

Spanish Intermediate by Mr. Burgoon

Unit Theme & Pacing	Power Standard/ Essential Questions	Works	Possible Assessments
Week 1: Las familias y las comunidades (Families & Communities) Days 1 & 2	<i>¿Cómo contribuyen los individuos al bienestar de las comunidades?</i> / How do individuals contribute to the well-being of communities?	Selections from Temas (pgs. 4-69)	Presentation AP-style assessment
Week 2: La ciencia y la tecnología (Science & Technology) Days 3 & 4	<i>¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?</i> / How do developments in science and technology affect our lives?	Selections from Temas (pgs. 72-139)	Ethics project/paper AP-style assessment
Week 3: La belleza y la estética (Beauty & Aesthetics) Days 5 & 6	<i>¿Cómo las artes desafían y reflejan las perspectivas culturales?</i> / How do the arts both challenge and reflect cultural perspectives?	Selections from Temas (pgs. 142-207)	Presentation Beauty & Aesthetics Project
Week 4: La vida contemporánea (Contemporary Life) Days 7 & 8	<i>¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?</i> / How is contemporary life influenced by cultural products, practices, and perspectives?	Selections from Temas (pgs. 210-277)	Cultural Comparison Presentation Midterm assessment
Week 5: Los desafíos mundiales (Global Challenges) Days 9 & 10	<i>¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?</i> / What environmental, political, and social issues pose challenges to societies throughout the world?	Selections from Temas (pgs. 280-346)	Global Challenges Presentation AP-style assessment
Week 6: Las identidades personales y públicas (Personal & Public Identities) Days 11 & 12	<i>¿Cómo influyen la lengua y la cultura en la identidad de una persona?</i> / How do language and culture influence identity?	Selections from Temas (pgs. 350-417)	Presentation AP-style assessment
Week 7: AP Exam Demo Prep Days 13 & 14	<i>¿Cómo se prepararán los estudiantes para el examen AP?</i> / How should students prepare for the AP exam?	<u>5 Steps to a 5: AP Spanish Language</u>	AP-style assessment
Unit 8 – Post-AP Exam Enrichment Days 15 & 16	<i>¿Cómo refleja la cultura hispanohablante los intereses personales?</i> / How are personal interests reflected in Spanish-speaking culture?	Student-selected texts	Enrichment Project

Objectives:

- Read to understand and interprets written and spoken language to do oral and writing presentation in Spanish to an audience presenting information or persuasive arguments on general topics using a variety of vocabulary, appropriate pronunciation and intonation, and proper grammar and syntax,
- Identify and summarize the main points and significant details from authentic Spanish spoken, listened and written resources,
- Read to identify the main and secondary ideas, writer purpose and make comparison and contracts,
- Communicate via interpersonal and presentational written correspondence,
- Use the oral and writing process to communicate ideas, opinions and make inferences and predictions in Spanish
- Recognize cross-cultural elements and differences pronunciations in oral and written texts from Hispanic literature, recordings, films, online news, magazines and Websites.
- Understand the similarities and differences between different cultures and recognize their values and contributions,
- Review and learn the Spanish grammar in the literature context to do structural and functional analysis of the components of the sentences, to produce or present information or persuasive arguments with coherence and good grammar and syntax in the daily work and writing process.
- Provide the opportunity to express orally and through composition or short essays about different topics according to the expectation of the new standards of 21st Century: understanding cross-cultural differences make the comparisons and Connections as a Multicultural Community.

***This is not the AP Spanish course. It is an excerpt and concentrates on giving the students the pathway into taking the complete course making the transition easier and simpler. We will be using the Temas AP Spanish book for all activities and topics.**

Week #1

Sample Learning Activities:

Interpersonal Writing: Write an e-mail to a friend about an activity or extracurricular experience in which you have learned important life lessons.

Interpersonal Speaking: Talk about what you have learned and how those lessons have influenced you.

Interpretive Communication/Interpersonal Speaking: Make a list of community service organizations in your school and discuss: *a) their objectives*

1. *b) main projects*
2. *c) share with class*

Interpretive Communication: *Tiempo de juego* (Fundación Tiempo de Juego.)

- <http://www.tiempodejuego.org>
- 1. **Presentational Writing:** After reading *Tiempo de juego*, think of a club or program you would like to start in your school and write a proposal to your school principal explaining the following points
 - a) *importance of the program*
- 2. **b) who would benefit**
 1. **c) vision & mission**
 2. **d) goals**

Week #2

- **Sample Learning Activities:**
- **Interpersonal Writing:** Write a message to a friend about your cell phone habits and how they are affected during school hours.
- **Interpretive Communication:** *No sin mi móvil* (María Valerio Sainz.) <http://www.elmundo.es/>
- **Interpersonal Speaking:** Discuss the article. Is nomofobia a real problem? Do you know people affected by it?
- **Presentational Speaking:** Addiction to technological devices/Solutions.
- **Interpretive Communication:** *Un atajo, un camino* (Mariana Flores Villalba.) <http://www.youtube.com/watch?v=CYN2m.0I3h-L0>
- *Un atajo, un camino* (Mariana Flores Villalba.)
- **Presentational Writing:** After watching *Un atajo, un camino*, write a letter to a local energy company about the importance of starting a program of renewable energy sources.

Week #3 and #4

- **Sample Learning Activities:**
- **Interpersonal Writing/Speaking:** Write a brief description of the following and share with a partner:
 1. **a) a beautiful place you have visited**
 2. **b) a beautiful person you know**
 1. **c) a beautiful song you like**
- **Interpretive Communication:** *El concepto de lo estético a través de la historia* (M. Rodríguez y M^a Rodríguez)
- <http://www.macroestetica.com/articulos/el-concepto-de-lo-estetico-a-traves-de-la-historia/>

- **Presentational Writing:** ¿Qué aprendiste en esta lectura sobre la evolución del concepto de la belleza? ¿Qué semejanzas/diferencias encuentras entre conceptos de la estética de otras generaciones con tu generación?
- **Interpretive Communication:** *Umbrales!: Arte precolombino (Luis Jaime Castillo)*
- <http://umbrales-typeru.blogspot.com/2012/06/umbrales-arte-precolombino.html> [CR4a]
- **Interpersonal Writing:** Write an e-mail to a friend sharing your thoughts about pre-Columbian art.

Week #5 and #6

Sample Learning Activities:

- **Interpersonal Writing:** Write an e-mail to a friend about a trip to a Spanish-speaking country.
- **Interpersonal Speaking:** What other country would you like to visit and why?

Interpretive Communication: *Qué difícil es hablar el español (intentalocarito.)*

- <http://www.youtube.com/watch?v=Xyp7xt-ygy0>
- **Presentational Speaking:** Personal experiences learning Spanish (motivations, difficulties, etc.)
- **Interpretive Communication:** *Prepárese: En el futuro, todos autónomos (El País.)*
- http://sociedad.elpais.com/sociedad/2012/05/29/vidayartes/1338320269_995685.html
- **Presentational Writing:** How can universities prepare students for success long term?

Week #7

Sample Learning Activities:

- **Interpersonal Writing:** Write an e-mail to the founder of *Posada de Belén*, a home for abused boys in Lima, expressing that you would like to spend Spring Break with them as a volunteer.
- **Interpretive Communication:** *Clase media crece en América Latina y el Caribe (Radio ONU.)*
- http://www.ivoox.com/clase-media-crece-america-latina-el-audios-mp3_rf_1572148_1.html
- **Interpersonal Speaking:** How does greater access to higher education for women affect the economy of a region?
- **Presentational Writing:** In what ways do the environment, natural resources and physical geography influence the economy of a nation?
 - **Interpretive Communication:** *Arrugas (Paco Roca.)*
 - <http://www.pacoroca.com/portfolio/arrugas#!prettyPhoto>
 - **Presentational Speaking:** Compare the treatment of the elderly in your own culture with another one.

Week #8

Sample Learning Activities:

- **Interpersonal Writing:** Write an e-mail to a new student suggesting ways to adapt to his/her new school, meet other students and feel he/she belongs.
- **Interpretive Communication:** *Expulsados* (Francisco Jiménez.) <http://books.google.com>
- **Interpersonal Speaking:** Compare your experiences with those of Francisco Jiménez in the areas of life conditions, school experiences, home responsibilities and fears or concerns.
- **Presentational Writing:** Write a persuasive essay for or against the deportations of Francisco and Roberto.
- **Interpretive Communication:** *El espía* (Juan Bautista Stagnaro.)
<http://www.youtube.com/watch?v=7IEn9QHAIY>
- **Presentational Speaking:** José de San Martín: a traitor to Spain or a patriot to Argentina?