

Course Title: AP Spanish Language (DL)

Meeting Times: This course is a 36 week program and meets according to the local school schedule. Students engage in the online class according to the same academic calendar of their schools. Additionally, they can expect to spend additional time on student activities such as reading, writing, researching, practicing oral/aural communication and completing assignments. Some schools may be on block scheduling meeting every other day for approximately 85 minutes and others may be on the daily schedule of approximately 50 minute time periods.

Course Description: The AP Spanish Language Course is a college level course, conducted primarily in Spanish that prepares students to communicate proficiently through three modes: interpretive (receptive communication), presentational (1-way productive communication), and interpersonal (2-way interactive communication). This course emphasizes the five domains of learning found in our Foreign Language Standards: Communication, Cultures, Connections, Comparisons, and Communities. These 5 domains of learning involve the skills of listening, speaking, reading, writing, and developing cultural awareness appropriate to this level of coursework. In both writing and speaking, students are using higher level analytical thinking skills on a regular basis. This course is open to all interested students with the expectation that they have a solid knowledge of the Spanish language and Hispanic cultures through prior appropriate sequence of study or equivalent experience. The course uses authentic materials and resources along with the required text. The instructor has read the most recent AP Spanish Course Description and this course adheres to the College Board Curricular Requirements. The resources listed in this syllabus are in accordance with those suggested by the May 2007, May 2008 “AP Spanish Language Course Description” as found on the College Board website. Students are required to take the AP Spanish Language Exam at the end of this course.

Course Purpose & Goals: It is our mission that students achieve at high levels. The Foreign Language Department intends to graduate students who are linguistically proficient and culturally competent in a 2nd language. Successful completion of AP Foreign Language coursework requires long-term study and involves an intensity that significantly advances student proficiency and achievement in a foreign language. Students enrolling in this course should be committed to this challenge. AP Spanish Language is the equivalent to fifth and sixth semester college work (3rd year college) such as found in university level Spanish Composition and Conversation courses. By the end of this course, the successful AP Spanish Language student will:

- Demonstrate strong communication skills (Pre-Advanced on ACTFL scale) in the interpersonal, presentational, and interpretive modes
- Demonstrate a strong command of Spanish linguistic skills (Pre-Advanced on ACTFL scale) to support communication (accuracy/fluency)
- Comprehend Spanish (Advanced level or above on ACTFL scale) that is intended for native speakers in a variety of settings
- Produce Spanish (Pre-Advanced on ACTFL scale) comprehensible to native speakers in a variety of settings
- Acquire information from authentic sources in Spanish
- Demonstrate an awareness of some cultural perspectives, practices, and products of Hispanic peoples.

Course Format and Policies:

AP Spanish Language is for students who wish to develop strong proficiency and integrate their language skills, using varied and authentic materials. This class is conducted in Spanish and is interactive in nature with the expectation that students will be actively involved in all assignments and projects. The online courses have the same level of rigor and adhere to the same standards set forth by the school system and the College Board. To access all courses, students need access to a computer and the Internet via a web browser. All classes are offered via the Blackboard Learning Management System. Weighted grades are calculated for students completing the course and taking the requisite AP exam.

Grading Policy: The grading policy for this course is described below. Students are expected to take the AP Exam. Those students who complete the course and are tested on the AP exam will receive a weighted final grade.

Unweighted scale A = 4	Weighted scale A = 5
Unweighted scale B = 3	Weighted scale B = 4
Unweighted scale C = 2	Weighted scale C = 2
Unweighted scale D = 1	Weighted scale D = 1
Unweighted scale F = 0	Weighted scale F = 0

Grade Point Value System Policy

A = 90–100%	4.0
B = 80–89%	3.0
C = 70–79%	2.0
D = 60–69%	1.0
F = 59% and below	0.0

Materials: The following texts and supplementary materials are used in AP Spanish Language:

A) Required Texts:

Gill, Wegmann, Méndez-Faith, Teresa. (1999). *En Contacto: Gramática en Acción*, 6th Ed. Holt, Rinehart and Winston.

Gill, Wegmann, Méndez-Faith, Teresa. (1999). *En Contacto: Lecturas Intermedias* 6th Ed. Holt, Rinehart and Winston.

B) Supplementary Materials:

College Board. Published AP exams from previous years. 1993, 1995, 1997, 1999, 2001, 2003.

Davis, Losada. (1995.) *Tertúlia: Advanced Oral Skills in Spanish*. Harcourt International.

Gatski, Barbara, McMullan, John. (2006). *Triángulo*. Sandwich, Massachusetts: Wayside Publishing.

Greenia, George. (1997). *Generaciones: Composición y Conversación en Español*. Harcourt International.

Jarvis, Anna. Lebrede, Raquel, & Mena-Ayllo, Francisco. (1991). *Continuemos*. 6th Ed. Houghton Mifflin.

LaVoie, Dennis. (2002). *5 Steps to a 5. AP Spanish Language*. McGraw Hill.

Molina, Barbara. Preguntas Orales. 2003. (Not copyrighted. Produced within my school organization.)

Valette, Renjilian-Burgy. (1984). *Album*. D.C. Heath and Company.

Wegman. Brenda (1978) *Ocho Mundos*. New York: Holt, Rinehart and Winston.

Zayas-Bazán, Bacon, García, (1999). *Conexiones: Comunicación y Cultura*. Prentice-Hall

Course Outline: The following outlines the major course content. Please note that each module is based on a theme. All assignments and activities have a Grading Criteria on main page and most have a rubric attached to explain grading procedures. Within each module there exists a general format and most modules include the following:

- Overview: Each module contains an overview, which is the first page that students see when they open a given module, that provides students with a glimpse of what will be covered in the unit along with “overarching

- questions” to pique their interest in the material. The overview includes at least one graphical representation of the theme.
- Vocabulario: Exercises progress from simple one word answers to higher, critical thinking written responses that would require knowledge of vocabulary and topic.
 - Presentación del Tema: These all present the theme through an oral and written narrative. Students respond to questions that require them to demonstrate understanding by synthesizing what has been said and by offering their own opinion.
 - Conversaciones: Oral conversations based on theme. Students listen and respond to questions to demonstrate understanding.
 - Grammar presentations with exercises that progress from rote mechanical to critical higher thinking skills (opinions, compare/contrast, analyze) that incorporate the theme vocabulary and the grammar.
 - Preguntas orales: Oral questions based on theme on CD produced by instructor that require a written and/or oral response. Students are encouraged to respond orally for practice before writing their answers. These questions require that students demonstrate their knowledge of vocabulary and grammar by offering an in depth opinion, an analysis, a prediction, a contrast/comparison etc., and showing keen insight in their responses. The written responses are all corrected using a coding system that indicates the type of error which students must later analyze, correct and resubmit.
 - Discusiones: Online discussions based on unit theme. For example, in the unit on the Roles of Men and Women, students debate whether or not there should be specific jobs allocated to a specific gender and why. Students must make an original submission and usually must respond to at least three of their classmates. It is our goal to have these discussions orally. Some discussions divide the students into groups for collaboration.
 - Autopruebas: Online quizzes (written and oral) by publisher for each chapter. This enables students to make good use of online resources and to practice their listening comprehension, reading and writing skills in an integrated fashion. Students are encouraged to respond orally before writing. http://www.heinle.com/cgi-wadsworth/course_productswp.pl?fid=M20b&productisbn_issn=003034526X&discipline_number=303
 - Composiciones: A topic pertaining to the theme of the module. All work must synthesize all earlier work in the module and utilize critical thinking skills as they analyze, predict and give opinions. All errors are indicated using a specific system of codes to indicate the type of error. Students must correct composition and resubmit for a second grade. Again, by correcting their errors, students are given an opportunity to reflect upon their mistakes, analyze them and correct. Also, comments are given to improve writing style that students are expected to incorporate into their rewrites. Some compositions are posted and using groups. The other

group members will offer comments/suggestions to the author. All compositions are graded using a rubric that is based on the AP Exam rubric. Grades are converted to a number grade and percentage.

- Videoclips: Produced by instructor and included in online program. Authentic short conversations or narratives by native speakers using the given topic for the particular module. Students listen and then respond to questions. Students are encouraged to answer the questions orally before writing their responses. Some questions are checking comprehension and others require students to make a prediction/supposition based on information heard or analyze what they have heard.
- Lecturas: Readings based on theme. Students read authentic texts, newspapers, magazines and online material and then answer general content questions and progress to critical thinking skills where they are required to analyze style, compare and contrast, express opinions, develop their own endings and more.
- Diarios: Students write journals that reflect on work /learning in the unit and answer using some guided questions. This helps to remind students about the original objectives of the class and helps the teacher determine if objectives have been met.
- Radio Naciones Unidas: This Internet site offers extensive opportunities to listen to authentic radio spots and to read authentic newspaper/magazine selections on given topics. This site is used to reinforce vocabulary and to provide students with opportunities to integrate all 4 skills. They are assigned a given topic and must read and listen to at least one resource and then are asked questions via telephone or other source that require them to integrate and synthesize the material by summarizing the key issues and by answering questions that require them to understand the issues and challenge them to offer own solutions and /or opinions. In a similar fashion, students are also required to write an essay that synthesizes the various sources of information and must offer their own opinion and/or solution.
- Llamadas telefónicas: Telephone Exams. Students are required to have an oral/aural exam via telephone at least once per quarter. This exam integrates all material to date using listening, speaking and reading skills.
- Práctica para el Examen de AP: This includes previously published AP exams, supplementary materials including books such as “Triángulo” and other online resources such as “Radio Naciones Unidas” one of many free websites recommended by the College Board that has excellent written and oral practice and can be used to emulate sections of the AP exam.
- Extra-Crédito: Occasionally students will have the opportunity to take culture a step further by reading short cultural excerpts and answering comprehension questions. Extra Credit is NOT in lieu of required work but for the student who has completed all work and would like to expand their knowledge.

Timeline:

Quarter 1	Orientation – Module 4
Quarter 2	Module 5 – Module 7
Quarter 3	Module 8 – 11
Quarter 4	Module 12 – 14

Module 00 : Computer Orientation

Student Orientation: Introduction to the Online Learning Academy and Blackboard. Students will complete a variety of activities to familiarize themselves with Blackboard in order to easily navigate through the course. Each item below is a link that takes students to more information and the actual assignments.

- **Objectives:** This module is designed to give the students an introduction to the actual AP Spanish course and be an orientation to the Blackboard program. Students are presented with the classroom policies and other tools that they will need to be successful in this course.
- **ACTFL standards:**
 Communication: 1.1, 1.2, 1
 Comparisons: 4.1
 Connections: 3.1, 3.2
 Cultures 2.1, 2.2

Activity	Assignment type	Major Content and Assessment
Overview		All overviews provide students with a glimpse of what will be covered in the unit along with questions and “overarching questions” to pique their interest in the material.
Welcome Letter		General Course information to be dispersed to students and parents
Course Rules and Expectation		General Course information to be dispersed to students and parents
Contact your Instructor	Oral/written	Students practice the various methods of contacting instructor and must phone, talk online, write online and send written message.
Introducción de la Profesora	PowerPoint/written and oral	Students listen and read about the course and answer activity questions
Los acentos y otra puntuación	Guide to ASCii codes for writing diacritical marks	Students practice typing specific sentences that require using all of the diacritical marks

Los Códigos de Corrección	Reading and writing. Students practice using the teacher developed correction codes.	Students learn how to read and interpret codes used to indicate written errors.
Vamos a Conocer a Otros	Internet: Reading, Listening Comprehension and Writing	Students go online to listen and read about various Hispanic students and fill in chart with information gleaned.
AP College Board	Internet – College Board Website. Students must create logon and peruse through the site.	Students go online and write 3 things they have learned
Biografía	Reading and Writing. Teacher biography.	Students read my biography and submit their own
Los Datos Estudiantiles	Writing. Pertinent information concerning students' background and contact information	Students submit form.

Módulo 1: Las Diversiones (Entertainment, hobbies and pastimes)

- **Objectives:** A review of very basic Spanish grammar and vocabulary that pertains to students' everyday lives. Students will be able to read, write and talk about their interests, their customs and family traditions, and will demonstrate understanding when others do the same.
- **ACTFL standards:**
Communication:1.1,1.2,1.3
Cultures:2.1,2.2
Connections:3.1,3.2
Comparisons:4.1,4.2
Communities: 5.1

Activity	Assignment type	Major Content and Assessment
¿Tienes los libros?	Writing. Do you have the textbooks?	Check to see if all have books
Los Verbos Regulares e irregulares- presente	Grammar review of present tense.	Activities range from pre-test, to fill-in-the-blank to free form answering questions
La Presentación del Tema (y las conversaciones)	Oral/Listening Comprehension	Students listen to a narrative and conversations about Hispanic celebrations and then must synthesize information to answer questions. Students are encouraged to answer

		these orally before writing responses.
El Género y Los Artículos Definidos e Indefinidos , "A Personal", Los Verbos Reflexivos	Grammar review of definite and indefinite articles, reflexive verbs and "a personal"	Activities range from practice games (matching, flash cards etc.), pre-test, to fill-in-the-blank to free form style answering questions
Preguntas Orales	Oral/Listening Comp	Students listen to questions and respond orally. Questions are based on grammar and vocabulary of unit and require analytical skills and other higher end thinking skills. Later responses are written, submitted and errors are corrected using correction codes. Students must analyze errors, correct and resubmit. <i>Sample Question: In your opinion, who tells the best jokes and why?</i>
Enfoque del Tema: ¿Cómo se divierten los hispanos?	Textbook reading about Hispanic customs.	Students read textbook selection and authentic text (Carlos Carnicero) and must synthesize material in order to respond to questions.
¿Sabías que. . .? Un chiste	Reading and Writing. Spanish joke.	Students must read, understand and explain Spanish joke.
Autopruebas	Internet: oral, listening comprehension and written exercises	Students use textbook provided website to listen and respond and also read and respond. They are encouraged to answer orally before writing.
Vocabulario del Internet	Internet: students access site to learn Spanish Internet vocabulary used when working with computers and distance learning.	Students practice these using StudyMate flash cards game and then take short quiz.
Extra-Crédito	Reading/Culture	Students read about "El Río Bravo" and answer questions to show comprehension and insight.
Diario	Writing. Journals	Students reflect on unit and write in journal.

Módulo 2: La Presencia Latina (The Latino Presence)

- **Objectives:** review of basic grammar and vocabulary pertaining to immigration and Hispanic contributions to the U.S., beginning writing skills. Students will be able to discuss, comprehend and write about Hispanic contributions to U.S. society.
- **ACTFL standards:**
 Communication:1.1,,2,1.3
 Cultures:2.1,2.2
 Connections:3.1,3.2
 Comparisons:4.1,4.2
 Communities: 5.1

Activity	Assignment type	Major Content and Assessment
Vocabulario	Vocabulary pertaining to immigration, emigration, adapting and living in a new country and Latino contributions to the USA	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema (y las conversaciones)	Listening Comprehension/writing Students hear about several different Hispanic celebrations.	Students listen and must synthesize information to answer questions.
Discusión: ¿Qué te parece? Discusión de las varias fiestas hispanas	Online discussion about Hispanic celebrations.	Students practice discussion skills and techniques to give opinions and also must tell about a unique celebration that takes place where they live.
El acuerdo y la posición de los adjetivos	Grammar: position and location of adjectives	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Ser vs. Estar	Contrast of Verbs “to be”	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Las Descripciones	Written	Students look at pictures and must give in depth descriptions and “imagine” other parts of their description including thoughts about personality and rationalize why they think this.
Lectura: "Ay, Papi, no seas coca-colero"	Authentic literary text (Luis Fernández Caubí) dealing with immigration and Cuban	Students answer questions that show ability to summarize and synthesize

	issues and Internet	information in text. Also, students look up on the Internet current information about Cuba.
Los adjetivos demostrativos, los adjetivos posesivos	Grammar: demonstrative adjectives	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Preguntas Orales	Listening comprehension/oral/written. Oral questions produced by instructor.	Students listen to open ended/free form questions dealing with immigration theme and must respond orally and then in written form. All written work must be resubmitted with corrections.
Composición: "Las Técnicas para Sobrevivir"	composition writing assignment	Students must combine all information learned in this unit (vocabulary and grammar) and utilize this in a coherent essay about the "Techniques needed to Survive" in a new environment. There is extensive preparation and samples of writing style including titles, introductions, paragraph development and conclusion. All errors (style and grammar) are indicated with codes and students must analyze, correct and resubmit.
Autopruebas	Internet: Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written Journals	Students reflect on unit and write in journal.
Práctica para el examen de AP:	Internet: Radio Naciones Unidas listening and reading comprehension, writing	Students listen and read two different resources on a given topic and prepare a written summary.

Módulo 3 La Vejez y la Juventud (Old Age and Youth)

- **Objectives:** To review the preterite past tense, review vocabulary pertaining to families and male and females roles in society. Students will discuss, comprehend and write about the past and family life in general.
- **ACTFLstandards:**
 Communication:1.1,1.2,1.3
 Cultures:2.1,2.2
 Connections:3.1,3.2
 Comparisons:4.1,4.2
 Communities: 5.1

Activity	Assignment type	Major Content and Assessment
Vocabulario	Vocabulary pertaining to childhood, teenager and adult activities and also focus in life.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema (y las conversaciones)	Listening Comprehension, Speaking and Writing. Students hear about the lives of an older man in Columbia and of his daughter's.	Students listen and must synthesize information to answer questions. They are encouraged to respond orally before writing. <i>Sample Question: When you have a problem, with whom do you speak and why?</i>
Las formas del pretérito, los verbos irregulares	Grammar review of preterite past tense.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Los usos del pretérito	Grammar review of the uses of the preterite.	Activities range from pre-test, to fill-in-the-blank, identifying the use, and short paragraphs practicing a simple narrative.
Discusión: ¿Qué hiciste el verano pasado?	Online Discussion: What did you do last summer?	Students participate in online discussion telling others in a narrative about what they did last summer. Each student must respond to what at least 3 other students have posted.
Lectura y opinión (La Lectura: Familia: Tradición y Cambios)	Textbook reading textbook reading about Family Traditions.	Students answer questions that demonstrate understanding of traditions, how they have changed and nuclear v.

		extended families and must relate these to their own lives. <i>Sample Question: In your opinion, what is the "ideal family" and why?</i>
Los video clips	Listening Comprehension: Teacher produced video clips of native speakers talking about their own lives in various countries.	Students answer questions that demonstrate understanding of the material.
Diario	Written Journals	Students reflect on unit and write in journal.
Práctica para el examen de AP	Previously published 1993 AP exam. Listening, reading, writing and speaking.	Students take this test so that they have an idea of what we are working towards. The essays are graded, and then samples (from College Board) are provided to show a strong and weak composition with explanations.

Módulo 4 La Vejez y la Juventud continuado... (Old Age and Youth Continued)

- **Objectives:** To review the imperfect and contrast with the preterite. To review vocabulary pertaining to family life.
- **ACTFL standards:**
Communication:1.,1.2,1.3
Cultures:2.1,2.2
Connections:3.1,3.2
Comparisons:4.1,4.2
Communities: 5.1

Activity	Assignment Type	Major Content and Assessment
Las formas del Imperfecto	Review of the imperfect verb forms.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Los usos del Imperfecto	Review of the uses of the imperfect.	Activities range from pre-test, to fill-in-the-blank, identifying uses to free form answering questions.
El Contraste entre El Pretérito y el Imperfecto	Review of the contrast between the preterite and the imperfect.	Activities range from pre-test, to fill-in-the-blank to free form answering

		questions.
Más Práctica: Sor Juana	Literary text and textbook reading. Students read about the life of Sor Juana.	Multiple choice style questions.
Lectura: Las Vecinas	Authentic text reading by Ana Alomá Velilla that explores childhood perceptions of people and death in the family.	Students answer questions summarizing the story and do character analysis that requires them to induce information about the neighbors and reflect on the innocence of childhood and whether or not they would impose stricter controls concerning TV, reading material etc.
Preguntas Orales	Oral/Listening Comp	Students listen to questions and respond orally. Questions are based on grammar and vocabulary of unit and require analytical skills and other higher end thinking skills. Later responses are written, submitted and errors are corrected using correction codes.
Hace + time	grammar view of time (ago) and relating events using this in present and past.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Composición: El Momento Más Vergonzoso o Más Memorable de tu Vida	Writing and peer editing. Composition about the most memorable or embarrassing moment in your life.	Students must combine all information learned in this unit (vocabulary and grammar) and utilize this in a coherent essay about a memorable or embarrassing moment. There is extensive preparation and samples of writing style including titles, introductions, paragraph development and conclusion. Compositions are posted in Discussion groups and peer edited by groups before final submission to instructor.
Video Clips	Listening Comprehension: Teacher produced video clips of native speakers	Students answer questions that demonstrate understanding of the

	talking about their own jobs	material.
Autopruebas	Internet: Oral, Listening and reading comprehension	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written Journals	Students reflect on unit and write in journal.
Extra Crédito	Reading/Writing/culture	Students read about pre-Columbian architecture and style and answer questions to demonstrate understand.
Práctica para el examen de AP and Quarter Exam	Oral: Internet and Teacher Telephone Call: Radio Naciones Unidas listening and reading comprehension.	Students listen to and read two different resources on a given topic which they summarize during phone call and answer additional teacher questions. Also, there are questions based on the entire quarter's work.

Módulo 5 Los Hombres y Las Mujeres (Men and Women)

- **Objectives:** To review and practice the future and conditional tenses, comparisons and superlatives, and to review and acquire vocabulary pertaining to the theme (roles of men and women). Students will be able to comprehend, discuss and write about current issues regarding gender roles.
- **ACTFL standards:**
Communication: 1.1, 1.2, 1.3
Cultures: 2.1, 2.2
Connections: 3.1,3.2
Comparisons: 4.1, 4.2
Communities: 5.1

Actividad	Assignment Type	Major Content and Assessment
Vocabulario	Vocabulary concerning gender roles, (clothing, equality in the work place and home)	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Discusión: ¿Hay igualdad de Trabajo?	Online Discussion about equality in the workplace.	Students practice discussion skills and techniques to give opinions about gender equality. Students give their own opinion and respond to at least 3 others.
Presentación del	Listening Comprehension,	Students listen and must

Tema/Conversaciones	Speaking and Writing Students hear about the changing role of women.	synthesize information to answer questions. They are encouraged to respond orally before writing.
Las formas y los usos del Futuro	Review of the forms and Uses of the future tense.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Discusión: Las «Galletas de Fortuna»	Online Discussion: Fortune Cookies	In the Discussions, students create a fortune for each group member based on
Lectura: Enfoque del Tema	Textbook reading about love, hope and fear in relationships.	Students answer questions based on reading and have to discuss 2 distinct paradoxes that exist for men and women and analyze why they may or may not be true.
Las formas y los usos del Condicional	Review of the forms and uses of the conditional.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Las Comparaciones de Igualdad y Dsignaldad	Review of comparison of equality and inequality.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
El Superlativo	Review of 2 forms of superlatives.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
El Día de los Muertos	Textbook reading/Internet Mexican holiday: The Day of the Dead	Students read about Mexican customs for this holiday and answer questions.
Video Clips	Listening Comprehension: Teacher produced video clips of native speakers giving their opinion on gender roles and obligations.	Students answer questions that demonstrate understanding of the material.
Preguntas Orales	Listening comp/oral/written	Students listen to open ended/free form questions dealing with immigration theme and must respond orally and then in written form. All written work must be resubmitted with

		corrections.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written Journals	Students reflect on unit and write in journal.
Extra Crédito	Literary Selection. Excerpts from Don Quijote. (www.msn.com)	Students read 2 short excerpts about the life of Don Quijote and answer questions about his life and Cervantes' writing style.
Práctica para el examen de AP	Triángulo Chapter 1: The Home. Listening, speaking, reading and writing activities are all integrated.	Students complete the various activities which include multiple choice, cloze, short essays, Guided Conversations (that students must record and send file), Oral presentations that require students to read and listen to 2 different sources on a similar topic and then prepare an oral presentation that synthesizes the information and also enables the student to form his/her own opinion. These are recorded following the AP exam guidelines. In addition, students will also listen to and read different sources and then formulate a coherent essay based on the prompt which requires them to synthesize and integrate the information. In addition, students will also listen to and read different sources and then formulate a coherent essay based on the prompt which requires them to synthesize and

		integrate the information.
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Módulo 6 De Viaje (On a Trip)

- **Objectives:** To review and practice the object pronouns, commands and vocabulary related to theme (travel). Students will be able to comprehend, discuss and write about tourism issues such as travel reservations, various types of vacations (eco-tourism, cruise etc) and destinations.
- **ACTFL standards:**
 Communication: 1.1, 1.2, 1.3
 Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1 ,5.2

Activity	Assignment Type	Major Content and Assessment
Vocabulario	Vocabulary relating to travel and tourism	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema/Conversaciones	Listening Comprehension, Speaking and Writing. Students listen to a narrative about various types of vacation (hiking, scuba diving etc.) and 2 conversations between 2 young people in need of directions as they explore a city and its tourist attractions.	Students listen and must synthesize information to answer questions. Students are encouraged to respond orally to the questions about the narrative before writing.
Los Objetos Directos, Indirectos, Preposicionales y Dobles	Grammar review or direct, indirect and prepositional object pronouns.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Los Mandatos	Grammar review of tú, Ud, Uds and nosotros commands plus indirect commands.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Video Clips	Listening Comprehension: Teacher produced video clips of native speakers giving directions to various places.	Students answer questions that demonstrate understanding of the material.
Discusión: Querido Consuelo	Online Discussion similar to “Dear Abby”	Teacher writes and posts “problem” and students must all write a Dear Abby type response using

		negative and affirmative tú commands. They will also read the responses of their classmates to see if they agree or disagree with the suggestions and explain why/why not
Discusión: Más Problemas	Online Discussion similar to a “Dear Abby”	In groups, Students write about a “problem” and request advice. Each group member responds giving appropriate advice.
Los Chistes y Eufemismos	Textbook reading about “euphemisms” and “Spanish humor”	Students compare “euphemisms” in Spanish and English and give additional examples. Students read jokes and explain why the joke is considered humorous to Hispanics.
Lectura: Las Cinco Reglas del MalTurismo	Textbook reading : The 5 Rules of how to be a Bad Tourist” PowerPoint presentation	Students read and answer questions and later create their own “how to” book that utilizes positive/negative commands. They are encouraged to include sound bites.
Composición: Las Direcciones	Composition: Writing. Giving directions.	Students must invite me to their homes and school including detailed directions using formal commands and including information on what I can expect to see on the way.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written journal.	Students reflect on unit and write in journal.
Extra Crédito	Reading Comprehension. Students read about the Panama Canal Project.	Students answer questions based on comprehension.
Práctica para el Examen de AP	Triángulo: Chapter IV Tourism. Listening, speaking, reading and writing activities are all integrated.	Students complete the various activities which include multiple choice, cloze, short essays, Guided Conversations (that

		students must practice and then complete on the telephone with the teacher playing the opposite role), Oral presentations that require students to read and listen to 2 different sources on a similar topic and then prepare an oral presentation that synthesizes the information and also enables the student to form his/her own opinion. These are recorded following the AP exam guidelines. In addition, students will also listen to and read different sources and then formulate a coherent essay based on the prompt which requires them to synthesize and integrate the information.
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Módulo 7 Vivir y Aprender (Living and Learning)

- **Objectives:** To review and practice the subjunctive in noun clauses, vocabulary related to theme (living and learning). Students will be able to comprehend, discuss and write by comparing/contrasting the Hispanic vs. US university systems, college vs. high school life and other aspects of living.
- **ACTFL standards:**
 Communication: 1.1, 1.2, 1.3
 Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1 ,5.2

Activity	Assignment Type	Major Content and Assessment
Vocabulario	Vocabulary related to education and learning.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema/Conversaciones	Oral, Listening and Reading Comprehension. Students listen to a narrative about the differences in the U.S. and Hispanic education systems and to typical college telephone calls and	Students listen and must synthesize information to answer questions. Students are encouraged to respond orally to the questions about the narrative before writing.

	messages they leave on answering machines.	
Las formas del Subjuntivo	Review of the subjunctive verb forms.	Pre-test and fill-in-the blank exercises.
Introducción al Subjuntivo	Review of the subjunctive mood.	Students read about the subjunctive mood and compare/contrast to the indicative mood. Students also review a PowerPoint presentation on same material.
El Subjuntivo en Cláusulas Sustantivos	Review of the subjunctive in noun clauses.	Activities range from pre-test, to fill-in-the-blank, translation and free form answering questions.
Video Clips	Listening Comprehension: Teacher produced video clips of native speakers talking about what they like to do in their free time. A child talks about what she likes to do at school.	Students answer questions that demonstrate understanding of the material.
Lectura: Dos Estilos de Vida Estudiantil	Reading comprehension. Students read about college life from the perspective of several different Hispanic students.	Students answer questions that demonstrate understanding of the material and later compare the various systems using a Venn Diagram.
Lectura y Poema: "Ardiente Paciencia"	Literary selection: Pablo Neruda. Students read about a famous poet and a mailman that explores our own perceptions of people's abilities.	Students answer questions that demonstrate understanding of the material, produce Venn Diagram of character analysis and then induce/deduce to answer more in depth questions about the characters. Finally, students must create their own poem based on a "formula" in text and create a graphic to represent the poem.
Preguntas Orales	Listening comp/oral/written	Students listen to open ended/free form questions dealing with education theme and must respond orally and then in written form. All written work must be resubmitted with corrections.

Composición: Los Altibajos de tu Vida	Reading and Written composition: based on reading, students write their own composition that reflects the “ups and downs” of their own lives.	The subjunctive must be underlined in this composition. All errors (style and grammar) are indicated with codes and students must analyze, correct and resubmit.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written journal.	Students reflect on unit and write in journal.
Práctica para el examen de AP	Triángulo: Chapter VII Education. Listening, speaking, reading and writing activities are all integrated.	Students complete the various activities which include multiple choice, cloze, short essays, Guided Conversations (that students must record and send file), Oral presentations that require students to read and listen to 2 different sources on a similar topic and then prepare an oral presentation that synthesizes the information and also enables the student to form his/her own opinion. These are recorded following the AP exam guidelines. In addition, students will also listen to and read different sources and then formulate a coherent essay based on the prompt which requires them to synthesize and integrate the information.

Módulo 8 Los Gustos y Las Preferencias (Tastes and Preferences)

- **Objectives:** To review and practice verbs like "gustar", the subjunctive in adverbial and adjectival clauses, positive and negative expressions and vocabulary related to the theme (Our tastes and preferences). Students will be able to comprehend, discuss and write about personal tastes in clothing, styles, music, sports etc.
- **ACTFL standards:**
Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1 ,5.2

Activity	Assignment Type	Major Content and Assessment
Vocabulario	Vocabulary dealing with personal tastes and preferences including clothing, music, sports, styles etc.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema/Conversaciones	Listening Comprehension, Speaking and Writing. Students listen to a narrative about Hispanic music genre and their origins.	Students listen and must synthesize information to answer questions. Students are encouraged to respond orally to the questions about the narrative before writing. <i>Sample Question: What is the origin of the meringue dance? What sentiments does the music of Juan Luis Guerra express?</i>
«Gustar» y otros verbos parecidos	Grammar review of the verb “gustar” and other similarly functioning verbs.	Activities range from pre-test, to fill-in-the-blank to free form answering questions. In addition, there is a translation/correction activity.
Discusión: La Legalización de Drogas	Online Discussion about the legalization of drugs.	Students practice discussion skills and techniques to give opinions about the legalization of drugs. Students give their own opinion and respond to at least 3 others.
El Subjuntivo en Cláusulas Adjetivales	Review of the subjunctive in adjectival clauses.	Activities range from pre-test, to fill-in-the-blank to free form answering questions. In addition, there is a translation/correction activity.
El Subjuntivo en Cláusulas Adverbiales	Review of the subjunctive in adverbial clauses.	Activities range from pre-test, to fill-in-the-blank to free form answering questions. In addition, there is a

		translation/correction activity.
Un Resumen del Subjuntivo	A complete review of all the uses of the subjunctive to date: noun clauses, adverbial and adjectival clauses.	Fill-in-the-blank, analysis of use, translation/correction.
Lectura: ¿Por qué nos gusta lo que nos gusta?	Textbook reading. "Why do we like what we like?" A look at the notion of "nature vs. nurture" and the study of twins separated at birth.	Students answer comprehension questions and critical thinking questions concerning the issue of "nature vs. nurture".
Las Expresiones Afirmativas y Negativas	Review of affirmative and negative expressions.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Video Clips	Listening Comprehension: Teacher produced video clips of native speakers talking about their own personal preferences.	Students answer questions that demonstrate understanding of the material.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written journal.	Students reflect on unit and write in journal.
Práctica para el examen de AP	Telephone exam: Speaking and listening. Students receive a list of various themes (topics covered in class) with at least 5 questions about these themes that they must study and practice answering. It is recommended that they practice with a native speaker in their school or community. There is also an analysis of types of questions including opinion, (which may require the subjunctive) si clauses etc.	Students telephone instructor, who selects one of the themes and asks questions. Although students have been given topics/questions to study, the actual questions may differ slightly. Following the exam, there is immediate feedback and discussion.

Módulo 9 Las Dimensiones Culturales (Cultural Dimensions)

- **Objective:** to preview and practice reflexive verbs, uses of "se" and vocabulary pertaining to the theme. (Latin American culture). Students will be able to comprehend, discuss and write about issues dealing with cultural roots, influences and perceptions about people and cultures.
- **ACTFL standards:**
 Communication: 1.1, 1.2, 1.3
 Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1 ,5.2

Activity	Assignment Type	Major Content and Assessment
Vocabulario	Vocabulary pertaining to the various races and cultures of the Hispanic world.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Discusión: "Civilización o Barbarie"	Online Discussion. "Civilization vs. Barbarism". Students read comments about past "civilizations" from the XVI Century on and then relate their own opinions about today's societies using specific examples.	Student must write their own comments and respond to at least 3 others.
Presentación del Tema/Conversaciones	Oral, Listening and Reading Comprehension. Students listen to a narrative about various Hispanic cultures and their roots and conversations that give a cultural panorama.	Students listen and must synthesize information to answer questions. Students are encouraged to respond orally to the questions about the narrative before writing.
Gramática: Los Verbos Reflexivos	Review of reflexive verbs.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Los Usos del «se» (recíproco, pasivo, impersonal)	Review of the various uses of "se" (reciprocal, passive and impersonal)	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Lectura: La Cultura Latinoamericana	Textbook reading about native Indiana, mestizo and Afrohispanos and their unique contributions to Hispanic culture.	Students answer questions to demonstrate their understanding of these contributions.
Preguntas Orales	Listening comprehension /oral/written	Students listen to open ended/free form questions dealing with cultural theme and must respond orally

		and then in written form. All written work must be resubmitted with corrections.
Discusión: Los Estereotipos	Online Discussion about stereotypes of Americans, their origins and their validities.	Students practice discussion skills and techniques to give opinions and analyze various stereotypes. Students give their own opinion and respond to at least 3 others.
Discusión: Más estereotipos	Online Discussion about more stereotypes.	Students practice discussion skills by giving additional stereotypes not previously discussed and analyzing their validity. All students must write at least one and respond to at least 3 others.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written journal.	Students reflect on unit and write in journal.
Práctica para el examen de AP	Reading, Listening Comprehension and Writing and Internet. Students practice a series of error recognition and Cloze Tests Students go to Radio Naciones Unidas to read about and listen to a topic that relates to a particular Hispanic culture and must, in turn, "globalize" the issue so that we see how it really affects all of us.	Students take tests that give immediate feedback explaining the correct answer. Students synthesize information from the various sources and write a coherent essay about subject.

Módulo 10 Un Planeta para Todos (A Planet for All)

- **Objectives:** to review and practice the imperfect (past) subjunctive and combine it with all uses completed so far; to review and practice uses of adverbs, infinitives, the verb "acabar" and vocabulary pertaining to the theme (our environment). Students will be able to comprehend, discuss and write about themes relating to recycling, the environment and the protection of our vital resources.

- **ACTFL standards:**
 Communication: 1.1, 1.2, 1.3
 Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1 ,5.2

Activity	Assignment Type	Major Content and Assessment
Vocabulario	Vocabulary pertaining to the protection of our resources and environment.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema/Conversaciones	Oral, Listening and Reading Comprehension. Students listen to a narrative about ecological problems and possible solutions and conversations between a tourist guide and tourists on an “eco-tour” in the Amazon.	Students listen and must synthesize information to answer questions. Students are encouraged to respond orally to the questions about the narrative before writing.
El Imperfecto del Subjuntivo	Grammar review of the forms on the imperfect subjunctive.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Discusión: Problemas Ambientales	Online Discussion about current environmental problems. Students list what they think is the most important problem facing us today and why.	Student must write their own comments and respond to at least 3 others.
Gramática Comprensiva (el presente y el imperfecto del subjuntivo)	Comprehensive review of the subjunctive vs. the indicative and its uses in the present and past tenses.	Activities range from pre-test, to fill-in-the-blank to free form answering questions. In addition, there is a translation activity with corrections/editing.
Los Adverbios	Review of adverbs.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Los Infinitivos	Review of the use of the infinitive.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
«acabar»	Review of the use and structure of “acabar”	Free form questions and translations.
Lectura: Enfoque del Tema «El Niño»	Textbook reading about the weather phenomenon “El	Students answer questions to demonstrate their

	Niño” and the worldwide effects and consequences.	understanding of this phenomenon.
Lectura: Nobel Campaña»	Literary selection by Gregorio Lopez y Fuentes that highlights an ecological problem and the bureaucracy surrounding it.	Students answer comprehension and analysis types of questions and must relate the bureaucracy problems to another issue.
Discusión: Compasión o Falta de Compasión	Online discussion about demonstrating compassion or lack of compassion to other’s problems. Students must write a “tale of woe” and then read their group members’ reactions.	Students write one entry and must respond to all of their group members.
Preguntas Orales	Listening comprehension /oral/written	Students listen to open ended/free form questions dealing with ecological theme and must respond orally and then in written form. All written work must be resubmitted with corrections.
Composición: Un Planeta para Todos	Written composition: “A Planet for Everybody”. What does the expression "Un Planeta Para Todos" mean to you? Do you only think in environmental terms or does it mean other things as well?	Students must adhere to all writing guidelines and in this composition underline all current vocabulary and uses of the subjunctive. Compositions are graded and errors indicated which students must analyze, correct and resubmit.
Video Clips	Listening Comprehension: Teacher produced video clips of native speakers talking about recycling where they live.	Students answer questions that demonstrate understanding of the material.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written journal.	Students reflect on unit and write in journal.
Práctica para el examen de AP	Triángulo Chapter 3 The Environment. Listening, speaking , reading and writing activities are all integrated.	Students complete the various activities which include multiple choice, cloze, short essays, Guided Conversations (that

		students must record and send file), Oral presentations that require students to read and listen to 2 different sources on a similar topic and then prepare an oral presentation that synthesizes the information and also enables the student to form his/her own opinion. These are recorded following the AP exam guidelines. In addition, students will also listen to and read different sources and then formulate a coherent essay based on the prompt which requires them to synthesize and integrate the information.
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Módulo 11 La Imagen y Los Negocios (Images and Business)

- **Objectives:** To review and practice past participles, the perfect tenses, verbs of obligation and vocabulary pertaining to the theme. (Images and Business) Also, to practice a different type of writing skill: dialogs and plays. Students will be able to comprehend, discuss and analyze the effects of advertising and how our own perceptions of people, places, and objects are formed.
- **ACTFL standards:**
 Communication: 1.1, 1.2, 1.3
 Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1, 5.2

Activity	Type of Assignment	Major Content and Assessment
Vocabulario	Vocabulary pertaining to business, publicity and public relations.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema/Conversaciones	Oral, Listening and Reading Comprehension. Students listen to a series of advertisements	Students listen and must synthesize information to answer questions. Students are encouraged to respond orally to the questions about the narrative before writing.
El Participio Pasado	Review of the past participle.	Fill-in-the blank.

El Tiempo del Perfecto	Review of the perfect tenses.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Discusión: ¿Quién ha hecho más trabajo?	Online Discussion about “Who Has Done the Most Work”. Students must try to get their group members to feel compassion for all the work that they have done (real or imaginary)	Students submit their entry and must respond to all of the group members’ contributions.
«haber» y la obligación	Review of the verb “haber” and other verbs of “obligation”.	Fill-in-the blank, translation and corrections.
Lectura: Enfoque del Tema	Textbook reading about images, reality and the manipulation of both.	Students read and must synthesize information to answer open-ended questions about perception and reality in advertising and relate this to our own perceptions of people and how they are formulated.
La Voz Pasiva	Review of the passive voice.	Fill-in-the blank, translation and corrections.
Lectura: Los Buenos Indicios	Literary Selection by Fausto Avendaño that forces us to look at issues of fate, luck and destiny and analyzes the different ways to narrate a story from different points of view.	Students read and must synthesize information to answer comprehension questions as well, as open-ended questions concerning their own personal beliefs with these issues.
Discusión: Un Anuncio	Online Discussion. Students must find a Spanish advertisement and analyze the techniques used in it and the desired effect.	Students post their announcements and must respond to at least 3 of their classmates stating whether or not they agree with their assessments and to add their own.
Preguntas Orales	Listening comprehension /oral/written	Students listen to open ended/free form questions dealing with the advertisement theme and must respond orally and then in written form. All written work must be resubmitted with corrections.
Lectura: El Delantal Blanco. . primera parte y segunda	Literary Text by Sergio Vodanovic. A play that	Students answer questions about comprehension and

parte	deals with perceptions of people about people.	then apply critical thinking skills to analyze the reality behind the changes in identity, whether we are what we wear or how our friendships affect our lives?... “birds of a feather flock together”
El Acto Final	Written. The “Final Act”. Students create their own ending to the above-mentioned play.	Students create their own “ending” to this play by creating an entirely new scene that may change things dramatically according to their own beliefs. This may be written in various styles that we have discussed in class.
Video Clips	Listening Comprehension: Teacher produced video clips of native speakers talking about imagination and advertisements.	Students answer questions that demonstrate understanding of the material.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written journal.	Students reflect on unit and write in journal.
Práctica para el examen de AP	Triángulo: Chapter 8 Commerce. Listening, speaking, reading and writing activities are all integrated.	Students complete the various activities which include multiple choice, cloze, short essays, Guided Conversations (that students must record and send file), Oral presentations that require students to read and listen to 2 different sources on a similar topic and then prepare an oral presentation that synthesizes the information and also enables the student to form his/her own opinion. These are recorded following the AP exam guidelines. In

		addition, students will also listen to and read different sources and then formulate a coherent essay based on the prompt which requires them to synthesize and integrate the information.
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Módulo 12 ¡Adiós Distancias! (Goodbye Distances!)

- **Objectives:** To review and practice all uses and tenses of the subjunctive, special exceptions for "and/or", contrast of "por and para", contrast of "pero/sino" and vocabulary related to the theme of technology. In addition, students will enhance their skills by reading and writing using all of the skills acquired. Students will be able to comprehend, discuss and write about how the modern world of communications has affected all of us.
- **ACTFL standards:**
 Communication: 1.1, 1.2, 1.3
 Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1,5.2

Activity	Assignment Type	Major Content and Assessment
Vocabulario	Vocabulary that pertains to the information age and the world of Internet communications.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema/Conversaciones	Oral, Listening and Reading Comprehension. Students listen to a narrative about the advantages of using the Internet in anything from education to international business and conversations that express relief, surprise, gratitude, comprehension and anger.	Students listen and must synthesize information to answer questions. Students are encouraged to respond orally to the questions about the narrative before writing.
El Subjuntivo. . . ¡La última vez!	The final review of all uses and forms of the subjunctive.	Fill-in-the blank, open ended questions and translations/corrections.
Y/O	Review of the alternate forms of expressing "and" and "or".	Fill-in-the blank exercises.
Pero/Sino/Sino que	Review of the conjunction "but" and the various forms in Spanish.	Fill-in-the blank exercises, Cloze test.
Por/Para	Review of the word "for" in Spanish.	Cloze test.

Preguntas Orales	Listening comprehension /oral/written	Students listen to open ended/free form questions dealing with the Internet theme and must respond orally and then in written form. All written work must be resubmitted with corrections.
Lectura: La Vida Después de Internet	Textbook reading selection about how the Internet has affected the lives of many.	Students reflect on reading and must answer comprehension questions and then give their own examples.
Lectura: Mujeres de Ojos Grandes	Literary selection by Angeles Mastretta that explores the issues of modern science vs. faith .	Students answer general comprehension questions and then explore their own feelings concerning this issue deciding who they feel is responsible for curing the little girl in the story and why.
Composición: La Tecnología	Written composition about Technology. Students reflect on whether or not it's an advantage or disadvantage and why.	Compositions are graded and errors indicated which students must analyze, correct and resubmit. There are several specific ingredients for this composition that students are required to use including various grammar points and vocabulary.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Diario	Written journal.	Students reflect on unit and write in journal.
Práctica para el examen de AP	Triángulo Chapter V p. 115-116. Listening, reading and writing. Essay based on various sources based on the uses of cell telephones, reality TV, Internet and chatlines. Students read 2 different sources and listen to one and then must write an editorial for a school newspaper.	Students write an essay based on the various sources given. The essay is graded and errors indicated which students must analyze, edit, correct and resubmit for a second grade.

Módulo 13 La Imaginación Creadora (The Creative Imagination)

- **Objectives:** to review and practice present participles, progressive tenses, relative pronouns, and vocabulary related to them (Imagination and Creativity). Students will show their own creativity by producing concrete poetry. In addition, students will demonstrate their knowledge by "putting it all together" in their final composition and project.
- **ACTFL standards:**
 Communication: 1.1, 1.2, 1.3
 Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1 .5.2

Activity	Assignment Type	Major Content and Assessment
Vocabulario	Vocabulary pertaining to creativity in the various arts...literature, art, theatre, architecture etc.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Presentación del Tema/Conversaciones	Oral, Listening and Reading Comprehension. Students listen to a narrative about various well known Hispanic artists and authors and conversations that show techniques to make excuses and change the subject.	Students listen and must synthesize information to answer questions. Students are encouraged to respond orally to the questions about the narrative before writing.
El Participio Presente y el Progresivo	Review of the present participle and present progressive.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Los Pronombres Relativos	Review of relative pronouns.	Activities range from pre-test, to fill-in-the-blank to free form answering questions.
Discusión: Proyecto: La Poesía Concreta	Online Discussion Project: Concrete Poetry. Students observe several samples of various types of concrete poetry and use their own imagination and creativity to design their own.	Students submit their own projects and review and comment on their classmates.
Vocabulario: En otras palabras. . .	Oral, reading, written. Review of vocabulary to express hesitation (to give more time to think of answer) and to summarize.	Students read and then must use an expression to give himself more time to answer the question and then answer . Also, students use skills to

		summarize a longer narrative into a few sentences that highlight the meaning.
Lectura: Enfoque del Tema	Textbook reading about literary traditions and various literary movements.	Students read and answer comprehension questions.
Lectura: "Pecado de Omisión"	Literary selection by Ana María Matutes that explores the notion of responsibility and whether or not silence/lack of action is just as guilty in the face of a crime. "If you knew and didn't say anything , are you guilty?"	Students answer comprehension questions and then explore their own feelings about this issue by answering critical thinking questions concerning the issue.
Autopruebas	Internet: Oral, Listening and reading comprehension.	Students use textbook provided website to listen and respond and also read and respond. Students are encouraged to respond orally before writing.
Más Práctica: Expresiones, verbos y composición		
El Último Diario	Written: The last journal!	Students reflect on unit and write in journal.
Práctica para el examen de AP	<p>Oral, Reading and Writing. Students receive lists of very useful vocabulary expressions (with samples) to use in speaking and writing to elevate their style to that of an "advanced" student.</p> <p>Triángulo: Chapter 10 A Little of Everything: technological advances, law, policies and politics. Listening, Reading, Speaking and Writing activities that are all integrated.</p>	<p>Students telephone the instructor and must use these expressions during the oral exam. and the written portions of these final writing activities.</p> <p>Students complete the various activities which include multiple choice, cloze, short essays, Guided Conversations (that students must record and send file), Oral presentations that require students to read and listen to 2 different sources on a similar topic and then prepare an oral presentation that synthesizes the information and also enables the student to form his/her own opinion. These are</p>

		recorded following the AP exam guidelines. In addition, students will also listen to and read different sources and then formulate a coherent essay based on the prompt which requires them to synthesize and integrate the information.
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Módulo 14 El Proyecto Final (The Final Project)

- **Objectives:** To expand knowledge, personal enjoyment and demonstrate knowledge by "putting it all together" in a final project.
- **ACTFL standards:**
 Communication: 1.1, 1.2, 1.3
 Cultures: 2.1, 2.2
 Connections: 3.1,3.2
 Comparisons: 4.1, 4.2
 Communities: 5.1 .5.2

Students will select one of the final project options offered or create their own in conjunction with teacher input and approval. The objective of this is to provide students with an outlet for their own interests in Spanish whether it is teaching, art, music, theater or other research. All material used will be created by the student for the specific project and must be submitted with the final project.

Possible projects include:

- Student teaching for 3 weeks with local teacher. Students prepare their own lesson plans that include original, authentic material, practice sheets and exams and must submit an individual evaluation of effectiveness along with a teacher evaluation.
- Video production of a literary work we read (or other with special permission) to include script writing, producing and acting. Students may work with other students on this project and with the video department of school.
- PowerPoint to teach one of several "trouble" areas that would include explanations, practice and exams or other research such as comparing and contrasting artists, composers, or other people who have had a major influence in the Hispanic World.

Methods of Assessment:

- Assignments, quizzes, tests, online discussions, journals, projects in a variety of formats to include oral/aural and written using visual, reading and oral prompts, telephone interviews and exams.
- Assessments include the following formats and generally proceed from mechanical types of exercises for basic verb forms to higher end critical thinking skills:

- Written: fill-in-the-blanks, multiple choice (these are often analytical-type questions), short answer and free-response (often require making comparison, analyzing, giving an opinion or synthesizing information in some way), essay (often based on multiple resources that must be synthesized)
- Oral: single answers, short answers, lengthy responses including contrast/comparison, opinions, ability to induce/deduce
- Grading Criteria is available for each assignment. All written assessments include a rubric.
- Progress Reports are sent regularly (approx. every 1 ½ weeks) to all students, parents and facilitators.

Due Dates: These are posted in the course. Each module is approximately 2 weeks in length. Also posted in the course are complete lists of all assignments per module.

Support Services: Services available to assist AP Spanish Language students with their studies:

- Students have the option of contacting the instructor through Instant Messaging, Voice over IP, regular phone service, email. In addition, they can contact each other using the same services.
- To help students maintain successful participation, each student has a designated local facilitator who serves as the liaison between the teacher, the student, parents and school administrators.

Unique Requirements and Student Learning Experiences: The AP Spanish Language course and exam emphasize communication. Listening comprehension and speaking ability are tested using a variety of audio and video technology. Students will need to practice and test using audio and video resources. This is accomplished by listening to CD's that accompany the texts and 1 CD produced by the instructor, online videoclips produced by the instructor and various resources on the Internet suggested by the College Board. In addition, students talk to the teacher on the phone and by recording their responses which are sent to the instructor. To gain more natural fluency and practice, students are encouraged to explore Spanish in natural settings outside the classroom environment. Students can enhance their language skills by watching popular movies in Spanish, listening to Spanish songs, using the Internet in Spanish, (Spanish radio, newspapers, research etc.) having Hispanic e-pals or pen-pals and engaging in conversations with Hispanics in their local area.