

AP[®] Spanish Language and Culture

Sample Syllabus 2



Syllabus 1029718v1

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

Course Overview

This course follows the guidelines of the College Board® AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the Curriculum Framework. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® Spanish Language and Culture course.

The AP Spanish Language and Culture course is conducted exclusively in Spanish. **[CR1]** Central to the course is the overarching principle as stated in the Curriculum Framework:

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real-life settings (communities).

Daily/Weekly/Monthly Activities to address Learning Objectives

- **La palabra del día**—students explore a word a day, analyze its meaning, find root words, synonyms and antonyms, and make linguistic comparisons. **[CR8]**
- **La noticia del día**—once a week, students take turns giving a short presentation about a relevant news story, summarize it for the class, and ask questions to create opportunities for open-ended discussion. **[CR3a] & [CR5a]**
- **El diario de las noticias**—students keep a journal of the daily news presented in class with new vocabulary and reactions. **[CR5b]**
- **La discusión de la semana**—at various times during the year, students are responsible for posting a link to a news article, video, or podcast to the class blog, and creating a discussion question for all in class to participate in an online discussion. **[CR3b]**
- **Noche de película**—once every quarter, the class hosts a night where students watch a movie from a Spanish-speaking country. Cultural and historical relevance will be considered when selecting these films. As an alternative to Noche de Película, the class can host a Noche de Cultura where students can show their projects and/or invite a guest speaker, either a member of a consulate or a member of the immigrant community. **[CR9]**
- Every Wednesday in the language lab, students practice recording a simulated conversation and a cultural comparison. **[CR8]** All samples are assessed using the AP scoring guidelines for this assignment. Sometimes the teacher scores the work and other times the students and their classmates score each other. This is an excellent way for students to internalize and understand the scoring guidelines.
- Writing: approximately every three weeks, a formal, well-organized, synthesized, analytical or persuasive essay on an appropriate topic in reaction to a text or information is discussed or viewed in class. The essay is evaluated for its content,

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

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

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

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

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

organization, cultural relevancy, range and appropriateness of vocabulary, and grammatical accuracy. **[CR5b]**

- Writing journal entries, letters, e-mails, poems, abstract writing, creative writing, or writing reactions to articles and lectures through an interactive social network and/or blog on topics/themes. **[CR3b]**

Every 2-3 weeks, a new theme is introduced; however, interconnectedness of themes is expected and encouraged. Within the basis theme, students work on all aspects of communication: Interpretive, Interpersonal, and Presentational. In lieu of a test for each theme, students are evaluated based on various assignments graded according to the AP World Language and Culture Scoring Guidelines available in the AP Spanish Language and Culture Course and Exam Description.

Course Planner

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

Theme 1: Las identidades personales y públicas **[CR6d]**

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

Essential Questions

1. How are aspects of identity expressed in various situations?
2. How do language and culture influence identity?
3. How does one’s identity develop over time?

Introduction to the theme:

As an introduction to the topic, students respond in written form to one or all of the following questions in their journal for the week. After having read the journal entries, the teacher selects one as an example to share with the class. This forms the basis for an in-class discussion based on the journal entry. **[CR3a] & [CR3b]**

¿Cómo se identifica una persona?

¿Cómo influye la familia en la identidad de una persona?

Un documento legal, ¿le identifica a una persona?

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR6d—The course explicitly addresses the Personal and Public Identities theme.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Vocabulary

- In order to activate prior knowledge, students brainstorm a list of vocabulary words relative to the topic/theme; adjectives of description, hobbies, interests, and terms related to national and ethnic identity. They discuss the meaning of the words, ask questions, ask for clarification if needed, and add them to the list. The instructor may add words not mentioned in the activity. **[CR3a]**
- Students will use words from the list as they work through the assignments in this unit.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Audio and Audiovisual Interpretive Communication

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

- With a partner, students discuss the content and share their opinions as to whether they agree or disagree with how Latinos in the United States are described in Cruz’s song www.youtube.com/watch?v=jldJfUMfbJU
- Students view the video (1:11-2:14) “*El reto de ser joven latino en Estados Unidos.*” www.youtube.com/watch?v=j6W_xXvRc2Y **[CR2a]**
- In a small group, students discuss the content of the video and ask questions that elicit opinions from others in the group. They then debate the following comment: “*El tema de la identidad es esencial para el crecimiento.*” An additional discussion question could be: Do young people in your community question their identity based on their experiences? **[CR3a]**

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

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

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

Written Interpersonal Communication

Students respond to the following questions in an online blog: *¿Cómo es la vida de los inmigrantes en tu comunidad? ¿Qué hace tu comunidad para ayudar a los inmigrantes?* Students respond to the question and then minimally respond to two other student responses. **[CR3b]**

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

Print Interpretive Communication

Students search for authentic articles from Spanish-speaking newspapers that focus on the lives of immigrants in the United States. **[CR2b]** Formative Assessment: Students write a brief summary of the article. Then, in a written presentation, they compare the information in the article with their own community. **[CR5b] & [CR8]**

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Spoken Interpersonal and Presentational Communication

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

- The next day, students share their responses via oral presentations to small groups. **[CR5a]**

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

- They then watch the video “*Ser latino en USA; los jóvenes.*” (www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/) As they watch the video, they take notes regarding the point of view, as they will use these for an oral presentation. This activity can be completed in one or two days as the video is 30 minutes in length. The teacher could stop at 10:46 and continue at 12:37 through to the end as well. **[CR2a]**
- At home, students use GoogleVoice to compare a point of view from the video interviews and their original writing. This work will be scored according to the scoring guidelines for presentational speaking: Cultural Comparison. **[CR8]**

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

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Print Interpretive Communication

Students are assigned the story by Francisco Jiménez: “*Cajas de cartón,*” focusing on the essential questions in the unit as a jumping off point for discussion. Students participate in a variety of activities and assessments, both formative and summative, related to Jimenez’s story and its connection to the theme. Examples of activities: directed comprehension questions, illustration of one of the chapters in the book, oral presentation-PPT highlighting one of the chapters. **[CR2c] & [CR4b]**

CR2c—Instructional materials include a variety of authentic literary texts.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Theme 2: Las familias y las comunidades [CR6e]

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

Essential Questions:

1. What constitutes a family in different societies?
2. How do individuals contribute to the well being of communities?
3. How do the roles that families and communities assume differ in societies around the world?
4. How does the notion of the “extended family” differ among cultures?

CR6e—The course explicitly addresses the Families and Communities theme.

Vocabulary: Family, holidays and celebrations, and emotions

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

Activity: Las familias y las comunidades

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

La familia	Las celebraciones y las tradiciones	La adolescencia

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

The next day, one student writes down all of the words generated the night before on the board. Students work in groups to find patterns in the words identified, and then one representative reports to the class on what patterns they find (e.g., *En la lista de palabras sobre la familia, encontramos muchas palabras que describen quienes pertenecen a una familia. Sin embargo, también hay muchos adjetivos que describen como uno se siente dentro de la familia*). **[CR3a] & [CR5a]**

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

Following this, students write a list of characteristics that reflect the best characteristics of a family. We then analyze the answers and note which answers all groups share in common. **[CR3a]**

CR2c—Instructional materials include a variety of authentic literary texts.

Un ejemplo:

Una familia debe ser:
bondadosa unida generosa servicial

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

This forms the start of our discussion of Juan Rulfo’s “*No oyes ladrar los perros*.” **[CR2c]**

Print Interpretive Communication [CR4b]

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



- In class and at home, the students will read the story, pausing to answer comprehension questions in writing, to discuss their own opinions, and to identify the theme of the story. [CR4b]
- Students then read Gabriel García Márquez’s “La siesta del martes” and compare the two works. [CR2c] & [CR8]

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Spoken Interpersonal and Presentational Communication

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

CR2c—Instructional materials include a variety of authentic literary texts.

Students are then given the following assignment:

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

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

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

In class the next day, share what you learned from your interview with a classmate via a short oral presentation. [CR3a], [CR5a] & [CR9]

Further activities to conclude this unit:

Presentation: Compare the common idea of a “typical” American family and one from a Spanish- speaking country and describe how you feel the concept of “extended family” differs from, or is similar to, your own. [CR8]

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

Written Interpersonal Communication

- Blog discussion on family rules, generation gap, family relationships in Spanish speaking culture, and in the student’s own culture, the significance of “extended family.” [CR3b]

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

Theme 3: La vida contemporánea [CR6c]

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

Essential Questions:

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

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR6c—The course explicitly addresses the Contemporary Life theme.

Introduction to the theme:

After reading the article, “Los desafíos de la mujer actual: Conciliar trabajo y familia” (www.lasegunda.com/Noticias/Buena-Vida/2012/03/728305/Los-desafios-de-la-mujer-actual-Conciliar-trabajo-y-familia), students comment about the role of women in the community as described in the article by creating an entry on the class blog, focusing on the question: **[CR5b] & [CR7]**

¿Se parecen ambas situaciones, por qué sí o por qué no?

Vocabulary: School, professions, traveling, and leisure activities

As a variation, the teacher will prepare a list of vocabulary words for this unit. Students will be asked to first write a synonym or definition for each word on the list. Students are encouraged to use the words in their blogs, summaries, or any assignment during the course of this unit. In this way, students will contextualize the words and not just memorize them for an exam.

Written and Print Interpretive Communication and Spoken Interpersonal and Presentational Communication

- Students find a Spanish language article from an online magazine, newspaper, or blog that identifies a challenge they also face in their own lives. The article could focus on the use of technology in the classroom or the challenges of finding scholarships to help defray the cost of tuition at the university. This must be a topic of interest to them and a challenge with which they will be faced or are facing now. The students will write about the topic in their journal, include a summary of the content of the article, and compare what they have learned from the article and their own lives. What effect does the content of the article have on their opinion, if any? **[CR3b] & [CR4b]**
- During the course of this unit, two students per day share their information in a two minute oral presentation to the class. Students are encouraged to ask additional questions and give their own opinions in response to the presentations. **[CR3a] & [CR5a]**

Written Presentational Communication

- First, the teacher prepares a list of questions that students will respond to using Poll Everywhere (www.polleverywhere.com/) For example: *¿Es difícil encontrar un empleo? ¿Tienes un empleo en la actualidad? ¿Dónde trabajas? ¿Cobras un buen sueldo? Si pudieras elegir el trabajo perfecto, ¿cuál sería y por qué?* The responses to these questions form the basis for an in-class discussion. **[CR3a]**
- For homework, students write a cover letter as part of an application for a job that they researched in the classified section of an authentic newspaper online, explaining why they would be an ideal candidate for the job. **[CR5b]**

Tip: There is an excellent site for students where they can search online newspapers from all over the Spanish-speaking world: www.prensaescrita.com.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

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

Theme 4: Los desafíos mundiales [CR6a]

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

Essential Questions:

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

Introduction to the theme:

The teacher begins this unit by having students participate in a discussion/debate about this topic. [CR3a]

- ¿Cuáles son los beneficios de dormir una siesta?
- ¿Piensas que ayudaría esta práctica en el mundo laboral?

Vocabulary: Government, politics, environment, and health

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

Students will participate in a “jigsaw” activity.

Day 1:

- The teacher will divide the class into groups of three or four students. Each group will have a different article that they will read. Each student in each group will become the “expert” for that particular article. Examples have been provided below.
 - www.bbc.co.uk/mundo/noticias/2012/10/121002_curiosidades_almohada_ostrich_pillow_rg.shtml
 - http://archivo.univision.com/content/content.jhtml?cid=824769*
 - www.20minutos.es/noticia/1112577/0/siesta/alemania/trabajo/
- [CR4b]

Day 2:

- Students form new groups so that each group has an expert on each of the different articles. Each student summarizes the information regarding the article that his/her group worked on the day before. Other students listen attentively, take notes, ask questions, etc. [CR3a] Finally, the group chooses the article that they find the most

CR6a—The course explicitly addresses the Global Challenges theme.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

interesting. Based on the content, they write an opinion column for a newspaper, using evidence from the article they have read. **[CR5a]** As an extension activity, one student from each group shares the editorial with the class. **[CR5b]**

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

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR6b—The course explicitly addresses the Science and Technology theme.

Spoken Interpersonal and Presentational Communication

- Students select Spanish language resources about how American healthcare reform affects Latinos. Each group researches the topic and comes prepared to defend their viewpoint in a debate the following day. **[CR3a] & [CR4b]**
 - Extension activities:
 - Socratic Circle on issues such as healthcare reform.
 - Presentation on recommendations that students would pose to school board to transform our school into a more Earth-friendly environment.

Theme 5: La ciencia y la tecnología [CR6b]

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

Essential Questions:

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

Introduction to the theme:

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

¿Cómo impacta la tecnología en tu vida personal?

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

Vocabulary: Technology and science

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

Sustantivos	Infinitivos	Adjetivos

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2c—Instructional materials include a variety of authentic literary texts.

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

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6f—The course explicitly addresses the Beauty and Aesthetics theme.

Written and Print Interpretive Communication

- Students read the following article at home. *El 82 por ciento de las empresas vascas usa las redes sociales como herramienta de marketing e imagen* (www.20minutos.es/noticia/1599250/0/), and analyze the role of technology in marketing and image creation. **[CR4b]**
- For homework, students react to the article and a partner’s comments, creating a written discussion thread. **[CR3b]**
 - Extension activity: Students read “*Rosa*” by Angel Balzarino and write a review based on the story. **[CR2c]**

Written Interpersonal Communication: Other ideas for blog discussions

1. Since the invention of the Internet there has been a sort of media revolution. Technology transforms methods of communication. What do you think of the technological revolution? Where is it taking us?
2. It’s been said that television, computer, and video games have led to a lack of imagination in today’s youth. Do you agree?
3. It is said that the computer will replace print media. Do you agree? What does the future hold for print media?
[CR3b]

Further activities to conclude this unit:

Students will design/create a new product. They will present a rationale for the creation of the product, design a marketing campaign using media and both print and tech-rich ads (e.g., posters, tv/internet ads), and will “sell” it to the rest of the class. Classmates will vote on the best product. **[CR5a] & [CR5b]**

Theme 6: La belleza y la estética [CR6f]

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

Essential Questions:

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

Introduction to the theme:

In small groups, students make a list of what they consider to be beautiful. This could be a painting, a person, etc. The teacher then selects different images of what other cultures consider to be “beautiful” and asks students to react to the images and the question from their own perspectives. **[CR3a]**

¿Son estas imágenes hermosas?

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

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

Visual Interpretive Communication and Spoken Interpersonal Communication

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

Together with the class, the teacher reviews the group work, ensuring that the students are using the vocabulary appropriately to describe and analyze the works of art and discuss how the images reflect practices of every day life. Part of the discussion includes the products, practices, and perspectives that are addressed by Botero’s work. **[CR4a] & [CR7]**

Written Interpersonal Communication

In their class blog, students discuss how Botero’s vision of what it means to be beautiful may be different from their own concept of beauty. **[CR3b]**

Spoken Presentational Communication

Students select a new painter from the Spanish-speaking world. They select a painting from his/her collection and via a GoogleVoice presentation, they compare the work of art that they have chosen to a painting by Fernando Botero. They discuss similarities and differences and comment on which painting they prefer and why. **[CR5a]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

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

Further activities to conclude this unit:

- Participate in a Socratic Circle on aspects of art such as violence in movies, or censorship of art. **[CR3a]**
- Present a song or piece of art to the class and explain their interpretation and why they like it. **[CR5a]**
- In a small group, discuss likes and dislikes of the artistic view of the world of the paintings of Salvador Dalí. **[CR3a]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Written Presentational Communication

- Students take a virtual trip to Museo Soumaya **[CR9]** and describe in writing their favorite works of art and why.
 - Write an essay answering the following questions: How does publicity influence our idea of beauty? What danger does this pose to adolescents? Are these dangers any different in Spanish speaking countries? Explain. **[CR5b]**

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

Course materials [CR2a] & [CR2b]

General resources taken from among the following:

- BBC Radio: Estudio 834: http://news.bbc.co.uk/hi/spanish/programmes/estudio_834/
 BBC Mundo: www.bbcmundo.com
 Radio Naciones Unidas: <http://radio.un.org/es/> and <http://news.bbc.co.uk/hi/spanish/news/>
 Radio Televisión Española: www.rtve.es/
 Univisión: www.univision.com
 TV Azteca: www.tvazteca.com/
 UNICEF: www.unicef.org/spanish/videoaudio/video_radio.html
 CNN en español: www.cnn.com/espanol
 El País (Madrid): www.elpais.es
 El Mundo: www.elmundo.es
 BBC News in Spanish: <http://news.bbc.co.uk/hi/spanish/news/>
 People en español: www.peopleenespanol.com/pespanol/
 Zambombazo: <http://zachary-jones.com/zambombazo>
 Ver-taal: www.ver-taal.com/
 Practica Español: www.practicaespanol.com/
 Veintemundos: www.veintemundos.com/en/
www.20minutos.es

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

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

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

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



Real Academia Española: www.rae.es

Yahoo Noticias: es.noticias.yahoo.com