

Curricular Requirements

CR1	The teacher uses Spanish almost exclusively in class and encourages students to do likewise.
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.
CR4	The course provides opportunities for students to make cultural comparisons.
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.
CR8	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.
CR9	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.
CR10	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.
CR11	The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others.
CR12	The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.
CR13	The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.
CR14	The course prepares students to use the target language in real-life situations.

Introduction and Overview

A. Expectations

The AP® Spanish Language and Culture course develops language and cultural proficiency at the Intermediate to Advanced level. The teacher and students commit to using Spanish as the language for communicating the course content and for social classroom interaction. Regular use of Spanish in the classroom is assessed as a component of evidence of interpersonal and presentational speaking proficiency. **CR1**

The course is taught through engaging with authentic resources from across the Spanish-speaking world. By interacting with these sources in Spanish, students develop the language knowledge and communication strategies to interpret the texts and to acquire knowledge of the cultural products and practices and reflect on the perspectives underlying them.

B. Comunidades

Students regularly use Spanish outside the classroom in real-life settings in a variety of ways. **CR14**

List a variety of tasks in which students will engage during each unit in order to use Spanish outside the classroom. Examples include:

- Interview (face to face or via technology) a Spanish speaker from outside school. This can be a neighbor, a family member who is a Spanish-speaker, an e-pal, a community volunteer, etc. on a topic relating to the unit theme.
- Keep a journal of experiences in the community, such as viewing a Spanish film, viewing documentaries in Spanish, visiting museum exhibits relating to the Spanish-speaking world, attending community events, visiting a business with connections to the Spanish-speaking world, volunteering in contexts where Spanish is used.

C. Organization

Units focus on a familiar cultural product or theme which serves to spark interest and insight into cultural practices and perspectives. Units are organized into three *Conexiones* that address the essential questions and expand various aspects of the product or theme via authentic resources and communication in the three modes. Communicative Can-Do Statements guide students to provide evidence of growing proficiency in *Mi portafolio*. All six AP® Global themes and recommended contexts are woven in throughout the units. **CR2**

Each *Conexión* incorporates a variety of instructional practices.

- *¿Qué sabes?* introduces the *Conexión* and presents a series of images to activate background knowledge and initiate discussion.
- *¡Para saber más!* provides a series of activities to personalize students' initial connection to the cultural product or theme.

- *Infórmate* presents study of the cultural product or theme through scaffolded student communication in the three modes of communication. Tasks integrate cultural and thematic content within activities using authentic sources to make connections across one or more of the AP® Global themes and contexts. Tasks are similar or exact to those included on the AP® Spanish Language and Culture exam, such as interpretive multiple-choice items, email responses, simulated conversations, oral cultural presentations or comparisons, and argumentative essays.
- *Atando cabos sueltos* presents interpersonal speaking and presentational writing practice based on the focused themes of the unit.

D. Interculturality

Throughout each *Conexión*, students address questions about examples of cultural practices and perspectives found in the authentic resources and relate them to their own communities. Intercultural Can-Do Statements make intercultural goals explicit to students.

E. Thematic Vocabulary

The integration of thematic vocabulary allows students to participate more thoroughly in class discussions about the theme of each connection as well as other themes. Students acquire the vocabulary through relevant tasks that integrate communicative activities with additional practice and resources provided. In addition, students are introduced to vocabulary designed to increase their receptive skills as they interact with authentic print, audio, and video resources.

F. Grammar Instruction and Practice

Grammar is introduced in context. Each unit emphasizes the use of a specific grammar point in all modes of communication with additional practice provided as needed.

G. Summative Assessments

A final performance assessment is set in an authentic cultural context. The Integrated Performance Assessment (IPA) emphasizes assessment in the interpretive, interpersonal, and presentational modes of communication. The IPA focuses on communication for real-life purposes and provides information on how well students can use the language in culturally authentic contexts. Most importantly, these assessments also provide opportunities for students to do the following:

- demonstrate what they can do across the communication modes;
- integrate what they know about the cultural products, practices, and perspectives;
- interact and behave in culturally appropriate ways.

H. *Mi portafolio*

Students maintain a portfolio of artifacts that demonstrate what they can do with the language in alignment with the unit goals, essential questions, and Can-Do Statements. The portfolio encourages autonomous learning; it allows students to set learning objectives and long-term goals. The portfolio provides a format for self-reflection, reassessment of evidence aligned with Can-Do Statements, and additional submission of evidence as they build their skills set.

Stimulus Type

Task Models	Modes of Communication	Skills Assessed by Set
Promotional material	Interpretive - print source	2. A, 2. B, 3. A, 3. B
Literary text	Interpretive - print source	1. A, 3. A, 3. B, 4. A
Article and chart	Interpretive - print source	1. A, 1. B, 2. A, 2. B, 3. A, 4. A
Letter	Interpretive - print source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Audio report and article	Interpretive - audio and print sources	1. A, 2. B, 3. A, 3. B, 4. A
Conversation and chart	Interpretive - audio and print sources	1. A, 1. B, 2. A, 2. B, 3. A, 3. B, 4. A
Interview	Interpretive - audio source	1. A, 2. B, 3. A, 3. B
Instructions	Interpretive - audio source	1. A, 3. A, 3. B
Presentation	Interpretive - audio source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Argumentative essay	Presentational - written	1. A, 1. B, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 8. B, 8. C, 8. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D

Capítulo 1 *El smartphone*

AP® Temas curriculares	CR2	Contextos recomendados
La ciencia y la tecnología		La ciencia y la ética El acceso a la tecnología Los efectos de la tecnología en el individuo y en la sociedad
Las familias y las comunidades		Las redes sociales
La vida contemporánea		Las relaciones personales Los estilos de vida El entretenimiento y la diversión

Preguntas esenciales

- ¿Qué impacto ha tenido el teléfono móvil en el estilo de vida actual?
- ¿Qué rol tiene el teléfono celular en el comportamiento?
- ¿Qué problemas de seguridad produce el uso de internet?

Metas

- Comprender las ideas principales y secundarias presentadas en varias fuentes auténticas sobre el *smartphone*, las redes sociales e internet.
- Participar en conversaciones sobre las atracciones del *smartphone*, el comportamiento en las redes sociales y la seguridad en internet.
- Explorar, reflexionar y presentar soluciones a los desafíos del *smartphone* y las amenazas en las redes sociales e internet.
- Comparar las prácticas de internet en las comunidades hispanohablantes con las de mi comunidad y cómo las perspectivas culturales influyen en estas prácticas.

Mi progreso comunicativo (Can-Do Statements)

- Sé comprender las ideas principales y secundarias en varias fuentes auténticas sobre el *smartphone*, las redes sociales e internet.
- Sé participar en conversaciones, responder a algunas preguntas, pedir información, expresar y defender opiniones detalladas sobre el *smartphone*, las redes sociales e internet.
- Sé dar presentaciones orales para hacer comparaciones culturales y escribir una carta argumentativa para apoyar una opinión.

Mi progreso intercultural (Can-Do Statements)

- Sé comparar los productos y las prácticas relacionados con el *smartphone*, las redes sociales e internet en las comunidades hispanohablantes con las de mi comunidad y cómo las perspectivas culturales los influyen.
- Sé conversar con hispanohablantes sobre la tecnología preferida para comunicarse.

El producto cultural

- El *smartphone* **CR3**

En resumen: el IPA

Anchor task: Participate in a contest to create a digital app.

Interpretive task (print): Read an article about existing apps.

Interpersonal task (speaking): Interview classmates.

Presentational task (writing and speaking): Create a brochure and conduct an oral presentation.

Conexión 1: La atracción del smartphone

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Article and chart	Interpretive - print sources	1. A, 2. A, 1. B, 2. A, 2. B, 3. A, 3. B, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students take initial steps to learn to write a response to an email they read. They complete a survey on their smartphone use, compile the results, and write an email to convince a friend to add apps to his or her smartphone based on the survey results. **CR11**

Source: Survey results generated by the class

Article and chart: Students read a short article and review an infographic on apps most used in Spain. They answer questions and then complete a multiple-choice activity with justification of their choices. Class members also interview native Spanish speakers about their use of apps and share insights with classmates. **CR8**

Source: *Las apps más utilizadas en España*

Cultural comparison: Students read an article about apps from Spanish-speaking countries and then engage in conversations with classmates about the usefulness of each. Next, they rank the apps and provide justification of the ranking. Lastly, students prepare an oral presentation supported by their findings and compare these apps to ones found in their community. **CR3 CR4 CR12**

Source: *Listas de aplicaciones creadas en países hispanohablantes*

Conversation: Drawing on resources throughout the *Conexión*, students participate in a structured conversation about the benefits of purchasing a new smartphone. **CR10**

Source: Simulated conversation

Recursos adicionales

- Video - *Amazon.es lanza su tienda de alimentación del hogar*

Conexión 2: El comportamiento en las redes sociales

Task Models	Modes of Communication	Skills
Article	Interpretive - print source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 4. A, 4. B, 5. A, 5. B

Article: Students read an article about the effects of social media on perceptions of reality among Argentinians. They answer questions and then complete a multiple-choice activity. Students also engage in conversations in which they compare perspectives of reality in Argentina and their community.

CR3 | CR8

Source: *Confundir la vida virtual con la real, el peligro de Facebook*

Email reply: Students read a letter posted online by a professor from Uruguay, take notes, and add their reactions to what the professor wrote. They then write a letter in response in which they express their opinions. (This provides preliminary practice in formatting an argumentative essay.) **CR11**

Source: *La carta del profesor uruguayo que conmueve al mundo de la educación*

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about cell phone use. **CR10**

Source: Simulated conversation

Recursos adicionales

- Video - *La realidad virtual confirma su liderazgo con la llegada de Pokémon Go*

Conexión 3: La seguridad en internet

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Interview	Interpretive - audio source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B
Promotional material	Interpretive - print source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students interview representatives from their community, such as family members, friends, school, and government about a free or regulated Internet. Then, they share results with classmates. Students read and respond to an email about a position with the school newspaper and Internet access. **CR11**

Source: Interview results from the community

Interview: Students listen to an interview about pros and cons of regulating the Internet. They answer questions and then complete a multiple-choice activity. Students also engage in conversations in which they compare perspectives about this conflict of opinions in the Spanish-speaking world and in their community. **CR3 CR8**

Source: *Se abre el debate en torno a la necesidad de regular las redes sociales*

Promotional material: Students read a notice from school administration about cell phone use during school hours. They then engage in research and compile support for their own list of appropriate cell phone use and present their norms orally. **CR12**

Source: *Sobre la prohibición del uso de teléfonos móviles en escuelas e institutos*

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about use of technology in school. **CR10**

Source: Simulated conversation

Recursos adicionales

- Chart - *Grado de aprobación a la hora de facilitar información personal en las redes sociales*

Capítulo 2 *La mochila*

AP® Temas curriculares	CR2	Contextos recomendados
La belleza y la estética		La moda y el diseño Definiciones de la belleza Definiciones de la creatividad
Los desafíos mundiales La ciencia y la tecnología		El bienestar social La conciencia social La ciencia y la ética Los fenómenos naturales
La vida contemporánea Los desafíos mundiales La ciencia y la tecnología Los desafíos mundiales		Los estilos de vida Los viajes y el ocio Los fenómenos naturales Los temas del medio ambiente

Preguntas esenciales

- ¿Cómo se refleja la identidad del individuo en el diseño de la mochila?
- ¿Cómo adapta uno la mochila a las circunstancias de su comunidad?
- ¿Qué papel juega la mochila en la renovación personal?

Metas

- Comprender las ideas principales y secundarias presentadas en varias fuentes auténticas sobre la mochila con respeto al estilo, a su adaptación a las circunstancias de la comunidad y al rol de la mochila en la renovación personal.
- Participar en conversaciones sobre el diseño, los adornos, el propósito y el rol de la mochila en tu vida.
- Explorar, reflexionar y presentar sobre lo que la mochila representa para una persona en su estilo, diseño y uso.
- Comparar las prácticas de diseñar, adornar y usar la mochila en las comunidades hispanohablantes con las de mi comunidad, y cómo las perspectivas de estas prácticas influyen en la gente de varias comunidades.

Mi progreso comunicativo (Can-Do Statements)

- Sé comprender las ideas principales y secundarias presentadas en varias fuentes auténticas para responder a algunas preguntas sobre los usos de la mochila entre la gente hispanohablante y avisar a otros de los peligros potenciales de las mochilas.
- Sé participar en conversaciones, responder a algunas preguntas, pedir información y expresar opiniones sobre los diferentes adornos, estilos, gustos y diseños de las mochilas que usamos.
- Sé dar presentaciones orales, hacer comparaciones culturales y expresar una opinión para persuadir a otros.

Mi progreso intercultural (Can-Do Statements)

- Sé describir las influencias culturales en el diseño de la mochila en comunidades hispanohablantes y en mi comunidad.
- Sé intercambiar información con hispanohablantes, respetando sus opiniones, sobre cómo las mochilas reflejan la identidad de la gente de las comunidades.

El producto cultural

- *La mochila* **CR3**

En resumen: el IPA

Anchor task: Present a portrait of who a person is based on the contents of her backpack and what it is like on the outside.

Interpretive task (print): Review the contents of her backpack and read a diary entry plus a travel itinerary.

Interpersonal task (speaking): Interview classmates about their backpacks.

Presentational task (writing and speaking): Conduct an oral presentation about the life and interests of the owner of the backpack.

Conexión 1: El diseño y la identidad personal

Task Models	Modes of Communication	Skills
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Presentation	Interpretive - audio source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Conversation: Students participate in a structured conversation about purchasing a new bag or backpack. They discuss styles and express preferences drawing on vocabulary in the *Conexión*. **CR10**

Source: Simulated conversation

Email reply: Students participate in a survey about the decorations and designs on their backpacks. They analyze the results and comment on the significance of these decorations and designs. Students read and respond to an email from the school principal about the items, if there is reason for concern, and whether or not any should be banned from use in school. **CR11**

Source: Survey results of classmates and email from principal

Presentation: Students listen to a recording about the importance of the *mochila arhuaca* and engage in a conversation with a partner addressing guided questions. Then, students complete multiple choice questions about the connection the mochila has to Arauco culture from what they hear. **CR5 CR6**

Source: *La Wati y la Tutu (cultura, estética y pensamiento arhuaco)*

Cultural comparison: Students read an article about styles of backpacks or bags that match personality characteristics. They look for advertisements for similar backpacks or bags and complete a graphic organizer noting descriptive words used in the Chilean article and in the local or national ads. Students prepare an oral presentation of their findings and compare the Chilean styles to ones found in their community. **CR3 CR4 CR12**

Source: *Tendencias Mochilas 2017: Elige la tuya según tu personalidad y estilo* (article)

Conversation: Supported by resources from throughout the *Conexión*, students participate in a structured conversation about a new school requirement about displaying the school logo on backpacks. **CR10**

Source: Simulated conversation

Recursos adicionales

- Article/audio source - *La mochila*
- Written quotes - *¿Qué dice tu mochila de tu cultura?*

Exploraciones culturales **CR3**

- Article - *La cultura de varios grupos indígenas*

Conexión 2: La adaptación de la mochila a la realidad de uno

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 7. A, 7. B, 7. C, 7. D
Audio report and article	Interpretive - audio and print sources	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Argumentative essay	Presentational - written	1. A, 1. B, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 8. A, 8. B, 8. C, 8. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students read and respond to an email from the director of a program for environmental conservation in Honduras. As part of their application to participate in the program, students describe the type of backpack they will take with them based on the climate and terrain and describe items they will include in the backpack. **CR11**

Source: Email from director of the Honduran, environmental conservation program *El Verde Vital*

Cultural comparison: Students reflect on what they would do if they were to find an abandoned backpack in a public space and then compare their reflections with classmates. They research how people react to an abandoned bag in a Spanish-speaking country. Finally, they prepare an oral presentation of their findings and compare what people in their community do with what is done in the Spanish-speaking country they researched. **CR3 CR4 CR12**

Source: Student self-reflection, interviews, and research

Audio report and article: Students read an article about a young girl who invented a children's backpack that also serves as a portable device to administer chemotherapy treatments and listen to an interview about a bulletproof backpack designed by an 11-year-old boy. They respond to questions about the purpose of the inventions. Students also complete multiple choice questions about the inventions based on what they read and hear. **CR5 CR6**

Sources: *Niña de once años inventó mochila para niños con cáncer* (article) and *Mochila antibalas ¿creatividad o necesidad?* (audio interview)

Argumentative Essay: Students are guided to write an argumentative essay based on two sources on the topic: Should students choose a backpack based on its usefulness or style? First students read the two sources and discuss the readings with classmates. Next, each student completes a graphic organizer. They then begin to write an essay response to the question in which they create a thesis statement to express a viewpoint, acknowledge and present contrary arguments, and support ideas citing evidence from the sources. **CR13**

Sources: Advertisement for a backpack with useful features and *¡Hazte con una mochila chic y triunfa esta primavera!* (article)

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about a new school rule. **CR10**

Source: Simulated conversation

Recursos adicionales

- Article - *Una falsa alarma por una mochila sospechosa obliga a los Mossos a cortar el tráfico en la Diagonal Mar de Barcelona*

Exploraciones culturales **CR3**

- *Matamoros, México*

Conexión 3: El uso de la mochila en la renovación personal

Task Models	Modes of Communication	Skills
Article and chart	Interpretive - print sources	1. A, 1. B, 2. A, 2. B, 3. A, 4. A
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Article and chart: Students read an article about the restriction of visitors to parts of a national park in Chile. They also review a chart that compares the number of visitors to Chilean national parks with the number of cell phone users in the country. Students respond to several questions about the need to control the number of visitors to national parks and complete multiple choice questions from what they read. **CR5 CR6**

Sources: *Torres del Paine: Limitan acceso a zona montañosa por aumento explosivo de visitantes* (article) and *Una comparación gráfica de los usuarios de celulares en Chile y las visitas a parques nacionales chilenos* (chart)

Conversation: Drawing on resources throughout the *Conexión*, students participate in a structured conversation about a problem and offer advice to reduce stress. **CR10**

Source: Simulated conversation

Recursos adicionales

- Video - *Mochileros argentinos*
- Article - *Si querés viajar, viajá*

Capítulo 3 El pan

AP® Temas curriculares	CR2	Contextos recomendados
Las familias y las comunidades Las identidades personales y públicas Los desafíos mundiales La belleza y estética		Las tradiciones y los valores Las creencias personales El pensamiento filosófico y la religión Las definiciones de la creatividad
La ciencia y la tecnología		Las innovaciones tecnológicas Los efectos de la tecnología en el individuo y en la sociedad El cuidado de la salud y la medicina
Los desafíos mundiales		Los temas económicos El bienestar social La conciencia social

Preguntas esenciales

- ¿Cómo influye el pan en las tradiciones?
- ¿Cuál es la relación entre la ciencia y la nutrición en el mundo moderno?
- ¿Cómo representa el pan el bienestar socioeconómico?

Metas

- Comprender las ideas principales y secundarias presentadas en varias fuentes auténticas sobre el rol del pan en las tradiciones, la nutrición y el bienestar socioeconómico.
- Conversar con otros sobre lo que se come y lo que no se come considerando las tradiciones, la comida transgénica y las condiciones socioeconómicas.
- Explorar, reflexionar y presentar sobre lo que el pan representa para la población o una comunidad, el rol de la ciencia en la nutrición y la brecha entre ricos y pobres.
- Comparar las prácticas y perspectivas en comunidades hispanohablantes y en tu comunidad sobre cómo ayudan los jóvenes a proveer alimentación básica para todos.

Mi progreso comunicativo (Can-Do Statements)

- Sé comprender las ideas principales y secundarias presentadas en varias fuentes auténticas sobre el rol del pan en las tradiciones, la nutrición y la desigualdad.
- Sé participar en conversaciones, responder a algunas preguntas, pedir información y expresar y defender opiniones sobre el papel que juega la comida en la tradición, la nutrición y la desigualdad.
- Sé dar presentaciones orales, hacer comparaciones culturales y escribir un ensayo argumentativo sobre varios aspectos y perspectivas de la comida en las tradiciones, la nutrición y la desigualdad.

Mi progreso intercultural (Can-Do Statements)

- Sé explicar las prácticas relacionadas con el pan y las tradiciones, la ciencia y la nutrición y la brecha entre ricos y pobres en comunidades hispanohablantes y cómo las perspectivas culturales las influyen.
- Sé conversar con hispanohablantes sobre el rol de la comida en las tradiciones, la relación entre la ciencia y la nutrición y la desigualdad en el acceso a la comida en algunas comunidades.

El producto cultural

- *El pan* **CR3**

En resumen: el IPA

Anchor task: Raise funds for a food bank.

Interpretive task (print/video/schedule): Read requirements of a grant application, watch a video recruiting volunteers, and review a schedule of tasks for volunteers at a food bank.

Interpersonal task (speaking): Talk with classmates about your proposal for a food bank at your school.

Presentational task (writing and speaking): Conduct an oral presentation to convince club members how to use donated funds to open a food bank.

Conexión 1: La influencia del pan en las tradiciones

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B
Audio report and article	Interpretive - audio and print sources	1. A, 2. B, 3. A, 3. B, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D

Email reply: Students reply to an email in response to their inquiry about participating in a community festival. The director of the festival asks for suggestions of foods to include that are representative of a cultural tradition. She also asks them to explain how they can contribute to the preparations. **CR11**

Source: Email from festival director

Conversation: Supported by new vocabulary in the *Conexión*, students participate in a structured conversation about their stay with a family in Mexico and some traditions and celebrations they experienced. **CR10**

Source: Simulated conversation

Audio report and article: Students read an article from Nicaragua about how what we eat represents our cultural identity and the importance of observing traditions. They also listen to a report about how Guatemalan families come together to make bread for Holy Week. Class members respond to questions that compare the two sources and how they illustrate the connection between food and cultural heritage. Students also complete multiple choice questions from what they read and hear. **CR5 CR6**

Sources: *¿Cómo refleja la comida tradicional nuestra identidad cultural?* (article) and *Guatemaltecos hacen del pan una forma de perpetuar tradiciones* (audio report)

Cultural comparison: Students read an article about the role bread plays in Holy Week celebrations in Guatemala. They then research other celebrations from the Spanish-speaking world and complete a graphic organizer noting the celebration, the country in which it is celebrated, and the foods that make up part of the tradition. Finally, class members prepare an oral presentation of their findings that compares the celebration(s) to ones found in their community. **CR3 CR4 CR12**

Source: *El pan de recado, una tradición retalteca* (article)

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about attending a festival that celebrates foods from the Spanish-speaking world. **CR10**

Source: Simulated conversation

Recursos adicionales

- Article/audio source - *El pan*
- Video - *¿De dónde viene la rosca de reyes?*

Conexión 2: La relación entre la ciencia y la nutrición

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Article	Interpretive - print source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Argumentative essay	Presentational - written	1. A, 1. B, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 8. A, 8. B, 8. C, 8. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students read and respond to an email from a friend about the benefits of a diet of organic foods. **CR11**

Source: Email from a friend

Article: Students read an article about the nutritional value of organic foods and respond to questions about the study's purpose and outcomes. They also complete multiple choice questions based on what they read. **CR5 CR6**

Source: *Estudio revela que la comida orgánica no es significativamente más sana* (article)

Argumentative essay: Students are guided to write an argumentative essay based on two sources on the topic: Should people worry about genetically modified foods in their diet? Students state their viewpoint in response to the question, then read the article and the infographic to note details that support their point of view. Students interview classmates to consider other points of view in response to the question. They write their essay response to the question by creating the thesis statement, acknowledging and countering contrary arguments, and supporting ideas with textual evidence. **CR13**

Sources: *Los beneficios de los productos orgánicos* (article) and *¿Comida orgánica o comida transgénica?* (infographic)

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about a new school rule. **CR10**

Sources: Simulated conversation

Recursos adicionales

- Video - *Los alimentos transgénicos: ¿Buenos o malos?*

Exploraciones culturales **CR3**

- *¿Cómo se etiqueta la comida orgánica?*

Conexión 3: El pan como representación del bienestar

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B
Chart and Audio	Interpretive - print source and audio source	1. A, 1. B, 2. A, 2. B, 3. A, 3. B, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students read and respond to an email from a local politician recruiting young people to work in his office during the summer. **CR11**

Source: Email from a local politician

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about a community service program to assist those in poverty. **CR10**

Source: Simulated conversation

Chart and Audio: Class members review a chart that compares the percentage of the population in poverty in each Spanish-speaking country. Next, students listen to an audio presentation by a young Peruvian man who talks about the level of poverty in his country. They then respond to questions about the issues concerning poverty expressed in the chart and the audio. Students also complete multiple choice questions about what they read and hear. **CR5 CR6**

Sources: *Pobreza en América Latina - % sobre el total de la población* (chart) and *Conoce los ODS: Objetivo 1 - Fin de la pobreza* (audio presentation)

Cultural comparison: Students read an article about five programs sponsored by the World Bank to eliminate extreme poverty. They then research similar programs in their community and complete a graphic organizer comparing them to those in the article. Finally, class members prepare an oral presentation with their findings and compare the programs found in their community to those in a region of the Spanish-speaking world. **CR3 CR4 CR12**

Source: *5 medidas de alto impacto para combatir la pobreza y la desigualdad* (article)

Conversation: By drawing on resources throughout the *Conexión*, students participate in a structured conversation about ways young people can help those in poverty. **CR10**

Source: Simulated conversation

Recursos adicionales

- Video - *Brecha entre ricos y pobres: ¿Es inmutable o solucionable?*

Capítulo 4 *La diversidad*

AP® Temas curriculares	CR2	Contextos recomendados
Las identidades personales y públicas Los desafíos mundiales Las familias y las comunidades		La identidad nacional y la identidad étnica La población y la demografía La ciudadanía global La geografía humana
Las identidades personales y públicas Las familias y las comunidades		La identidad nacional y la identidad étnica La enajenación y la asimilación La geografía humana
La belleza y la estética Las familias y las comunidades		El lenguaje y la literatura Las artes visuales y escénicas La geografía humana

Preguntas esenciales

- ¿Qué es la diversidad cultural?
- ¿Qué factores influyen en la integración cultural a una nueva comunidad?
- ¿Qué impacto han tenido los extranjeros?

Metas

- Comprender las ideas principales y secundarias presentadas en varias fuentes auténticas con respeto a la diversidad cultural, los desafíos de la integración cultural y el impacto de los extranjeros en una nueva cultura.
- Conversar con otros sobre el desarrollo de la identidad nacional, el proceso de aculturación y las contribuciones de los inmigrantes.
- Explorar, reflexionar y presentar el impacto de la diversidad de la inmigración en el desarrollo de una cultura de fusión.
- Comparar las prácticas inherentes en el proceso de la integración cultural en las comunidades hispanohablantes con las de tu comunidad y cómo las perspectivas sobre la inmigración influyen estas prácticas.

Mi progreso comunicativo (Can-Do Statements)

- Sé comprender las ideas principales y secundarias presentadas en varias fuentes auténticas sobre la diversidad con respeto a la identidad nacional y étnica y la asimilación en una nueva comunidad.
- Sé participar en conversaciones, responder a algunas preguntas, pedir información y expresar y defender opiniones sobre los retos de la inmigración.
- Sé dar presentaciones orales, hacer comparaciones culturales y escribir un ensayo argumentativo sobre varios aspectos y perspectivas de la diversidad.

Mi progreso intercultural (Can-Do Statements)

- Sé explicar las prácticas relacionadas con la diversidad en las comunidades hispanohablantes y cómo las perspectivas culturales de la diversidad influyen en estas comunidades hispanohablantes.
- Sé conversar con hispanohablantes sobre el impacto de la diversidad en algunas comunidades.

El producto cultural

- *La diversidad* **CR3**

En resumen: el IPA

Anchor task: Choose a guest speaker on the subject of cultural assimilation for a community event.

Interpretive task (audio/video): Listen to submissions from two candidates on the topic and answer questions that compare the two.

Interpersonal task (speaking): Talk with classmates about the two candidates to determine which would be the best option for the celebration of diversity.

Presentational task (writing and speaking): Conduct an oral presentation to support the choice of one of the two candidates as guest speaker.

Conexión 1: La diversidad cultural

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Article and chart	Interpretive - print sources	1. A, 1. B, 2. A, 2. B, 3. A, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students reply to an email in response to their application for volunteer work. The director of the program asks them to provide additional information about themselves. He also asks them to explain how they can contribute to the organization’s goals. **CR11**

Source: Email from cultural center director

Article and chart: Students read an article about the origins of Mexican identity and review an infographic about the history of *mole*, a symbol of Mexican identity. They respond to questions about the history and origins of Mexican identity and complete multiple choice questions about what they read.

CR5 CR6

Sources: *Mexicanidad, producto de elementos prehispánicos y coloniaje* (article) and *Mole mexicano, tradición milenaria* (infographic)

Cultural comparison: Students read an article about the diversity represented in Mexican identity. They then research national identities in their community and prepare an oral presentation with their findings in which they address the importance of preserving national identity in a community that is increasingly multicultural. **CR3 CR4 CR12**

Source: *Cosmopolitan ... las mil caras del mexicano* (article)

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about a cultural identity assignment for History class. **CR10**

Source: Simulated conversation

Recursos adicionales

- Video - *Spot de la campaña: “Lenguas Indígenas Nacionales de México”*

Exploraciones culturales **CR3**

- *Octavio Paz*

Conexión 2: Los factores que influyen en la integración cultural

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Article and Interview	Interpretive - print source and audio source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students read and respond to an email from the organizer of a parade to celebrate Mexican independence. **CR11**

Source: Email from a committee organizer

Cultural comparison: Students prepare an oral presentation in which they compare political and cultural factors that influence immigrants' assimilation to a new community. **CR3 CR4 CR12**

Source: Student discussion and research

Article and Interview: Students read an article about the impressions of people who move to Chile to live. They also listen to an interview about Chilean immigration. Students respond to questions on the topic of immigration and complete multiple choice questions based on what they read and hear.

CR5 CR6

Sources: *8 extranjeros nos cuentan su impresión de las costumbres chilenas* (article) and *Inmigrantes en Chile* (audio interview)

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about travel abroad. **CR10**

Source: Simulated conversation

Recursos adicionales

- Article - *Choque cultural: El gran desafío para los migrantes*
- Video - *Xenofobia*

Exploraciones culturales **CR3**

- *La Roja*
- *La dictadura y Amumra*

Conexión 3: El impacto que han tenido los extranjeros

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B
Article and Presentation	Interpretive - print source and audio source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B
Argumentative essay	Presentational - written	1. A, 1. B, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 8. A, 8. B, 8. C, 8. D

Email reply: Students read and respond to an email from the principal of a school in Peru about their application for a scholarship. **CR11**

Source: Email from the principal of a school in Peru

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about contributions immigrants make to a community. **CR10**

Source: Simulated conversation

Article and Presentation: Students read an article about the cultural impact of a young immigrant's street art. They also listen to a news report about the fusion of Chinese cooking with that in Peru. Students respond to questions on the influence immigrants have on their new communities and complete multiple choice questions based on what they read and hear. **CR5 CR6**

Sources: *Epifanio Monarrez, hijo de inmigrantes duranguenses transforma grafitis en Chicago en obras de arte callejero* (article) and *El chifa, muestra de la influencia china en Perú* (audio presentation)

Cultural comparison: Students prepare an oral presentation in which they compare the impacts immigrants have had on their new communities. **CR3 CR4 CR12**

Source: *Una cultura que se fusionó con las costumbres argentinas* (article)

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about an awards ceremony for immigrants. **CR10**

Source: Simulated conversation

Argumentative essay: Students are guided to write an argumentative essay based on three sources on the topic: Should gentrification be considered an example of social progress? Then, they write their essay response to the question by creating the thesis statement, acknowledging and countering contrary arguments, and supporting ideas with textual evidence. **CR13**

Sources: *Gentrificación latinoamericana: ¿una oportunidad para la inclusión?* (article), *Evolución nivel de estudios de la población de tres barrios de Madrid* (chart), and *Gentrificación de los muertos en Santa María Nonoalco*

Recursos adicionales

- Article - *Las 5 Consecuencias Culturales de la Migración Más Destacadas*

Capítulo 5 *La vida feliz*

AP® Temas curriculares	CR2	Contextos recomendados
Las identidades personales y públicas La vida contemporánea		Los intereses personales Las relaciones personales
Los desafíos mundiales La vida contemporánea Las identidades personales y públicas Las familias y las comunidades La belleza y la estética		El bienestar social Los temas económicos El entretenimiento y la diversión El trabajo voluntario Los héroes y los personajes históricos Los intereses personales Las comunidades educativas La ciudadanía global Las artes visuales y escénicas
La vida contemporánea Las identidades personales y públicas Las familias y las comunidades		La educación y las carreras profesionales Las tradiciones y los valores sociales La autoestima La estructura de la familia

Preguntas esenciales

- ¿Cómo se define la vida feliz?
- ¿Cuáles son nuestros modelos de felicidad?
- ¿Cómo planeas ser feliz en el futuro?

Metas

- Comprender las ideas principales y secundarias presentadas en varias fuentes auténticas con respeto a los mitos y la realidad de la vida feliz, la idea de devolverle a la sociedad y los consejos para una vida feliz.
- Conversar con otros sobre la realidad y los mitos de la felicidad, la importancia de devolverle a la comunidad y los consejos para ser feliz en el futuro.
- Explorar, reflexionar y presentar lo que es la felicidad y aconsejar a otros sobre cómo asegurar un futuro feliz.
- Comparar los valores de las comunidades hispanohablantes con los de mi comunidad y cómo contribuyen a una vida feliz.

Mi progreso comunicativo (Can-Do Statements)

- Sé comprender las ideas principales y secundarias presentadas en varias fuentes auténticas sobre la felicidad con respeto a los mitos y las realidades, la recompensa a la sociedad y los consejos para conseguir la felicidad.
- Sé participar en conversaciones, responder a algunas preguntas, pedir información y expresar y defender opiniones sobre varios aspectos de la vida feliz.
- Sé dar presentaciones orales, hacer comparaciones culturales y escribir un ensayo argumentativo sobre varios aspectos y perspectivas de la felicidad.

Mi progreso intercultural (Can-Do Statements)

- Sé explicar las prácticas relacionadas con la felicidad en las comunidades hispanohablantes y cómo las perspectivas culturales de la vida feliz influyen en estas comunidades.
- Sé conversar con hispanohablantes sobre varios aspectos de la felicidad en algunas comunidades.

El producto cultural

- *La vida feliz* **CR3**

En resumen: el IPA

Anchor task: Prepare a graduation speech.

Interpretive task (print): Read a letter by Oscar Torres with suggestions for recent graduates and answer questions on the topic.

Interpersonal task (speaking): Talk with classmates about the future and how to obtain and maintain happiness.

Presentational task (writing and speaking): Conduct graduation speech that addresses future plans and the topic of a happy life.

Conexión 1: Definiciones de una vida feliz

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Article and chart	Interpretive - print sources	1. A, 1. B, 2. A, 2. B, 3. A, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students respond to an email from a guest speaker at their school whom they admired. They respond to his questions about the role of happiness in their lives. **CR11**

Source: Email from a famous guest speaker

Article and chart: Students read an article about the role of happiness in their lives. Students also review an infographic about the ranking of Latin American countries in a study on happiness. They respond to questions on the topic and then complete multiple choice questions about what they read.

CR5 CR6

Sources: *¿Existe la felicidad? Mitos y verdades* (article) and *La felicidad en América del Sur* (infographic)

Cultural comparison: Students listen to a report about the importance of leading a happy life versus being wealthy. Students interview others on the topic of money and happiness and prepare an oral presentation with their findings in which they answer the question about the impact money plays in achieving a happy life. **CR3 CR4 CR12**

Source: *¿Es más importante ser rico o ser feliz?* (audio report)

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about the benefits of attending a particular university. **CR10**

Source: Simulated conversation

Recursos adicionales

- Video - *Para usted, ¿Qué es la felicidad? Percepción #somos felices Encuesta*

Conexión 2: Nuestros modelos de felicidad

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Article	Interpretive - print source	1. A, 1. B, 2. A, 2. B, 3. A, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 4. A, 4. B, 5. A, 5. B

Email reply: Students read and respond to an email from the Psychology Department of a local university about a survey students have conducted concerning acts of generosity. **CR11**

Source: Email from the Psychology Department of a local university

Article: Students read an article about philanthropic giving in Latin America. They respond to questions on the topic and complete multiple choice questions based on what they read. **CR5 CR6**

Source: *La filantropía en América Latina* (article)

Cultural comparison: Students watch a video about social contributions made by famous Latinos. Students investigate the contributions of famous people in their community and prepare an oral presentation with their findings in which they answer the question about the impact contributions made by famous people have on the happiness of others and compare that impact across cultures.

CR3 CR4 CR12

Source: *¿Filántropos y latinos: Así son estos famosos que le dan ejemplo al mundo* (video)

Conversation: Students participate in a structured conversation about graduation and future plans by drawing on resources from throughout the *Conexión*. **CR10**

Source: Simulated conversation

Recursos adicionales

- Video - *Altruismo y felicidad: Psicología positiva*

Conexión 3: Tus planes para ser feliz en el futuro

Task Models	Modes of Communication	Skills
Email reply	Interpersonal - written	1. A, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 6. A, 6. B
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 4. A, 4. B, 5. A, 5. B
Article and Dialogue	Interpretive - print source and audio source	1. A, 2. A, 2. B, 3. A, 3. B, 4. A
Cultural comparison	Presentational - spoken	1. A, 2. A, 2. B, 7. A, 7. B, 7. C, 7. D
Conversation	Interpersonal - spoken	1. A, 2. A, 2. B, 4. A, 4. B, 5. A, 5. B
Argumentative essay	Presentational - written	1. A, 1. B, 2. A, 2. B, 3. A, 3. B, 4. A, 4. B, 8. A, 8. B, 8. C, 8. D

Email reply: Students read and respond to an email about promoting a happy life from the director of a summer program in a Spanish-speaking country. **CR11**

Source: Email from the director of a summer program

Conversation: Supported by resources throughout the *Conexión*, students participate in a structured conversation about graduation and future plans. **CR10**

Source: Simulated conversation

Article and Dialogue: Students read an article about happiness and different ways to achieve it. They also listen to a conversation in which a grandmother talks to her grandson about what is important in life. Students respond to questions and complete multiple choice questions based on what they read and hear. **CR5 CR6**

Sources: *10 formas de ser más feliz y sentirte bien* (article) and *Las esperas* (audio presentation)

Cultural comparison: Students prepare an oral presentation in which they compare how people across cultures achieve happiness. **CR3 CR4 CR12**

Source: *El secreto del éxito y la felicidad* (article)

Conversation: By drawing on resources from throughout the *Conexión*, students participate in a structured conversation about graduation and future plans. **CR10**

Source: Simulated conversation

Argumentative essay: Students are guided to write an argumentative essay based on three sources about the importance of gaining material wealth in order to be happy. Students create a thesis statement to express a viewpoint, acknowledge and present contrary arguments, and support ideas citing evidence from the sources. **CR13**

Sources: *¿Qué necesitas para ser feliz?* (article), *Cinco dominios que contribuyen a la felicidad* (chart), and *El dinero te hace feliz* (audio presentation)

Recursos adicionales

- Video - *Lo más sencillo es complicarse*