

# AP Spanish Language and Culture

## Course Syllabus

### Accelerate Education

|            | <b>Curricular Requirements</b>                                                                                                                                                                                                                                                     | <b>Page(s)</b>            |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>CR1</b> | Spanish is used almost exclusively in the classroom to promote immersion and encourage students to communicate effectively in the target language.                                                                                                                                 | 2, 3, 8, 15               |
| <b>CR2</b> | The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts | 2, 3, 4, 5, 6, 7, 11-22   |
| <b>CR3</b> | Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.                                                                                                                                                         | 2, 3, 4, 5, 6, 7, 11-23   |
| <b>CR4</b> | The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). (Interpretative mode)                                 | 2, 3, 8, 10, 11-23        |
| <b>CR5</b> | The course provides opportunities for students to practice and develop the skills in Skill Category 2: Speak and write in interpersonal and presentational contexts, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)                | 2, 3, 8, 10, 11-23        |
| <b>CR6</b> | The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)                                          | 3, 8, 11-23               |
| <b>CR7</b> | The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.                                                                                                                                | 3, 7, 8, 9, 11, 13, 16-22 |
| <b>CR8</b> | The course provides opportunities for students to make comparisons between and within languages and cultures.                                                                                                                                                                      | 3, 8, 9, 11-23            |
| <b>CR9</b> | The course prepares students to use Spanish in real-life situations.                                                                                                                                                                                                               | 2, 3, 8, 9, 10, 12, 17-23 |

## Course Overview

¡Bienvenidos a la clase de español AP®! This advanced course develops students' proficiency in listening, speaking, reading, and writing—the core components of communicative competence. Spanish is used almost exclusively in the classroom **[CR1]** and students are expected to communicate primarily in the target language in order to build fluency, accuracy, and confidence. Instruction emphasizes authentic communication through culturally rich and globally relevant contexts. Students engage with the products, practices, and perspectives of Spanish-speaking communities while strengthening their ability to interpret, analyze, and respond to a wide range of authentic materials. **[CR5]** Although targeted grammar and vocabulary instruction support linguistic accuracy, the primary goal of the course is meaningful communication and the effective expression of ideas in spoken and written Spanish. **[CR9]**

## Semester A

*Semester A* consists of six modules with ten lessons each. Students engage with authentic, college-level materials from the Spanish-speaking world, including podcasts, news reports, interviews, essays, and literary excerpts. **[CR2]** The semester develops advanced interpretive, interpersonal, and presentational communication skills while strengthening cultural awareness and analytical thinking. **[CR3]**

Students analyze and compare diverse cultural perspectives, synthesize information from multiple sources, and communicate ideas clearly in both spoken and written Spanish. Instruction emphasizes communication across multiple time frames and prepares students to respond effectively to real-world communicative tasks aligned with AP expectations. **[CR4]**

Each lesson includes a quiz, and each module includes speaking, listening, and writing assessments, a fluency check, and a module exam. **[CR4, CR5]** Benchmark speaking assessments are administered after Modules 1–3 and Modules 4–6. Semester A aligns with the curriculum framework of the College Board AP Spanish Language and Culture course.

## Semester B

*Semester B* continues with six additional modules with ten lessons each. Students engage with authentic written, audio, and audiovisual materials exploring global issues, identity, aesthetics, and cultural perspectives across the Spanish-speaking world. **[CR3]** Students demonstrate increased linguistic control as they interpret complex texts, participate in interpersonal exchanges, and produce extended presentational speaking and writing. **[CR4, CR5]**

Instruction emphasizes critical analysis, cultural comparison, and the synthesis of information from multiple sources—skills essential for success on the AP Spanish Language and Culture Exam. **[CR6, CR9]** Students continue to refine pronunciation, fluency, and accuracy through regular speaking activities and structured AP-level writing and listening tasks.

Assessment remains consistent throughout the semester: each lesson includes a quiz, and each module

includes speaking, listening, and writing assessments, a fluency check, and a module exam. Benchmark speaking assessments take place after Modules 9 and 12. Semester B further prepares students for the expectations of the College Board AP Spanish Language and Culture course and exam. **[CR5, CR9]**

## Course Objectives

Upon completion of this course, students will be able to:

- Interpret and analyze a wide range of Spanish-language texts and audio sources through active listening and careful reading. **[CR3, CR4]**
- Demonstrate increasing proficiency in Spanish by communicating effectively in interpersonal, interpretive, and presentational contexts. **[CR1, CR5]**
- Examine and discuss the cultural practices, perspectives, and products of the Spanish-speaking world in order to deepen intercultural understanding. **[CR1, CR6, CR7]**
- Use Spanish to make meaningful connections with other academic disciplines and broaden knowledge across a variety of topics and contexts. **[CR1, CR2, CR7]**
- Develop greater awareness of how language reflects cultural values, identity, and ways of thinking. **[CR6]**
- Apply Spanish beyond the classroom by engaging with local and global communities where the language is used. **[CR7, CR9]**

## AP Themes

This course explores the six themes **[CR2]** identified by the College Board for the AP Spanish Language and Culture curriculum. These themes provide a framework for examining cultural perspectives, practices, and products in the Spanish-speaking world.

The themes include:

- Family and Communities **[CR3, CR4, CR5, CR6, CR8, CR9]**
- Language and Culture **[CR3, CR4, CR5, CR6, CR7, CR8, CR9]**
- Contemporary Life **[CR1, CR3, CR4, CR5, CR6, CR7, CR8]**
- Global Contexts **[CR2, CR3, CR4, CR5, CR6, CR7, CR8, CR9]**
- Science and Technology **[CR3, CR4, CR5, CR6, CR7, CR8]**
- Art and Creativity **[CR3, CR4, CR5, CR6, CR7, CR8, CR9]**

Students investigate these themes through authentic cultural topics, including literature, visual art, music, historical events, and contemporary social issues. **[CR7]** Activities encourage students to interpret cultural perspectives, compare cultures, and express supported opinions in Spanish. **[CR8]**

# Course Structure

The table below outlines each required module with at least one sample essential question and a variety of materials, including literary texts, to exemplify how the module works:

| Semester A |                                                                                                                                           |                                                                                                                                                                                                                      |                                                                                              |                                                                                                                                                                                                                    |                                                                                                                                                      |
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| #          | MODULE THEME                                                                                                                              | ACTIVITY                                                                                                                                                                                                             | LITERARY PRINT [CR3]                                                                         | NON-LITERARY PRINT SOURCE/VISUAL [CR3]                                                                                                                                                                             | INTERPRETIVE LISTENING & VIEWING [CR3]                                                                                                               |
| 1          | Module 1: Family and Communities<br><br>Essential Question:<br><i>¿Qué compone una familia?</i>                                           | Students analyze and interpret cultural perspective on family by listening to a podcast, watching a video, and reading about families in the target language.<br><b>[CR3, CR4, CR6, CR7]</b>                         | <i>La casa en Mango Street: Papá que despierta casado en la oscuridad</i> by Sandra Cisneros | <b>Non-Literary Print:</b><br><i>El concepto de familia en México: una revisión desde la mirada antropológica y demográfica</i> por Reynaldo Gutiérrez Capulín, Karen Yamile Díaz Otero, Rosa Patricia Román Reyes | <b>Audiovisual:</b> <i>Family Culture in Mexico</i> by Learn Spanish with SpanishPOD101<br><br><b>Audio:</b> Podcast: <i>Spain: Voces de Familia</i> |
| 2          | Module 2: Identity and Purpose (Family and Communities)<br><br>Essential Question:<br><i>¿Cómo construimos una auto estima saludable?</i> | Students engage in interpersonal communication through a discussion board in which they analyze the vignette, <i>Chanclas</i> from <i>La casa en Mango Street</i> by Sandra Cisneros.<br><b>[CR3, CR5, CR6, CR7]</b> | <i>La casa en Mango Street: Chanclas</i> by Sandra Cisneros                                  | <b>Non-Literary Print :</b><br><i>Vivir en dos mundos</i> por Stella Wong                                                                                                                                          | <b>Audio:</b> <i>Note to Self</i>                                                                                                                    |
| 3          | Module 3: Science and Technology<br><br>Essential Question:<br><i>¿Cambia la forma de trabajar?</i>                                       | Students will analyze concepts of work environments and expectations by citing evidence from readings, a graph, and presentations to support their analysis.<br><b>[CR3, CR4, CR6, CR8]</b>                          | <i>La casa en Mango Street: Gil compraventa de muebles</i> by Sandra Cisneros.               | The ADECCO Group Institute: <i>El teletrabajo en España</i><br><br><b>Visual:</b> <i>Evolución del número de ocupados que teletrabajan de forma habitual u ocasional en España</i>                                 | <b>Audiovisual:</b> Podcast: <i>España y el Teletrabajo: ¿Revolución o Fracaso?</i> por Loco del Dividendo                                           |

|   |                                                                                                                                           |                                                                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                      |
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| 4 | <p>Module 4: Technology Footprint (Science and Technology)</p> <p>Essential Question:</p> <p><i>¿La tecnología facilita o separa?</i></p> | <p>Students will analyze and prove understanding of a voice mail message by summarizing and answering questions.</p> <p><b>[CR3, CR4]</b></p>                                                                                           | <p><i>La casa en Mango Street : Cuatro árboles flaquitos</i> by Sandra Cisneros</p>                         | <p>Generación Anáhuac: Red de Universidades: <i>La influencia de la tecnología en nuestra vida cotidiana</i></p>                                                                                                                                                                                                  | <p><b>RTVE Audio:</b> Las entrevistas: tecnología y la vida cotidiana</p> <p><b>Phone Message:</b></p> <p><i>Don't Forget Again</i></p>                              |
| 5 | <p>Module 5: Contemporary Life</p> <p>Essential Question:</p> <p><i>¿Condición o elección?</i></p>                                        | <p>Students will read a vignette and analyze the character's situation by considering the forces that shape her experience, then express and support their opinion using evidence from the text.</p> <p><b>[CR3, CR4, CR5, CR6]</b></p> | <p><i>La casa en Mango Street: Rafaela que los martes toma jugo de coco y papaya</i> by Sandra Cisneros</p> | <p><b>Visual:</b> <i>Claves para prepararte: La entrevista</i></p> <p><b>Print:</b> <i>Guía de preguntas para una entrevista (con respuestas)</i><br/>By indeed</p>                                                                                                                                               | <p><b>Audio:</b> Podcast: <i>Trayecto profesional</i></p>                                                                                                            |
| 6 | <p>Module 6: Modern Roads (Contemporary Life)</p> <p>Essential Question:</p> <p><i>¿Influyen aún en nuestra vida?</i></p>                 | <p>Students will develop and post a position statement, arguing how either philosophy or religion provides stronger guidance for ethical decision-making.</p> <p><b>[CR3, CR5, CR6, CR8]</b></p>                                        | <p><i>La casa en Mango Street: Y alguna más</i> by Sandra Cisneros</p>                                      | <p><b>Blog y noticias:</b> <i>¿Qué son los valores culturales y cómo nos influyen nuestro día a día?</i> By Small Wide World</p> <p><b>Print:</b> <i>¿Los valores culturales afectan el bienestar humano? Evidencias desde los reportes de investigación</i> por Andrés Guitiérrez-Carmona y Alfonso Urzúa M.</p> | <p><b>Audio:</b> Radio Ambulante: <i>El contagio</i></p> <p><b>Audiovisual:</b> <i>Mensaje de Rigoberta Menchú a la juventud chilena y comunidad U. de Chile</i></p> |

| Semester B |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                   |                                                                                  |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                   |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| #          | MODULE<br>THEME                                                                                                                                                                                                            | ACTIVITY                                                                                                                                                                                                                                          | LITERARY PRINT<br>[CR3]                                                          | NON-LITERARY PRINT<br>SOURCE/VISUAL [CR3]                                                                                                                                                                                                                                                                                              | INTERPRETIVE LISTENING &<br>VIEWING [CR3]                                                                                                                         |
| 7          | Module 7:<br>Cultural<br>Footprint<br>(Language<br>and Culture)<br><br>Essential<br>Question:<br><br><i>¿Cómo<br/>marca la fe la<br/>identidad<br/>cultural?</i>                                                           | Students will<br>create and<br>deliver an oral<br>presentation<br>comparing<br>generational<br>perspectives<br>on the cultural<br>themes of la<br>Virgen de<br>Guadalupe and<br>el Camino de<br>Santiago.<br><b>[CR3, CR5, CR6,<br/>CR7, CR8]</b> | <i>Cajas de cartón:<br/>Un milagro en Tent<br/>City</i> by Francisco<br>Jiménez  | <b>Print:</b> <i>Panorama Cultural: El<br/>periódico cultural de la costa<br/>Caribe de Colombia: El Camino<br/>de Santiago: un ejemplo de<br/>viaje cultural y espiritual</i>                                                                                                                                                         | <b>Audiovisual:</b> <i>47 Nueva<br/>York: En vivo: Catedral de<br/>San Patricio: Celebración<br/>de la Virgen de<br/>Guadalupe</i>                                |
| 8          | Module 8:<br>Identity Markers<br>(Language and<br>Culture)<br><br>Essential<br>Question:<br><br><i>¿Qué revela tu<br/>creatividad sobre<br/>quién eres?</i>                                                                | Critique and<br>peer edit the<br>final AP project<br>using the Initial<br>Reflection<br>Feedback<br>Form.<br><b>[CR5, CR8,<br/>CR9]</b>                                                                                                           | <i>Cajas de cartón:<br/>El juego de la<br/>patada</i> by<br>Francisco<br>Jiménez | <b>AP Classroom:</b> <i>Initial Written<br/>Reflection<br/>Feedback Form</i><br><br><b>Print: BBC: News Mundo:</b> <i>Qué<br/>papel juegan los inmigrantes de<br/>América Latina en el buen<br/>momento de la economía de<br/>España</i><br><br><b>Redalyc:</b> <i>Formas de volver a<br/>casa y la construcción de la<br/>memoria</i> | <b>Audio: Radio Ambulante:</b><br><i>Los que se quedan</i>                                                                                                        |
| 9          | Module 9:<br>Beauty and<br>Aesthetics<br>(Art and<br>Creativity)<br><br>Essential<br>Question:<br><br><i>¿De qué manera<br/>el arte convierte<br/>los<br/>acontecimientos<br/>históricos en<br/>memoria<br/>colectiva?</i> | Students will<br>analyze how<br>Guernica<br>conveys themes<br>of war and<br>suffering, using<br>evidence from<br>the artwork to<br>support their<br>interpretations.<br><b>[CR3, CR4,<br/>CR6, CR7]</b>                                           | <i>Senderos<br/>Fronterizos:<br/>Expulsados</i> by<br>Francisco Jiménez          | <b>Visual Art:</b> Spain: <i>Guernica</i>                                                                                                                                                                                                                                                                                              | <b>Audiovisual:</b> Podcast:<br><i>El artesano: ¿Movería<br/>Picasso El Guernica al<br/>País Vasco? La historia<br/>del cuadro nos responde</i><br>By SER Podcast |

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| 10 | <p>Module 10: Aesthetic Identity (Art and Creativity)</p> <p>Essential Question:</p> <p><i>¿Cómo influye la naturaleza en la identidad cultural de un país?</i></p> | <p>Students will design and present a three-minute oral presentation explaining how nature influences national identity in Costa Rica, demonstrating clear organization, appropriate vocabulary, and effective communication of ideas.</p> <p><b>[CR3, CR5, CR6, CR7]</b></p> | <p><i>Senderos Fronterizos: Escaramuzas veraniegas</i> by Francisco Jiménez</p> | <p><b>Print:</b> Ministerio de ambiente y energía: <i>Estrategia Nacional de Biodiversidad 2016-2025: Costa Rica</i></p> <p><b>RTVEplay:</b> <i>Costa Rica, naturaleza superlativa</i></p>               | <p><b>Audiovisual:</b> <i>Por el Planeta : La biodiversidad de Costa Rica</i> by Carlos Sanchez G.</p>                                                     |
| 11 | <p>Module 11: Global Challenges (Global Contexts)</p> <p>Essential Question:</p> <p><i>¿Cómo afectan los hábitos alimenticios a la salud pública?</i></p>           | <p>Students will create a compare-and-contrast response explaining how health habits in Mexico and your own community influence public health.</p> <p><b>[CR3, CR5, CR6, CR7, CR8]</b></p>                                                                                    | <p><i>Senderos Fronterizos: Conexiones</i> by Francisco Jiménez</p>             | <p><b>Print:</b> Gobierno de México: <i>La obesidad en México: ¡Por tu salud, quítate un peso de encima!</i></p> <p><b>Print:</b> UNICEF: <i>Sobrepeso y obesidad en niños, niñas y adolescentes</i></p> | <p><b>Audiovisual:</b> <i>¡Obesidad azota a México! Conoce las causas, riesgos y tratamientos contra este problema de peso</i> by El Heraldo de México</p> |
| 12 | <p>Module 12: Global Solutions (Global Contexts)</p> <p>Essential Question:</p> <p><i>¿Cómo pueden los ciudadanos proteger el medio ambiente?</i></p>               | <p>Students will create a presentational writing comparing and contrasting Berta Cáceres with an environmental activist of their own choosing, using evidence from at least three sources.</p> <p><b>[CR3, CR5, CR6, CR8]</b></p>                                             | <p><i>Senderos Fronterizos: Una Nueva Vida</i> by Francisco Jiménez</p>         | <p><b>Print:</b> <i>Berta Cáceres, una vida de lucha y resistencia</i> by Fundación Érguete-Integración</p>                                                                                              | <p><b>Audiovisual:</b> <i>El legado de Berta Cáceres</i> by DW Español</p>                                                                                 |

## Developing Interpersonal Communication Through Conversation

The course provides consistent opportunities for interpersonal communication through discussion boards, live conversations, and spontaneous face-to-face question-and-answer exchanges in Spanish. Students also complete oral benchmark assessments twice per semester, engaging in authentic exchanges with no prior knowledge of the questions. Students are expected to communicate primarily in Spanish, responding in real time, expressing and defending their opinions, and interacting meaningfully with peers using authentic sources when appropriate. **[CR5, CR9]** Ongoing accountability and targeted feedback support the development of accuracy and fluency, guiding students toward performance in the Intermediate to Advanced Low range. **[CR1, CR5, CR7, CR9]**

## Developing Interpersonal Communication Through Writing

The course provides consistent opportunities for presentational written communication through lesson journals, structured writing assignments, and opinion-based responses. Students develop their ability to organize ideas, support arguments, and express themselves clearly in Spanish across a variety of contexts and tasks. In addition, the course supports the development of keyboarding skills as students regularly produce written work digitally. Ongoing feedback and revision promote accuracy, complexity, and control of language, guiding students toward performance in the Intermediate to Advanced Low range. **[CR1, CR5, CR6, CR8, CR9]**

## Developing Proficiency in Spanish Typing

Throughout the course, students develop proficiency in typing in Spanish using appropriate diacritical marks and special characters within a fully digital learning environment. Students type consistently across a variety of tasks, including translations, dictations, short-answer responses, journals, and discussion boards. These skills are integrated from the beginning of the course and reinforced daily, ensuring accuracy, efficiency, and control of written Spanish as students prepare for presentational writing tasks aligned with AP expectations. **[CR8]**

## Sample Activities

- Spanish Typing Conventions
  - Students are provided with keyboard shortcuts (PC, Mac, Chromebook) to support the accurate use of diacritical marks. These conventions are applied consistently across all lessons, reinforcing control of written Spanish in alignment with AP presentational writing expectations.
  - Example: Use the following Spanish typing conventions in all typed work. You may print or reference these resources to support accurate use of diacritical marks and special characters. **[CR7, CR8, CR9]**
- Lesson Journal
  - Students create journal entries typed in Spanish using correct diacritical marks.
  - Example: Compare and contrast the public healthcare models of Spain and Latin America by creating a written journal entry. **[CR5, CR6, CR8]**
- Digital Collaborative Projects
  - Students design digital brochures, infographics, and discussion board posts in Spanish to simulate real-life tasks.
  - Example: Design a graph to represent data by using correct vocabulary to label, describe, and explain trends and comparisons. **[CR5, CR6, CR7, CR8]**
- Writing Practice
  - Students complete regular writing practice through both informal and graded tasks. In this digital course, all responses are typed in Spanish, reinforcing consistent use of correct spelling, accents, and written conventions while building control and fluency in written expression.
  - Example: Module 7 Writing Assignment: Read the following literary fragment. Write a 200-word analytical response in which you present and support your personal interpretation of the experience described, using relevant details from the text. **[CR3, CR4, CR5, CR6, CR8, CR9]**

These tasks strengthen keyboarding skills while reinforcing written communication, preparing students to produce accurate and confident Spanish across a range of writing tasks.

## Instructional Focus on the AP Course Project

The course dedicates the equivalent of at **least fifteen 45-minute class periods (675 minutes)** to the development and completion of the AP Spanish Language and Culture Course Project, as outlined in the AP Course Project Manual. These instructional periods are distributed across the course through the **Guided Project Portfolio**, which serves as a centralized collection for students to monitor required checklists, teacher feedback, and their own revised work. Time is specifically dedicated **to research**, guided completion and revision of the **written reflection**, development and revision of the **Personalized Project Reference**, practice of the **Project Presentation**, and Project Q&A. **[CR5, CR9]**

Students engage in scaffolded activities using AP-provided templates and checklists, which are submitted for feedback and then added to the portfolio:

- **Source Analysis:** Using organizers to identify perspectives in authentic materials.
- **Written Reflection:** Completing the initial reflection, receiving feedback, and revising (See Module 8, Activity 2).
- **Research Planning & Evidence:** Developing questions and organizing evidence from sources like Radio Ambulante and BBC Mundo.
- **Personalized Project Reference:** Drafting and finalizing the reference sheet using teacher feedback.
- **Presentation Practice:** Delivering practice presentations and participating in feedback cycles (See Module 11, Activity 2).
- **Project Q&A Practice:** Participating in follow-up question sessions to refine interpersonal skills. Students practice this part at each module. (See Module 9, Activity 2)

# Course Overview with Activities

The following examples illustrate how each required unit is addressed in the course through sample activities and authentic materials:

## Module 1: Family and Communities [CR2]

### Activity 1

*Skill Focus: Comprehend written and audio sources to interpret meaning and key ideas. [CR4, CR5, CR6]*

Students will synthesize and infer meaning from sources, making connections within and across cultures to support deeper understanding. [CR3, CR4, CR5, CR6, CR7, CR8]

#### **Authentic Sources:**

- **Audiovisual:** Video: *Family Culture in México*: Learn Spanish with SpanishPod101
- **Non-Literary Print:** *El concepto de familia en México: una revisión desde la mirada antropológica y demográfica* por Reynaldo Gutiérrez Capulín, Karen Yamile Díaz Otero, Rosa Patricia Román Reyes
- **Audio:** Podcast: *Spain: Voces de Familia*
- **Literary Print:** *La casa en Mango Street* by Sandra Cisneros [CR3]

#### **Focus on Products, Practices, and Perspectives:**

- **Product:** Video, podcast, reading
  - **Practice:** Cultural perspective, family traditions, childhood, generational experiences
  - **Perspective:** Family traditions help preserve memories and shape identity across generations
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## Activity 2

**Skill Focus:** Interpret and synthesize meaning. [CR4, CR5, CR6]

Students interpret and synthesize meaning from the vignette *Sire* by Sandra Cisneros, analyzing how the author develops themes of curiosity, adolescence, and identity through narrative voice and imagery. [CR3, CR4, CR5, CR6, CR7, CR8]

### Authentic Sources:

- **Non-Literary Print:** *¿Qué es la imaginación?* por Raymond Malewitz, Profesor de Inglés
- **Literary Print:** Vignette from *La casa en Mango Street* by Sandra Cisneros [CR3]

## Module 2: Identity and Purpose (Family and Communities) [CR2]

### Activity 1

**Skill Focus:** Interpret meaning and analyze textual evidence. [CR4, CR5, CR6]

Students interpret and synthesize meaning by reading *Vivir en dos mundos*, answering comprehension questions, and writing a reflective response. [CR3, CR4, CR5, CR6, CR8]

### Authentic Sources:

- **Literary Print:** *La casa en Mango Street* by Sandra Cisneros
- **Non-Literary Print:** *Vivir en dos mundos* por Stella Wong
- **Audio:** *Note to Self*

### Focus on Products, Practices, and Perspectives:

- **Product:** Spanish personal bicultural testimony
- **Practice:** Social assimilation, bicultural identity, family influence, personal conflict
- **Perspective:** The experience of navigating identity between two cultures

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## Activity 2

**Skill Focus:** Engage in written interpersonal communication. [CR5, CR8]

Students engage in interpersonal communication through a discussion board in which they analyze the vignette *Chanclas* from *La casa en Mango Street* by Sandra Cisneros and exchange perspectives on themes of self-esteem and self-image introduced in the module. [CR4, CR5, CR6, CR8, CR9]

**Authentic Sources:**

- **Literary Print:** Vignette from *La casa en Mango Street* by Sandra Cisneros [CR3]

**Module 3: Science and Technology [CR2]****Activity 1**

*Skill Focus: Interpret written and visual sources to analyze information. [CR4, CR5]*

Students will interpret and analyze an authentic news article, a video, and accompanying statistical data related to teleworking trends in Spain. After reading the article and examining a graph published by Spain's National Institute of Statistics (INE), students will identify key trends, compare demographic patterns and explain how quantitative data supports broader social changes. Students will respond to comprehension and analysis questions that require interpretation of explicit and implicit information, evaluation of statistical evidence and connections to technological shifts in contemporary society. [CR3, CR4, CR5, CR6, CR8]

**Authentic Sources:**

**Non-Literary Print:** The Adecco Group Institute: *El teletrabajo en España*

**Audiovisual:** *España y el Teletrabajo: ¿Revolución o Fracaso?*

**Visual:** Instituto Nacional de Estadística (INE): *Teletrabajo en España*

**Focus on Products, Practices, and Perspectives:**

- **Product:** Spanish article with accompanying line graph
  - **Practice:** Teleworking trends, digital labor practices, demographic shifts
  - **Perspective:** Statistical data reveals how technology reshapes work patterns and social organization in Spain
- 

**Activity 2**

*Skill Focus: Write in interpersonal context using appropriate register. [CR5, CR8]*

Students will respond to a formal email regarding digital identity and youth online presence. After analyzing an authentic institutional resource on digital footprint management, students will compose a formal written response using appropriate register, clear organization, and culturally appropriate conventions. Students will address questions, express and justify their perspectives, and demonstrate awareness of how digital legacy affects long-term identity and reputation. [CR3, CR4, CR5, CR6, CR7, CR8]

### Authentic Sources:

- **Authentic Model Reference:** *Guía para la gestión de identidad digital: Instituto Nacional de Ciberseguridad (INCIBE)*
- **Non-Literary Written:** Formal email from Lic. Mariana Ruiz [CR3]

## Module 4: Technological Footprint (Science and Technology) [CR2]

### Activity 1

*Skill Focus: Write in presentational contexts by comprehending and synthesizing information from audio sources.*

Students will listen to authentic Spanish-language street interviews in which individuals reflect on how technology has changed daily life. After identifying key comparisons between past and present technological practices, students will write a structured presentational synopsis summarizing and synthesizing the perspectives expressed. Students will compare generational viewpoints and evaluate how technological advances have transformed communication, productivity, and social interaction. [CR3, CR4, CR5, CR6, CR8]

### Authentic Sources:

- **Audio:** Podcast: RTVE: *¿Cómo ha cambiado la tecnología nuestras vidas?*

### Focus on Products, Practices, and Perspectives:

- **Product:** Podcast
  - **Practice:** Technology use, generational comparison, communication changes
  - **Perspective:** Technological innovation reshapes social interaction and daily routines
- 

### Activity 2

*Skill Focus: Interpret audio message to demonstrate comprehension. [CR3, CR4, CR5]*

Students will interpret and analyze an authentic Spanish-language podcast episode and a reading addressing how digital tools influence memory, communication, and family interaction. Students will identify main ideas, supporting details, speaker tone, and implied meaning. They will summarize the episode and reflect on how technology affects responsibility and interpersonal relationships. [CR3, CR4, CR5, CR6, CR8]

### Authentic Sources:

- **Audio:** *Recordatorios digitales y vida cotidiana* – Radio Ambulante
- **Non-Literary Print:** Generación Anáhuac: Red de Universidades: *La influencia de la tecnología en nuestra vida cotidiana*

## Module 5: Contemporary Life **[CR2]**

### Activity 1

*Skill Focus: Speak in presentational contexts with clarity, organization, and appropriate register. [CR1, CR5]*

Students will deliver a one-minute professional presentational speech introducing their academic background, specialization, relevant experiences, competencies, and professional goals. After analyzing authentic Spanish-language examples of professional self-introductions, students will organize their presentation with a clear structure, cohesive transitions, and appropriate professional register. The timed format requires clarity, conciseness, and cultural awareness of professional communication norms in Spanish-speaking contexts. **[CR5, CR6, CR7]**

### Authentic Sources:

- **Non-Literary Print:** indeed: *Guía de preguntas para una entrevista (con respuestas)*
- **Visual:** *Claves para prepararte: La entrevista*
- **Audiovisual:** Model Professional Introductions:
  - Example 1 – *Entrevista laboral simulada* (Universidad Politécnica de Valencia)
  - Example 2 – *Cómo presentarte profesionalmente en español*

### Focus on Products, Practices, and Perspectives:

- **Product:** Professional self-introduction speech
  - **Practice:** Formal introduction, career communication, concise presentation
  - **Perspective:** Effective self-presentation is essential in professional advancement within Spanish-speaking cultures
-

## Activity 2

*Skill Focus: Write in presentational context and demonstrate cultural understanding. [CR4, CR5, CR6]*

Students will write a presentational opinion essay analyzing the vignette *Rafaela que los martes toma jugo de coco y papaya* from *La casa en Mango Street*. Students will interpret explicit and implicit details related to gender roles, social expectations, and personal freedom. In their response, students will develop a clear thesis, integrate textual evidence, and demonstrate cultural understanding of how societal norms influence women's autonomy and identity. **[CR3, CR4, CR5, CR6, CR8]**

### Authentic Sources:

- **Literary Print:** Vignette from *La casa en Mango Street* by Sandra Cisneros **[CR3]**

## Module 6: Modern Roads (Contemporary Life) **[CR2]**

## Activity 1

*Skill Focus: Interpret spoken perspectives and present spoken personal reflections. [CR4, CR5]*

Students listen to an authentic *Radio Ambulante* episode featuring personal testimonies. They identify the speaker's perspective, cultural context, and the impact of the experience. Students then record a 2-minute spoken reflection explaining how personal experiences influence identity and values. **[CR3, CR4, CR5, CR6, CR7]**

### Authentic Sources:

- **Audio:** *El contagio* by Radio Ambulante

### Focus on Products, Practices, and Perspectives:

- **Product:** Narrative journalism podcast episode featuring personal testimony
  - **Practice:** Generational perspective, emotional reflection, life experiences, personal storytelling
  - **Perspective:** How everyday experiences shape personal identity, values, and perspective
-

## Activity 2

*Skill Focus: Write in presentational context and support a position using evidence from multiple sources. [CR4, CR5, CR6, CR8]*

Students analyze an informational article, an opinion piece, and a video about cultural values and decision-making. They compare perspectives and write a formal presentational essay defending a position supported by evidence from the sources. [CR3, CR4, CR5, CR6, CR7, CR8, CR9]

### Authentic Sources:

- **Non-Literary Print:** *Blog y noticias: ¿Qué son los valores culturales y cómo nos influyen en nuestro día a día?* por Small Wide World
- **Audiovisual:** *Mensaje de Rigoberta Menchú a la juventud chilena y comunidad U. de Chile*
- **Non-Literary Print:** *¿Los valores culturales afectan el bienestar humano? Evidencias desde los reportes de investigación* por Andrés Gutiérrez-Carmona y Alfonso Urzúa M.

## Module 7: Cultural Footprints (Language and Culture) [CR2]

### Activity 1

*Skill Focus: Interpret, synthesize, and infer meaning from a literary text while demonstrating cultural understanding. [CR4, CR5, CR6]*

Students read *Bajo la alambrada* from *Cajas de cartón*. They analyze narrative voice, tone, and cultural themes related to migration, sacrifice, and resilience. Students discuss how literary techniques convey emotion and cultural perspective. [CR3, CR4, CR5, CR6, CR7, CR8]

### Authentic Sources:

- **Literary Print:** *Cajas de cartón: Bajo la alambrada* by Francisco Jiménez [CR3]

### Focus on Products, Practices, and Perspectives:

- **Product:** Spanish literary text *Cajas de cartón* by Francisco Jiménez
- **Practice:** Migration, family dynamics, sacrifice, resilience
- **Perspective:** Migration requires sacrifice and resilience in pursuit of a better life

## Activity 2

*Skill Focus: Make connections within and across cultures using information from written and audiovisual sources. [CR3, CR4, CR5, CR6, CR9]*

Students examine written and audiovisual sources about La Virgen de Guadalupe and El Camino de Santiago. They identify how faith influences identity and community and synthesize information to explain cultural perspectives on religion. **[CR3, CR4, CR5, CR6, CR7, CR8]**

### Authentic Sources:

- **Non-Literary Print:** *PanoramaCultural: El Camino de Santiago: un ejemplo de viaje cultural y espiritual*
- **Audiovisual:** Noticias: 47 Nueva York: En vivo: Catedral de San Patricio: Celebración de la Virgen de Guadalupe

## Module 8: Identity Markers (Language and Culture) **[CR2]**

### Activity 1

*Skill Focus: Interpret and synthesize information from written and audio sources to support a presentational oral response while demonstrating cultural understanding. [CR3, CR5, CR9]*

Students listen to a Radio Ambulante episode about migration and identity. They synthesize information and deliver a 3-minute presentational response imagining how different life choices shape identity. **[CR4, CR5, CR6, CR7, CR9]**

### Authentic Sources:

- **Audio:** *Los que se quedan* by Daniel Alarcón on Radio Ambulante
- **Non-Literary Print:** BBC: News Mundo: *Qué papel juegan los inmigrantes de América Latina en el buen momento de la economía de España*

### Focus on Products, Practices, and Perspectives:

- **Product:** News article and narrative journalism podcast
- **Practice:** Identity, life choices, personal experience, turning points
- **Perspective:** Identity could have developed differently if life circumstances or choices had changed

## Activity 2

*Skill Focus: Exchange ideas and provide peer feedback while refining written responses using effective organizational and rhetorical strategies. [CR4, CR9]*

Students analyze a model academic article to identify thesis development and organization. They draft and peer-edit an introductory paragraph for their AP-style final project. **[CR4, CR5, CR8, CR9]**

### Authentic Sources:

- **AP Classroom:** *Initial Written Reflection Feedback Form* **[CR9]**
- **Non-Literary Print:** *Formas de volver a casa y la construcción de memoria* by Redacción on Redalyc

## Module 9: Beauty and Aesthetics (Art and Creativity) **[CR2]**

### Activity 1

*Skill Focus: Interpret and analyze how artistic expression conveys emotion, making connections within and across cultures. [CR4, CR5]*

Students listen to a podcast episode about *Guernica* and analyze the painting's symbolism. They explain how artistic expression conveys suffering and historical perspective. **[CR4, CR5, CR6, CR8]**

### Authentic Sources:

- **Audio:** Podcast: *Discussion: El artesano: ¿Movería Picasso El Guernica al País Vasco? La historia del cuadro nos responde* **[CR3]**
- **Visual:** *Guernica* (Painting by Pablo Picasso)

### Focus on Products, Practices, and Perspectives:

- **Product:** Audio program and painting
  - **Practice:** Symbolism, artistic representation of war, emotional expression, historical memory
  - **Perspective:** Art serves as a powerful medium to express the emotional impact of war and reflect collective human suffering within cultural contexts.
-

## Activity 2

*Skill Focus: Engage in spoken interpersonal communication. [CR5]*

After analyzing sources about beauty standards in Colombia, students engage in a simulated AP-style interpersonal speaking task. They respond spontaneously to recorded prompts, defend opinions, compare cultures, and ask follow-up questions. **[CR5, CR6, CR7, CR9]**

### Authentic Sources:

- **Non-Literary Print:** *Colombia revalida su posición como potencia mundial en procedimientos estéticos—Le Medic*
- **Non-Literary Print:** AP Classroom: *Practice Q & A Feedback Form [CR9]*
- **Audiovisual:** *¿Cuál es el estándar de belleza de mujeres y hombres colombianos? – Noticias Caracol*

## Module 10: Aesthetic Identity (Art and Creativity) **[CR2]**

### Activity 1

*Skill Focus: Interpret and analyze cultural and historical information from a podcast and visual sources while demonstrating cultural understanding. [CR3, CR4, CR5, CR6]*

Students listen to a podcast about pre-Columbian art and analyze museum images of Incan textiles. They evaluate how artistic products reflect religious beliefs and social structure. **[CR3, CR4, CR5, CR6, CR8]**

### Authentic Sources:

- **Audio:** Podcast: *Arte del antiguo Perú* by RTVE Audio on Radio Televisión Española
- **Visual:** (Primary Cultural Artifacts): *Colección de arte precolombino* by Museo Larco on Museo Larco
- **Non-Literary Print:** *Textiles incas y simbolismo andino* by Ministerio de Cultura del Perú

### Focus on Products, Practices, and Perspectives:

- **Product:** Podcast, Incan art, and textiles
- **Practice:** Art, religion, symbolism, society
- **Perspective:** Art reflected religious beliefs and social structure in pre-Columbian societies

## Activity 2

*Skill Focus: Engage in spoken presentational communication. [CR4]*

Students analyze documentary, audio, and written sources about Costa Rica's environmental model. They deliver a formal presentational speech explaining how biodiversity influences Costa Rican national identity. **[CR4, CR5, CR6, CR7, CR8, CR9]**

### Authentic Sources:

- **Non-Literary Print:** *Estrategia Nacional de Biodiversidad 2016-2025: Costa Rica*
- **Non-Literary Print:** *Costa Rica, naturaleza superlativa* by rtveplay
- **Audiovisual:** *Por el Planeta: La biodiversidad de Costa Rica* by Carlos Sanchez

## Module 11: Global Challenges **[CR2]**

### Activity 1

*Skill Focus: Write in presentational context. [CR5, CR8]*

Students analyze sources about obesity in Mexico and write a formal essay comparing how eating habits affect public health in Mexico and their own community. **[CR3, CR4, CR5, CR8, CR9]**

### Authentic Sources:

- **Audiovisual:** *¡Obesidad azota a México! Conoce las causas, riesgos y tratamientos contra este problema de peso* by El Herald de México
- **Non-Literary Print:** *La Obesidad en México: ¡Por tu salud, quítate un peso de encima!* (Gobierno de México)

### Focus on Products, Practices, and Perspectives:

- **Product:** News report and informational article addressing obesity in Mexico
- **Practice:** Dietary habits, consumption of processed foods, public health initiatives, government regulation
- **Perspective:** Food choices are influenced by economic, cultural, and social factors and directly affect national health outcomes

## Activity 2

*Skill Focus: Exchange feedback and refine final AP project responses using effective organizational and rhetorical strategies. [CR4, CR8, CR9]*

Students exchange drafts of their AP-style essays and provide structured written feedback using AP criteria. They revise their essays to improve organization, clarity, and rhetorical effectiveness. **[CR5, CR8, CR9]**

### Authentic Sources:

- **Non-Literary Print:** *Sobrepeso y obesidad en niños, niñas y adolescentes* by UNICEF | para cada infancia
- **AP Classroom:** *Practice Presentation Feedback Form* **[CR5, CR9]**

## Module 12: Global Solutions (Global Contexts) **[CR2]**

### Activity 1

*Skill Focus: Write in presentational contexts using argumentative strategies. [CR5, CR8]*

Students analyze sources about solar energy in Chile and write an argumentative essay evaluating whether countries should invest more in renewable energy projects. **[CR3, CR5, CR6, CR7, CR8, CR9]**

### Authentic Sources:

- **Audiovisual:** *Chile: factura cero gracias a energía solar* by DW Español
- **Non-Literary Print:** *Inversión en energías renovables* by Light Humanity: Solar Crowd

### Focus on Products, Practices, and Perspectives:

- **Product:** Documentary-style news report and informational article
  - **Practice:** Solar energy production, sustainability initiatives, environmental policy, international climate commitments
  - **Perspective:** Investment in renewable energy reflects national priorities related to sustainability, economic development, and global environmental responsibility
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## Activity 2

*Skill Focus: Write in presentational contexts. [CR5, CR8]*

Students analyze sources about Berta Cáceres and write a comparative essay evaluating how environmental activism reflects cultural and national priorities. **[CR5, CR6, CR8, CR9]**

### **Authentic Sources:**

- **Audiovisual:** *El legado de Berta Cáceres* by DW Español
- **Non-Literary Print:** *Berta Cáceres, una vida de lucha y resistencia* by Fundación Érguete-Integración **[CR3]**
- **AP Classroom:** *Practice Presentation Feedback Form* **[CR5, CR9]**