High School AP Spanish Curriculum

Course Description: The purpose is to develop proficiency in the Spanish language. Students have already acquired a basic knowledge of the language and culture of Spanish speaking peoples and have developed a reasonable proficiency in listening comprehension, speaking, reading and writing. This course stresses vocabulary, oral skills, composition and grammar, and requires students to use Spanish for active communication. In order to promote language proficiency, this class is conducted primarily in the target language. Students work toward building a larger reading, speaking and listening vocabulary through use of materials representative of the Spanish-speaking culture. Extensive training in the organization and writing of compositions is an integral part of AP Spanish.
### Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 Weeks</td>
<td>Families and Communities</td>
<td>Topic 1: Customs and Values&lt;br&gt;Topic 2: Human Geography&lt;br&gt;Topic 3: Family Structure</td>
</tr>
<tr>
<td>3 Weeks</td>
<td>Science and Technology</td>
<td>Topic 1: Effects of Technology on Self and Society&lt;br&gt;Topic 2: Access to Technology</td>
</tr>
<tr>
<td>2.5 Weeks</td>
<td>Contemporary Life</td>
<td>Topic 1: Entertainment&lt;br&gt;Topic 2: Lifestyles</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>Global Challenges</td>
<td>Topic 1: Social Welfare&lt;br&gt;Topic 2: Philosophical Thought and Religion</td>
</tr>
<tr>
<td>2.5 Weeks</td>
<td>Beauty and Aesthetics</td>
<td>Topic 1: Fashion and Design&lt;br&gt;Topic 2: Definitions of Creativity</td>
</tr>
<tr>
<td>2.5 Weeks</td>
<td>Personal and Public Identities</td>
<td>Topic 1: Self-Image&lt;br&gt;Topic 2: Heroes and Historical Figures</td>
</tr>
</tbody>
</table>
Unit 1: Families and Communities

Subject: AP Spanish
Grade: 12
Name of Unit: Families and Communities
Length of Unit: 3.5 Weeks

Overview of Unit: This unit is outlined by the AP CollegeBoard Course and Exam Description that can be found in Appendix A. There are six recommended contexts of study in this unit; Customs and Values, Education Communities, Family Structure, Global Citizenship, Human Geography, and Social Networking. This outline will utilize the contexts of Customs and Values, Family Structure, and Human Geography as the means to explore the three modes of communication of Interpersonal, Interpretive and Presentational. Students should have a deeper understanding of the contexts not covered in this unit within their Spanish Levels 1 - 4 courses. Please refer to the AP Course and Exam Description for additional information and references.

Priority Standards for unit:
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications.
- The student plans and produces written presentational communications.

Supporting Standards for unit:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  - Develop cultural understanding and global awareness by engaging with learners of other cultures
  - Contribute to project teams to produce original works or solve problems
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation
  ○ Plan and manage activities to develop a solution or complete a project
Essential Questions:
1. What constitutes a family in different societies?
2. How do individuals contribute to the well-being of communities?
3. How do the roles that families and communities assume differ in societies around the world?

Enduring Understanding/Big Ideas:
1. Students will investigate the variety of family structures in the Spanish-speaking world. They will compare and contrast that to their own family and families in their community.
2. Students will read and/or listen to sources that reflect the individual’s sense of belonging to a community and his/her contribution to the community. This will be compared to their own experiences.
3. Students will learn about traditions and values that are passed on from generation to generation in the Spanish-speaking world. They will study the effect of these traditions and values on the communities where they are practiced as well as compare and contrast with their own traditions and community.

Unit Vocabulary: These topics outline the themes of vocabulary in this unity to explore and define.

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Community</td>
</tr>
<tr>
<td></td>
<td>• Family</td>
</tr>
<tr>
<td></td>
<td>• Traditions</td>
</tr>
<tr>
<td></td>
<td>• Values</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: apcentral.collegeboard.com
**Topic 1: Customs and Values**

**Engaging Experience 1**

**Title:** I Was Wronged!

**Suggested Length of Time:** 1 Day, overnight for homework

**Standards Addressed**

*Priority:*
- The student plans and produces written presentational communications.
- The student engages in spoken interpersonal communications.

*Supporting:*
- Standards-Based Instructional Practices:
  - Communities
  - Communication

**Detailed Description/Instructions:** Students will write about a time when their parent or guardian prohibited them from doing something that they wanted to do. The student will give specifics about what s/he wanted to do, what the parent’s reasoning was and how s/he (the student) felt. The student will also express if his/her reaction would be the same today as it was when the incident occurred. Before turning in the paper, students will discuss and compare their personal experiences.

**Rubric:** AP College Board presentational writing rubric

**Engaging Experience 2**

**Title:** Interview

**Suggested Length of Time:** 3 or 4 Days outside of class, 30 Minutes in class

**Standards Addressed**

*Priority:*
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student plans, produces, and presents spoken presentational communications.

*Supporting:*
- Standards-Based Instructional Practices:
  - Cultures
  - Connections
  - Comparisons
  - Communication

**Detailed Description/Instructions:** Students will interview a native Spanish-speaker to find out about a celebration/tradition that is important to his/her family. During class, the teacher will lead a brainstorming session for students to think of questions to ask the interviewee. Questions
should elicit a detailed description of the celebration/tradition and why it is important to this person and his/her family. After the students have conducted the interview, they will bring their findings to class. In groups, they will discuss what they learned about the person, the family and the importance of celebrations and traditions. They will then compare it to a celebration/tradition within their own family and discuss with the group. The student will then turn in a reflection paper about what this experience meant to them, what they knew ahead of time and what they learned.

**Rubric:** To be created
Engaging Experience 1

Title: Global Issues

Suggested Length of Time: 40 Minutes

Standards Addressed

Priority:
- The student plans and produces written presentational communications.
- The student engages in spoken interpersonal communications.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  - Develop cultural understanding and global awareness by engaging with learners of other cultures
  - Contribute to project teams to produce original works or solve problems
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation
  - Plan and manage activities to develop a solution or complete a project

Detailed Description/Instructions: In groups of 4-5, students will brainstorm lists of social problems that exist in today’s world (poverty, child labor, etc.). They will choose the one they feel is the worst and write it on the board. After all groups have written their global issue on the board, students will form groups based on the global issue they would like to discuss. Once the new groups have been formed, students will create a thesis statement and an outline of a potential persuasive essay on how to alleviate or eliminate this problem. The group will submit the outline for teacher review.

Rubric: To be created
Engaging Experience 1
Title: Families in Latin America
Suggested Length of Time: 20 Minutes
Standards Addressed

Priority:
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: Students will define the various words that describe families (traditional nuclear, extended, blended, etc.). Look at and discuss the graph that details the makeup of families in urban areas of Latin America. Students will answer the following questions about the graph and submit answer in written form:
  1. What statistic on the graph surprised you to learn?
  2. How do the different family types and their frequency compare to the U.S.?
  3. How does the structure of the family unit influence economic conditions?
  4. Has the definition of “family” changed in the U.S. in recent decades? How has this happened?

Rubric: To be created
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

1. In AP Test Prep book, read/listen to sources on pp. 6 & 8. Answer multiple choice questions that follow each.
2. In AP Test Prep book p. 158, read the email. Write a reply to the email.

Rubric for Engaging Scenario: AP College Board rubric for written interpersonal communication, email reply.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I Was Wronged!</td>
<td>Students will write about a time when their parent or guardian prohibited them from doing something that they wanted to do. The student will give specifics about what s/he wanted to do, what the parent’s reasoning was and how s/he (the student) felt. The student will also express if his/her reaction would be the same today as it was when the incident occurred. Before turning in the paper, students will discuss and compare their personal experiences.</td>
<td>1 Day, overnight for homework</td>
</tr>
<tr>
<td>1</td>
<td>Interview</td>
<td>Students will interview a native Spanish-speaker to find out about a celebration/tradition that is important to his/her family. During class, the teacher will lead a brainstorming session for students to think of questions to ask the interviewee. Questions should elicit a detailed description of the celebration/tradition and why it is important to this person and his/her family. After the students have conducted the interview, they will bring their findings to class. In groups, they will discuss what they learned about the person, the family and the importance of celebrations and traditions. They will then compare it to a celebration/tradition within their own family and discuss with the group. The student will then turn in a reflection paper about what this experience meant to them, what they knew ahead of time and what they learned.</td>
<td>3 or 4 Days outside of class, 30 Minutes in class</td>
</tr>
<tr>
<td>2</td>
<td>Global Issues</td>
<td>In groups of 4-5, students will brainstorm lists of social problems that exist in today’s world (poverty, child labor, etc.). They will choose the one they feel is the worst and write it on the board.</td>
<td>40 Minutes</td>
</tr>
</tbody>
</table>
After all groups have written their global issue on the board, students will form groups based on the global issue they would like to discuss. Once the new groups have been formed, students will create a thesis statement and an outline of a potential persuasive essay on how to alleviate or eliminate this problem. The group will submit the outline for teacher review.

|   | Families in Latin America | Students will define the various words that describe families (traditional nuclear, extended, blended, etc.). Look at and discuss the graph that details the makeup of families in urban areas of Latin America. Students will answer the following questions about the graph and submit answer in written form:
5. What statistic on the graph surprised you to learn?
6. How do the different family types and their frequency compare to the U.S.?
7. How does the structure of the family unit influence economic conditions?
8. Has the definition of “family” changed in the U.S. in recent decades? How has this happened? | 20 Minutes |
Unit 2: Science and Technology

Subject: AP Spanish
Grade: 12
Name of Unit: Science and Technology
Length of Unit: 3 Weeks

Overview of Unit: This unit is outlined by the AP CollegeBoard Course and Exam Description that can be found in Appendix A. There are six recommended contexts of study in this unit; Access to Technology, Effects of Technology on Self and Society, Healthcare and Medicine, Innovations, Natural Phenomena, Science and Ethics. This outline will utilize the contexts of Effects of Technology on Self and Society and Access to Technology as the means to explore the three modes of communication of Interpersonal, Interpretive and Presentational. Students should have a deeper understanding of the contexts not covered in this unit within their Spanish Levels 1 - 4 courses. Please refer to the AP Course and Exam Description for additional information and references.

Priority Standards for unit:
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications.
- The student plans and produces written presentational communications.

Supporting Standards for unit:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
Essential Questions:
1. How do developments in science and technology affect our lives?
2. What factors have driven innovation and discovery in the fields of science and technology?
3. What role does ethics play in scientific advancement?

Enduring Understanding/Big Ideas:
1. Students will investigate the use of, access to and effects of technology in the lives of young people in the Spanish-speaking world. They will compare and contrast this to technology in their own lives and those of the members of their community.
2. Students will look at technological innovations, their causes and effects both in their own community and the Spanish-speaking world. Based on those findings, they will predict future technological innovations and discuss why they think those will occur.
3. Students will discuss proper use of technology and the importance of ethical use of technology.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• inventions</td>
</tr>
<tr>
<td></td>
<td>• technological devices</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: apcentral.collegeboard.com
Topic 1: Effects of Technology on Self and Society

Engaging Experience 1
Title: Not without my mobile!
Suggested Length of Time: 45 minutes in class, overnight for written homework

Standards Addressed

Priority:
- The student synthesizes information from a variety of authentic written and print resources.
- The student engages in written interpersonal communications.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: Students will read an article and study graphics detailing the use of and “addiction” to mobile devices. They will write a letter to a friend that they believe suffers from an addiction as discussed in the article. In the letter they need to mention the symptoms the friend displays, their advice to the friend about what they should do to correct this behavior and why they need to correct the behavior.

Rubric: To be created

Engaging Experience 2
Title: Nosotros, no
Suggested Length of Time: 45 minutes in class, overnight for homework

Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
**Detailed Description/Instructions:** Students will read the short story, “Nosotros, no” by Jose Bernardo Adolph. Following that, they will discuss the moral of the story in groups of 3-4 people. They will discuss their viewpoints on social issues presented in the story such as the treatment of marginal groups, human nature, etc. They will then explain if they agree with the moral of the story and why or why not. Each group will then report their results to at least one other group.

**Rubric:** To be created
Topic 2: Access to Technology

Engaging Experience 1
Title: Is Access to Technology a right or privilege?
Suggested Length of Time: 45 minutes in class
Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic written and print resources.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: Students will make a written list of the 5 most important technological advances in their lives, outlining specific details and characteristics of each. They will then discuss which is a right that all should have access to and which are privileges and why. Looking at the graph compiled by GlobaScan, discuss whether this supports their opinion or not.

Rubric: To be created
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

1. In AP Test Prep book, read/listen to sources on pp. 19 & 17. Answer multiple choice questions that follow each.

Rubric for Engaging Scenario: AP College Board rubric for Interpersonal Communication, simulated conversation
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not without my mobile!</td>
<td>Students will read an article and study graphics detailing the use of and “addiction” to mobile devices. They will write a letter to a friend that they believe suffers from an addiction as discussed in the article. In the letter they need to mention the symptoms the friend displays, their advice to the friend about what they should do to correct this behavior and why they need to correct the behavior.</td>
<td>45 minutes in class, overnight for written homework</td>
</tr>
<tr>
<td>1</td>
<td>Nosotros, no</td>
<td>Students will read the short story, “Nosotros, no” by Jose Bernardo Adolph. Following that, they will discuss the moral of the story in groups of 3-4 people. They will discuss their viewpoints on social issues presented in the story such as the treatment of marginal groups, human nature, etc. They will then explain if they agree with the moral of the story and why or why not. Each group will then report their results to at least one other group.</td>
<td>45 minutes in class, overnight for homework</td>
</tr>
<tr>
<td>2</td>
<td>Is Access to Technology a right or privilege?</td>
<td>Students will make a written list of the 5 most important technological advances in their lives, outlining specific details and characteristics of each. They will then discuss which is a right that all should have access to and which are privileges and why. Looking at the graph compiled by GlobaScan, discuss whether this supports their opinion or not.</td>
<td>45 minutes in class</td>
</tr>
</tbody>
</table>
Unit 3: Contemporary Life

Subject: AP Spanish
Grade: 12
Name of Unit: Contemporary Life
Length of Unit: 2.5 Weeks

Overview of Unit: This unit is outlined by the AP CollegeBoard Course and Exam Description that can be found in Appendix A. There are seven recommended contexts of study in this unit; Education and Careers, Entertainment, Travel and Leisure, Lifestyles, Relationships, Social Customs and Values, Volunteerism. This outline will utilize the contexts of Entertainment and Lifestyles as the means to explore the three modes of communication of Interpersonal, Interpretive and Presentational. Students should have a deeper understanding of the contexts not covered in this unit within their Spanish Levels 1 - 4 courses. Please refer to the AP Course and Exam Description for additional information and references.

Priority Standards for unit:

- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications.
- The student plans and produces written presentational communications.

Supporting Standards for unit:

- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
Essential Questions:
1. How do societies and individuals define quality of life?
2. How is contemporary life influenced by cultural products, practices, and perspectives?
3. What are the challenges of contemporary life?

Enduring Understanding/Big Ideas:
1. Students will research and discuss the importance of pastimes, hobbies and other entertainment avenues in maintaining a good quality of life. They will look at what qualifies as entertainment in the Spanish-speaking world and compare/contrast it to their community.
2. Students will continue their study and discussion of the importance of continuing traditions into today’s world. They will look at, compare and contrast how cultural and historical traditions influence life in their community and the Spanish-speaking world.
3. Students will determine what challenges they currently face and will face as they transition from their current stage in life into the future. They will compare and contrast challenges that they face with those faced by young people in the Spanish-speaking world.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Entertainment</td>
</tr>
<tr>
<td></td>
<td>• Hobbies and pastimes</td>
</tr>
<tr>
<td></td>
<td>• Traditions</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: apcentral.collegeboard.com
Topic 1: Entertainment

Engaging Experience 1
Title: Music in our lives
Suggested Length of Time: 40 minutes in class, 2-3 days homework
Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: Students will choose a song in Spanish sung by a Hispanic singer. They will provide a written copy of the lyrics for the class to read as the song is played in class. They will discuss the theme of the song as well as the singer’s message. They will write a brief reflection of what they learned from listening to the song, and if they agree with the message conveyed by the artist.

Rubric: To be created

Engaging Experience 2
Title: Interview
Suggested Length of Time: 30 minutes in class, 3-4 days homework
Standards Addressed

Priority:
- The student plans, produces, and presents spoken presentational communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
Detailed Description/Instructions: Students will interview a native Spanish speaker about his/her favorite traditional food, focusing on food associated with a holiday or family celebration. During class, teacher will lead a brainstorming session to develop questions to ask the interviewee. Questions should include when the interviewee eats the food, who prepares it, and get the specific recipe. Students will discuss what they learned in groups. The group discussion will also include information about a special food from the student’s own experience. Students also have the option of preparing the Hispanic food.

Rubric: To be created
Topic 2: Lifestyles

Engaging Experience 1
Title: Free Time in Spain
Suggested Length of Time: 40 minutes in class
Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans and produces written presentational communications.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: Students will observe the graphic developed by the National Institute of Statistics in Spain which details how Spaniards spend their free time. They will discuss if overall the Spanish have a balanced life. They will also compare and contrast this to their own lifestyle. Their observations will be discussed first and then written and turned in.

Rubric: To be created
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

1. In AP Test Prep book, read/listen to sources on pp. 51 & 53. Answer multiple choice questions that follow each.
2. Student will find a TV channel in a Spanish-speaking country and select a program from that channel that is popular and successful. The student will give an oral presentation about the program including details such as: a brief summary of the program’s content, why it’s so popular, how does the program reflect the cultural reality of the country/city in which it takes place and compare it to a similar popular TV program in the U.S.

**Rubric for Engaging Scenario:** AP College Board rubric for spoken presentational communication
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Music in our lives</td>
<td>Students will choose a song in Spanish sung by a Hispanic singer. They will provide a written copy of the lyrics for the class to read as the song is played in class. They will discuss the theme of the song as well as the singer’s message. They will write a brief reflection of what they learned from listening to the song, and if they agree with the message conveyed by the artist.</td>
<td>40 minutes in class, 2-3 days homework</td>
</tr>
<tr>
<td>1</td>
<td>Interview</td>
<td>Students will interview a native Spanish speaker about his/her favorite traditional food, focusing on food associated with a holiday or family celebration. During class, teacher will lead a brainstorming session to develop questions to ask the interviewee. Questions should include when the interviewee eats the food, who prepares it, and get the specific recipe. Students will discuss what they learned in groups. The group discussion will also include information about a special food from the student’s own experience. Students also have the option of preparing the Hispanic food.</td>
<td>30 minutes in class, 3-4 days homework</td>
</tr>
<tr>
<td>2</td>
<td>Free Time in Spain</td>
<td>Students will observe the graphic developed by the National Institute of Statistics in Spain which details how Spaniards spend their free time. They will discuss if overall the Spanish have a balanced life. They will also compare and contrast this to their own lifestyle. Their observations will be discussed first and then written and turned in.</td>
<td>40 minutes in class</td>
</tr>
</tbody>
</table>
Unit 4: Global Challenges

Subject: AP Spanish
Grade: 12
Name of Unit: Global Challenges
Length of Unit: 2 Weeks

Overview of Unit: This unit is outlined by the AP CollegeBoard Course and Exam Description that can be found in Appendix A. There are six recommended contexts of study in this unit; Economic Issues, Environmental Issues, Philosophical Thought and Religion, Population and Demographics, Social Welfare, Social Conscience. This outline will utilize the contexts of Social Welfare and Philosophical Thought and Religion as the means to explore the three modes of communication of Interpersonal, Interpretive and Presentational. Students should have a deeper understanding of the contexts not covered in this unit within their Spanish Levels 1 - 4 courses. Please refer to the AP Course and Exam Description for additional information and references.

Priority Standards for unit:
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications.
- The student plans and produces written presentational communications.

Supporting Standards for unit:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
Essential Questions:
1. What environmental, political, and social issues pose challenges to societies throughout the world?
2. What are the origins of those issues?
3. What are possible solutions to those challenges?

Enduring Understanding/Big Ideas:
1. Students will investigate challenges present in modern society such as violence in the city, lack of public spaces for recreation and immigration. They will compare and contrast the manifestation of these challenges in the Spanish-speaking world and their community.
2. Students will investigate and discuss how the challenges in #1 came to exist. They will discover similarities and differences among the origins in their own community and the Spanish-speaking community.
3. Students will research proposed solutions to these challenges in their own community and in the Spanish-speaking world. Students will also present any solutions that they believe would solve them.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Beliefs</td>
</tr>
<tr>
<td></td>
<td>• Immigration</td>
</tr>
<tr>
<td></td>
<td>• Public areas of the city</td>
</tr>
<tr>
<td></td>
<td>• Religion</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: apcentral.collegeboard.com
Engaging Experience 1
Title: Public spaces in Hispanic cities
Suggested Length of Time: 40 minutes in class, 2 days for homework
Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.

Detailed Description/Instructions: Read the article about the lack of public spaces in Bogota, Colombia. Discuss the specific problems mentioned in the article. Students will then choose another urban area in the Spanish-speaking world and research what, if any, problems with public spaces exist in that city. They will note similarities and differences with Bogota and with their own community. They will present their findings to the class orally.

Rubric: AP College Board rubric for presentational speaking.

Engaging Experience 2
Title: The city belongs to its citizens
Suggested Length of Time: 45 minutes in class
Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

**Supporting:**

- **Standards-Based Instructional Practices:**
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Collect and analyze data to identify solutions and/or make informed decisions.

**Detailed Description/Instructions:** Students will listen to an interview with mayors from several Spanish-speaking capitals regarding efforts and strategies to deal with the modern-day challenges of providing a safe, secure and high-quality of life for their citizens. Students will take notes while listening outlining the urban problems mentioned and some possible solutions. Following the audio, students will discuss the problems and solutions in groups. The group will decide which problem can be solved, whether the mayor’s solution will solve it and if they have other possible solutions to the problem. The group will report to at least one other group.

**Rubric:** To be created
Topic 2: Philosophical Thought and Religion

Engaging Experience 1

Title: Interview

Suggested Length of Time: 30 minutes in class, 3-4 days outside of class for interview

Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: Students will interview a student from his/her community that practices a religion other than his/her own. The teacher will lead a brainstorming session to determine the questions to use in the interview. They should include a description of the main beliefs of the religion and traditions of the religion. The interview doesn’t have to be with a native Spanish speaker nor conducted in Spanish. In groups of 3-4 the students will discuss what they learned about the different religions. Each student will then submit a written reflection of the experience. The reflection will contain what they learned about the religion in their interview as well as the commonalities among the religions described in their group.

Rubric: To be created
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

1. In AP Test Prep book, read/listen to sources on pp. 60 & 62. Answer multiple choice questions that follow each.

**Rubric for Engaging Scenario:** AP College Board rubric for spoken interpersonal communication, simulated conversation
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Public spaces in Hispanic cities</td>
<td>Read the article about the lack of public spaces in Bogota, Colombia. Discuss the specific problems mentioned in the article. Students will then choose another urban area in the Spanish-speaking world and research what, if any, problems with public spaces exist in that city. They will note similarities and differences with Bogota and with their own community. They will present their findings to the class orally.</td>
<td>40 minutes in class, 2 days for homework</td>
</tr>
<tr>
<td>1</td>
<td>The city belongs to its citizens</td>
<td>Students will listen to an interview with mayors from several Spanish-speaking capitals regarding efforts and strategies to deal with the modern-day challenges of providing a safe, secure and high-quality of life for their citizens. Students will take notes while listening outlining the urban problems mentioned and some possible solutions. Following the audio, students will discuss the problems and solutions in groups. The group will decide which problem can be solved, whether the mayor’s solution will solve it and if they have other possible solutions to the problem. The group will report to at least one other group.</td>
<td>45 minutes in class</td>
</tr>
<tr>
<td>2</td>
<td>Interview</td>
<td>Students will interview a student from his/her community that practices a religion other than his/her own. The teacher will lead a brainstorming session to determine the questions to use in the interview. They should include a description of the main beliefs of the religion and traditions of the religion. The interview doesn’t have to be with a native Spanish speaker nor conducted in Spanish.</td>
<td>30 minutes in class, 3-4 days outside of class for interview</td>
</tr>
</tbody>
</table>
In groups of 3-4 the students will discuss what they learned about the different religions. Each student will then submit a written reflection of the experience. The reflection will contain what they learned about the religion in their interview as well as the commonalities among the religions described in their group.
Subject: AP Spanish  
Grade: 12  
Name of Unit: Beauty and Aesthetics  
Length of Unit: 2.5 Weeks  
Overview of Unit: This unit is outlined by the AP CollegeBoard Course and Exam Description that can be found in Appendix A. There are six recommended contexts of study in this unit; Architecture, Defining Beauty, Defining Creativity, Fashion and Design, Language and Literature, Visual and Performing Arts. This outline will utilize the contexts of Fashion and Design and Definitions of Creativity as the means to explore the three modes of communication of Interpersonal, Interpretive and Presentational. Students should have a deeper understanding of the contexts not covered in this unit within their Spanish Levels 1 - 4 courses. Please refer to the AP Course and Exam Description for additional information and references.

Priority Standards for unit:
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications.
- The student plans and produces written presentational communications.

Supporting Standards for unit:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
**Essential Questions:**
1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives?

**Enduring Understanding/Big Ideas:**
1. Students will discuss the current perception of beauty in our world. They will answer questions such as who establishes the definition, how is it done, does it change and how has it changed?
2. Students will discuss the influences that the ideals of beauty have on their own lives as well as the lives of Hispanic young people.
3. Students will study and compare the expression of the ideals of beauty in the arts from their own community as well as the Spanish-speaking world.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Architecture</td>
<td>- Architecture</td>
</tr>
<tr>
<td>- Fashion and design</td>
<td>- Fashion and design</td>
</tr>
<tr>
<td>- Personality characteristics</td>
<td>- Personality characteristics</td>
</tr>
<tr>
<td>- Physical characteristics</td>
<td>- Physical characteristics</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** apcentral.collegeboard.com
Engaging Experience 1
Title: Subcultures
Suggested Length of Time: 1 class period to present, 3-4 days outside of class to prepare
Standards Addressed

Priority:
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: With a partner or alone, students will choose a subculture (hippy, Goth, computer nerd, etc.). Along with a visual, they will give an oral presentation that describes the characteristics of people who belong to that subculture: their clothing, hairstyle, accessories, interests, values and the like.
Rubric: AP College Board spoken presentational rubric

Engaging Experience 2
Title: Dress code--fair or unfair?
Suggested Length of Time: 30 minutes in class, overnight to finish writing
Standards Addressed

Priority:
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans and produces written presentational communications.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
**Detailed Description/Instructions:** Students will write a persuasive essay about the dress code at their school. They will state a thesis and develop it with their opinion. The following ideas should be included:

- Advantages & disadvantages of dress codes,
- The functions of dress codes
- An analysis of the rules of their school--their purpose, students’ opinions at their school, can and/or should they be improved.

**Rubric:** AP College Board rubric for written presentation communication
Engaging Experience 1
Title: Creativity and Work
Suggested Length of Time: 20 minutes in class
Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: Students will study the graph from “Overthinking It” regarding the relationship between oil production and the quality of rock music in the U.S. The students will then discuss the questions: Is this a coincidence or is there a real connection between high levels of work/production and creativity? Are there any other interpretations of this graphic?
Rubric: To be created
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

1. In AP Test Prep book, read/listen to sources on pp. 106 & 108. Answer multiple choice questions that follow each.
2. In AP Test Prep book p. 166, write a reply to the email.

Rubric for Engaging Scenario: AP College Board for written interpersonal communication, email reply
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subcultures</td>
<td>With a partner or alone, students will choose a subculture (hippy, Goth, computer nerd, etc.). Along with a visual, they will give an oral presentation that describes the characteristics of people who belong to that subculture: their clothing, hairstyle, accessories, interests, values and the like.</td>
<td>1 class period to present, 3-4 days outside of class to prepare</td>
</tr>
<tr>
<td>1</td>
<td>Dress code--fair or unfair?</td>
<td>Students will write a persuasive essay about the dress code at their school. They will state a thesis and develop it with their opinion. The following ideas should be included: ● Advantages &amp; disadvantages of dress codes, ● The functions of dress codes ● An analysis of the rules of their school--their purpose, students’ opinions at their school, can they/should they be improved.</td>
<td>30 minutes in class, overnight to finish writing</td>
</tr>
<tr>
<td>2</td>
<td>Creativity and Work</td>
<td>Students will study the graph from “Overthinking It” regarding the relationship between oil production and the quality of rock music in the U.S. The students will then discuss the questions: Is this a coincidence or is there a real connection between high levels of work/production and creativity? Are there any other interpretations of this graphic?</td>
<td>20 minutes in class</td>
</tr>
</tbody>
</table>
Unit 6: Personal and Public Identities

Subject: AP Spanish
Grade: 12
Name of Unit: Personal and Public Identities
Length of Unit: 2.5 Weeks

Overview of Unit: This unit is outlined by the AP CollegeBoard Course and Exam Description that can be found in Appendix A. There are six recommended contexts of study in this unit; Alienation and Assimilation, Heroes and Historical Figures, National and Ethnic Identities, Personal Beliefs, Personal Interests, Self-Image. This outline will utilize the contexts of Self-Image and Heroes and Historical Figures as the means to explore the three modes of communication of Interpersonal, Interpretive and Presentational. Students should have a deeper understanding of the contexts not covered in this unit within their Spanish Levels 1 - 4 courses. Please refer to the AP Course and Exam Description for additional information and references.

Priority Standards for unit:
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.
- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans, produces, and presents spoken presentational communications.
- The student plans and produces written presentational communications.

Supporting Standards for unit:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication
**Essential Questions:**
1. How are aspects of identity expressed in various situations?
2. How do language and culture influence identity?
3. How does one’s identity develop over time?

**Enduring Understanding/Big Ideas:**
1. Students will examine self-image and self-esteem as they are manifested in different situations. They will discover similarities and differences in their perceptions and those of Spanish-speaking young people.
2. Students will study the influence of culture and language on identity in their own community and in the Spanish-speaking world.
3. Students will reflect upon their sense of self and how it has developed since young childhood until today. They will also learn from elders in their family to learn about the transition of the sense of self into older adulthood.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Heroes</td>
</tr>
<tr>
<td></td>
<td>• Personal characteristics</td>
</tr>
<tr>
<td></td>
<td>• Self-esteem</td>
</tr>
<tr>
<td></td>
<td>• Self-image</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** apcentral.collegeboard.com
Topic 1: Self-Image

Engaging Experience 1

Title: Social media and self-esteem

Suggested Length of Time: 45 minutes in class

Standards Addressed

Priority:

- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
- The student synthesizes information from a variety of authentic written and print resources.
- The student plans and produces written presentational communications.

Supporting:

- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: Students will read the online article from CNN in Mexico about the negative side of certain social media with regards to influencing self-image. They will answer some multiple choice questions about the content following the reading. The questions will be in the style of the AP test. Then, the students will view examples of artwork from the Colombian painter, Botero. They will write a paragraph detailing the influence of social media on self-esteem, a second paragraph describing society’s message about our bodies according to Botero and a third paragraph with their own opinion. Their own opinion needs to reflect the article and Botero’s work.

Rubric: To be created

Engaging Experience 2

Title: Do You Walk with Security?

Suggested Length of Time: 30 minutes in class

Standards Addressed

Priority:

- The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

Supporting:

- Standards-Based Instructional Practices:
  - Communities
  - Cultures
○ Connections
○ Comparisons
○ Communication

**Detailed Description/Instructions:** Students will listen to the audio produced by AOL Latino in 2010. The audio deals with the importance of posture in forming and reflecting our self-esteem. Following the audio, students will answer multiple choice questions in the style of the AP test.

**Rubric:** To be created
Topic 2: Heroes and Historical Figures

Engaging Experience 1
Title: My Hero!
Suggested Length of Time: 20 minutes in class, overnight to write
Standards Addressed

Priority:
- The student engages in spoken interpersonal communications.
- The student engages in written interpersonal communications.

Supporting:
- Standards-Based Instructional Practices:
  - Communities
  - Cultures
  - Connections
  - Comparisons
  - Communication

Detailed Description/Instructions: The class will brainstorm characteristics of heroes in sports, history/politics and society. The lists may have some characteristics in common and some differences. Students will create a Venn diagram showing the characteristics they all have in common and those specific to the particular area. They will form groups of 3-4 people to compare their diagrams and support why they divided the characteristics as they did.

Rubric: To be created
Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

1. In AP Test Prep book, read/listen to sources on pp. 73 & 133. Answer multiple choice questions that follow each.
2. In AP Test Prep book p. 105. Read and listen to the sources. Then write a persuasive essay to answer the prompt p. 195.

Rubric for Engaging Scenario: AP College Board rubric for written presentation communication, persuasive essay
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social media and self-esteem</td>
<td>Students will read the online article from CNN in Mexico about the negative side of certain social media with regards to influencing self-image. They will answer some multiple choice questions about the content following the reading. The questions will be in the style of the AP test. Then, the students will view examples of artwork from the Colombian painter, Botero. They will write a paragraph detailing the influence of social media on self-esteem, a second paragraph describing society’s message about our bodies according to Botero and a third paragraph with their own opinion. Their own opinion needs to reflect the article and Botero’s work.</td>
<td>45 minutes in class</td>
</tr>
<tr>
<td>1</td>
<td>Do You Walk with Security?</td>
<td>Students will listen to the audio produced by AOL Latino in 2010. The audio deals with the importance of posture in forming and reflecting our self-esteem. Following the audio, students will answer multiple choice questions in the style of the AP test.</td>
<td>30 minutes in class</td>
</tr>
<tr>
<td>2</td>
<td>My Hero!</td>
<td>The class will brainstorm characteristics of heroes in sports, history/politics and society. The lists may have some characteristics in common and some differences. Students will create a Venn diagram showing the characteristics they all have in common and those specific to the particular area. They will form groups of 3-4 people to compare their diagrams and support why they divided the characteristics as they did.</td>
<td>20 minutes in class, overnight to write</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.