology

DW Español

- Renewable energy
- Migration
- Environmental sustainability
- International relations

Agencia EFE

- Global development
- Public policy
- Humanitarian aid
- Community initiatives

Podcasts

- Radio Ambulante
- El Hilo
- Así Como Suena
- DianaUribe.fm

Films

- También la lluvia
- Voces inocentes
- La misma luna

- Diarios de motocicleta
- Ixcanul

Music

- Latinoamérica — Calle 13
- Clandestino — Manu Chao
- Mojado — Ricardo Arjona & Intocable
- ¿Dónde jugarán los niños? — Maná
- Cuando los ángeles lloran — Maná

Organizations & Authentic Sources

- Organización de las Naciones Unidas (ONU)
- UNESCO
- UNICEF en Español
- Organización Internacional para las Migraciones (OIM)
- Alto Comisionado de las Naciones Unidas para los Refugiados (ACNUR)
- Organización Panamericana de la Salud (OPS)
- CEPAL
- Agencia EFE

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates