

AP SPANISH LANGUAGE AND CULTURE COURSE SYLLABUS 2017-2018

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Tutoring Hours: By request/appointment

Classroom Expectations	<ol style="list-style-type: none"> 1. You may not leave to use the restroom within the first <u>ten minutes</u> or the last <u>ten minutes</u> of class. 2. Participation is essential. Spanish work only! 3. Backpacks/purses must NOT be placed on the desks or on your lap so that you are 100% focused. 4. NO FOOD. Beverages with a cap/lid are acceptable! 5. Check Google Classrooms every day. 6. Cell Phone use only when allowed. 								
Grading Policy	<p>90-100 A, 80-89 B, 65-79 C, 01-64 F</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">20%</td> <td>Exams/Quizzes (reading, writing, listening, and speaking)</td> </tr> <tr> <td>20%</td> <td>Final / midterms</td> </tr> <tr> <td>20%</td> <td>Projects (lista de lecturas)</td> </tr> <tr> <td>40%</td> <td>Classwork, homework and participation</td> </tr> </table>	20%	Exams/Quizzes (reading, writing, listening, and speaking)	20%	Final / midterms	20%	Projects (lista de lecturas)	40%	Classwork, homework and participation
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AP Exam	5, 4, 3 passing scores (college credit) - 2,1 no credit								
Movies	<ol style="list-style-type: none"> 1. Como agua para chocolate 2. TBD 								

COURSE OVERVIEW

This course is designed to prepare advanced students for the conclusion of their sequence in the Spanish courses. Completion of 1-2 consecutive years in a Spanish course is required prior to entering this course. The course is two semesters long, completing 33 weeks in a 120-minute class on a block schedule and 1 class of 55 minutes (3 days a week). All students have the opportunity to take the AP Spanish Language and Culture exam in May 2019. Passing the exam will allow students to receive college credit for this subject. Students enrolled in this course should have a basic knowledge of the language and culture of Spanish-speaking people. During the course of the year, the teacher will speak only Spanish; the students are expected to conduct conversations in target language with each other and continue practice outside the school

setting. The course seeks to develop integrated language skills that are useful in themselves and that can be applied to various activities and disciplines rather than the mastery of any specific subject matter.

Real-life Target Language Use

During the school year students develop a solid understanding of the Spanish language by integrating the three modes of communication: Interpretive, Interpersonal, and Presentational through the practice and further development of skills in the following **four areas**: Speaking, reading, listening, and writing. To broaden knowledge in these areas, an incorporation of intense reading materials for comprehension and oral understanding will be included using various authentic resources, such as newspapers, audio and video clips, articles, short readings and short stories, and other appropriate material from numerous Spanish speaking areas and countries.

Students develop strong writing skills based off of reading and audio materials and instruction of correct use of grammar and syntax.

Throughout the course students have multiple opportunities to use Spanish outside of class, through a required assignment that each student must complete. This assignment includes a 10 hour practice form. Each month, student is responsible in filling out 2 hours of practice for each category: grammar, listening, writing, reading, and speaking. Students are provided with ample internet resources or other education resources provided by teacher.

Teaching Strategies

Participation: Everyday students are given many opportunities in participating in conversations as either a class-led, or in groups, and/or in pairs based on the unit and theme in study. During these moments of conversation, students are welcome to ask questions, make comments, or ask for clarification. Student opinions are very much welcome anytime during class for they lead to great teacher-led and student-led conversations.

Integrated skills: For each unit that is in study, many of the class activities are taught authentically to accurately prepare students for the AP Spanish Language and Culture exam. For example, teacher will provide activities that vary in the multiple intelligence of each student represented in the classroom. Activities such as expanding student Spanish interpersonal skills (reading, writing, listening, and speaking) through formal and informal conversations, writing and exchanging emails in target language, written or oral feedback by either teacher or peer. Activities used to expand student Spanish interpretive communication skills (reading and listening) such as an extensive listening task which will proceed with a

written activity involving materials of reading, listening, viewing, and of discussion. There will be times where students will use their presentational skills of activities involving a pre-reading activity preparing students to discuss orally using visual and written skills to lead these discussions.

Course Plan

Units/Themes/ Essential Questions

Unit 1

Theme: Las familias y las comunidades

Context:

1. Las comunidades educativas
2. Las redes sociales
3. La geografía humana
4. La ciudadanía global
5. Las tradiciones y los valores
6. La estructura de la familia

Essential Questions:

- *¿Cómo se define la familia en distintas sociedades?*
- *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diversas sociedades del mundo?*

Sample Learning Activities/ Resources

Student-centered questions about the students' knowledge of families and communities and how traditions, values, and education help shape a person's role in either the family or the community:

¿Cómo se influyen las diferentes culturas unas a otras? ¿Cuáles son los principales factores que influyen en la formación de los valores de una persona? ¿En qué sentido el sistema educativo de una sociedad es el reflejo de su cultura?

Students read *En Esto Creo* (excerpt from Education) by Carlos Fuentes and answer questions for comprehension.

Primer párrafo

¿Quién son los creadores y productores de información?

¿Qué sentido tienen estas palabras? “Más que de productos materiales”

*Steve Jobs, ¿qué hizo él? ¿Quién es? ¿Es creador o productor? Segundo párrafo

La segunda oración: ¿Es cierto?

*Hablar de su experiencia viviendo o visitando un país latinoamericano Línea 51 – 53

¿Cómo se reparten los recursos? Línea 95 – 100

¿Qué está diciendo de la educación pública y el sector privado? Línea 118 – 120

Enseñar el cartel: “Un pueblo educado siempre será un pueblo libre”

Then a Class discussion on the role of education in the community.

- En grupos: *analizan líneas 144-145. ¿Qué es el sentido?*

Written Presentational Communication:

For homework, students are to read “El papel de los abuelos en la educación de los hijos”.

Using the reading and studying their own personal family history in education by interviewing a family member, students present history and patterns seen in the content in study in education and within their own family and culture. Each student creates a visual table with 3 columns. Each column will

represent the words: *desafío, solución posible, y beneficio*. Each column must contain 5 challenges, solutions, and benefits. Each student will present in the content of discussion.

Assessments

Written and Print Interpretive Communication:

Students write a comparison essay towards the end of the unit using some aspect of the theme in study using the following essential questions: *¿Cómo se define la familia en distintas sociedades?*

¿Cómo contribuyen los individuos al bienestar de las comunidades? ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las distintas sociedades del mundo?

Spoken Presentational Communication:

After reading *Facebook: El monstruo de las dos cabezas* and exploring the studies of social

networking in Central America, students compare Central Americas use of technology with that of their own American culture, citing similar past or current challenges as they consider and respond to the essential question: *¿De qué manera las redes sociales están transformando el mundo?*

Spoken Interpersonal Communication:

Students consider the essential question: *¿Cuáles son los principales factores que influyen en la formación de los valores de una persona?*

Students discuss the question citing evidence from the unit as they comment, ask questions, draw conclusions, make predictions, and the like.

Unit 2

Theme: La ciencia y la tecnología

Context:

1. Tecnología, individuo y sociedad
2. El cuidado de la salud y la medicina
3. La ciencia y la ética
4. Los fenómenos naturales
5. El acceso a la tecnología
6. Las innovaciones tecnológicas

Essential Questions:

- *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
- *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
- *¿Qué papel cumple la ética en los avances científicos?*

Sample Learning Activities/ Resources

Student-centered questions:

¿Cómo sería tu vida sin dispositivos electrónicos? ¿Qué cambiaría si no tuvieras acceso a Internet? ¿Si tuvieras que escoger sólo un útil tecnológico y rendir todos los otros, cuál

sería y por qué lo escogerías?

Class discussion of the most important technological tool that is part of the students' lives or that of family members.

Students read a news article published in 2011: www.suite101.net, written by Manuel Blázquez Merino on the economic crises in Spain and the importance on advancing technology as a solution.

In pairs, students are assigned articles by topics (*tecnología, salud, ciencia, psicología, y el medio ambiente*) and present an oral presentation in target language on what they learned from their article in relation to technology using a visual aid.

In advancement to technology, students learn about human cloning and ethics. To learn about human cloning, students will see and listen to two audios from YouTube called, “La clonación reproductiva y terapéutica”. After watching video, in groups of 4, students will fill-out a worksheet presenting strong arguments in being in favor or against each type of cloning.

Homework:

Students read about human cloning and come prepared for a class debate on the pros and cons of human cloning. Students bring evidence from www.neoteo.com and <http://www.aciprensa.com/clonacion/lopez-trujillo2.htm> or other sources to back up their opinion.

Assessments

Integrated Assessment:

Step one: *Audio, Visual, and Audiovisual Interpretive Communication*

Written and Print Interpretive Communication: Students research a societal, health, education, or emergency issue that has been improved by technology. Students will present their findings using the essential questions and comparing how the issue or tool has changed life compared to 20 years ago. The following visual aids must be included in the presentation of learning: tables, charts, graphs, etc. The following are essential questions students address in their presentation:

¿Son necesarias las innovaciones tecnológicas? ¿O sólo una comodidad?

¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?

¿Cómo se puede garantizar la dignidad humana en la ética en los avances científicos?

Step two: *Spoken Presentational Communication, Written Presentational Communication, Spoken Interpersonal Communication:* using a multimedia presentation using Google Presentation, Prezi, or other tool, students present findings to the class. Students take notes on an advanced organizer to be used in step three. Presenters will be asked questions for clarification on presentation or on missing information from organizer by their peers.

Step three: *Written Interpersonal Communication:* Students choose two scientific and/or technological advancements presented that they believe are the most important. Students explain why they have chosen these advancements in a class blog. After posting, students must read two previous entries and react to them considering the following essential questions:

- *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
- *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
- *¿Qué papel cumple la ética en los avances científicos?*

Unit 3

Theme: La belleza y la estética

Context:

1. Definiciones de la belleza
2. La moda y el diseño
3. El lenguaje y la literatura
4. Las artes visuales y escénicas
5. La arquitectura
6. Definiciones de la creatividad

Essential Questions:

- *¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- *¿Cómo influyen las ideales de la belleza y la estética en la vida cotidiana?*
- *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

Sample Learning Activities/ Resources

Student-centered questions: *¿Cómo se define las percepciones de la belleza? ¿Cuáles factores culturales influyen en las percepciones de la belleza y en la actitud de las personas hacia ella?*

Teacher displays the quote: “Por muy poderosa que se vea el arma de la belleza, desgraciada la mujer que sólo a este recurso debe el triunfo alcanzado sobre un hombre,” by Severo Catalina. Students respond to the quote in written format and explain their answer. The next day, students are to bring in an image defining beauty in their perception.

In class the next day, teacher displays several images on the document camera (i.e. art, photos of people, architecture, fashion, etc.) and students vote for their favorite image using Poll Everywhere (www.poll Everywhere.com) by answering *Sí o No* to the question: *¿Es bello?*

After activity, a class discussion on the meaning and feelings about the concept of *belleza* analyzing the chart (teacher created from the results of the poll) and sharing opinions based on the information provided.

Student centered questions: *¿Cómo se define la belleza entre las artes? ¿Por qué es importante tener instituciones públicas que apoyen y promocionen las artes? ¿En qué sentido es el arte una imitación de la vida o una reacción a la realidad?*

Teacher will present a PowerPoint presentation teaching 5 artistic movements: *el cubismo, el expresionismo, el simbolismo, el impresionismo, el surrealismo*. In the PowerPoint, two videos will be played explaining 2 artistic movements in detail: *el expresionismo y el simbolismo (YouTube)*. Students take Cornell notes on PowerPoint and Videos.

With a partner, students are to discuss and comment on: *de qué manera podrían influir en el trabajo de un(a) artista los siguientes factores y en qué movimiento podría estar pintado:*

1. el amor (y su pérdida)
2. la guerra o la violencia
3. una experiencia cercana a la muerte
4. ideas o perspectivas
5. la opresión política o la censura

6. la depresión

Assessments

Spoken Presentational Communication:

In groups of 3, students create a blueprint of an art museum creating 3 exhibitions focusing on an artistic movement. They are to also create a proposal: reasons for their art choices in the theme of beauty by addressing one of the following essential questions:

- *¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- *¿Cómo influyen las ideales de la belleza y la estética en la vida cotidiana?*
- *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

Spoken Interpersonal Communication:

Students choose a painting provided by teacher by an artist from the Spanish-speaking world and use it to describe why they believe this is an example of “beauty”. Students record their presentation using voice recorders. Students use the following essential question as guidance: *¿Cómo se define las percepciones de la belleza?*

Interpretive Communication: Audio Texts

Students will listen to an audio of different interviews with Spanish Speakers from the CD 2016 AP Spanish Language practice test. Followed by YouTube videos that will demonstrate different Spanish accents.

Unit 4

Theme: La vida contemporánea

Context:

1. La educación y las carreras profesionales
2. El entretenimiento y la diversión
3. Los viajes el ocio

4. Las relaciones personales
5. Los estilos de la vida
6. Las tradiciones y los valores sociales

Essential Questions:

- *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- *¿Cuáles son los desafíos de la vida contemporánea?*

Sample Learning Activities/ Resources

Student-centered questions about the students' knowledge of education, professional careers, lifestyles, and family traditions and values, helping to define contemporary society: *¿Cómo puede la educación prepararte para los desafíos y las oportunidades del futuro? ¿Cómo puedes beneficiarte de las perspectivas de otras personas y culturas? ¿Qué papel cumplen las tradiciones de tu sociedad?*

Students will read, "[El papel que juegan los jóvenes en la sociedad actual](http://dreamteam30.blogspot.com/)"

(<http://dreamteam30.blogspot.com/>), students comment about the blog and they themselves will create an entry on the class blog, focusing on the question: *¿Estás de acuerdo o se relacionan con alguno de los jóvenes, por qué o por qué no?* After posting entry, students read each other's comments as a homework assignment. A Spoken Interpersonal discussion follows the next day.

In groups of two or three, students read the following quote and discuss the meaning of the quote: *“Entre los individuos como entre las naciones, el respeto al derecho ajeno es la paz,”* by Benito Juárez. As a group, each group member is responsible for recording their answer according to the following questions using Audio Dropbox from CLEAR: En sus propias palabras, expliquen la frase célebre Benito Juárez. *¿Qué es el respeto? ¿Qué es el derecho ajeno? ¿Qué relación tienen estos valores sociales con la paz? ¿Están de acuerdo con la frase? ¿Cómo se respeta el derecho ajeno entre los individuos y entre las naciones?*

After learning about contemporary society in terms of family, culture, and lifestyles, students will next learn about contemporary society in the field of leisure. Before reading the article, “Parques Biosaludables: Gimnasios al aire libre” from Secretaría Distrital de Cultura, Recreación y Deporte de Bogotá, Columbia, students need to reflect on the following essential question: *¿Es la responsabilidad de una ciudad en poner un parque biosaludable que permite la práctica de un ejercicio seguro?*

After Reading, students listen to an audio related to the article: “Parque Biosaludable” por Diego Duarte y Johana Galindo, from Emisora Sabana de la Universidad de Sabana, Columbia, 10/13/2009. Students answer the following questions: Según la fuente auditiva, *¿cuál es un beneficio de un parque biosaludable?* Según la fuente auditiva, *¿por qué es popular el parque biosaludable para los mayores?* *¿Qué tienen en común las dos fuentes?* Students give their own opinions and cite examples.

Assessments

Spoken Presentational Communication:

Students read the article, “El Festival del Viento y las Cometas,” and prepare an oral presentation making a cultural comparison using this essential question: *¿Cómo se reflejan las perspectivas culturales en las formas de diversión y entretenimiento?* Students must compare their observations according to a community they have lived in with the observations of a Spanish speaking region that seem similar. In the presentation, students can refer to what they have studied, lived, read or observed.

Spoken Interpersonal Communication:

Students study the essential question: *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*

In a class discussion, students create dialogue on the question in study by citing evidence from the unit through questions, comments, making predictions, and the like.

Written Interpretive Communication

Students write a persuasive letter to the director of Telenovelas in New York. The director has received an offer to produce an English version of *Bandolera* for American citizens. In the letter, persuade the director explaining your opinions on the question: *¿Crees que la adaptación tendría éxito?* If students think that the show will be successful, they must consider

the question:

¿Habría que hacer algunos cambios por razones culturales? Explaining what type of adaptation the producer will need to do.

Unit 5

Theme: Los Desafíos Mundiales

Context:

1. Los temas económicos
2. Los temas del medioambiente
3. La población y la demografía
4. El bienestar social
5. El pensamiento filosófico y la religión
6. La conciencia social

Essential Questions:

- *¿Cuáles son los desafíos sociales, políticos y medioambientales que enfrentan las sociedades del mundo?*
- *¿Cuáles son los orígenes de esos desafíos?*
- *¿Cuáles son algunas posibles soluciones a esos desafíos?*

Introduction to the theme:

To begin this unit, teacher will do a class activity and display the table on the whiteboard:

<i>La economía</i>	<i>El medio ambiente</i>	<i>El pensamiento filosófico y la religión</i>
<i>La conciencia social</i>	<i>La población y la demografía</i>	<i>El bienestar social</i>

In pairs, students work together to come up with words associated with each category. Randomly, selected students place their words on the whiteboard. The teacher adds additional key vocabulary explaining their meaning in context. The teacher follows daily with a

discussion on each topic using vocabulary from the whiteboard asking students personalized questions about each topic.

Students read “Breve historia de inmigración y emigración en Cuba,” by Juan Molinero, *Diario Viaslado*, 2011. In pairs, students work together to create a chart based on the question: *¿Qué rol juegan los inmigrantes en tu comunidad y en los países de hispanohablantes?* Next, students interview 5 persons asking for information about their opinions, experiences, and/or knowledge of the essential question. Students prepare a graph showing their results and comparing results to the experience of Cubans using these questions: *¿En qué sentido son similares? ¿Cómo se diferencian?*

Students are to study the following question and record their answer using a voice recorder: *¿Cuál es la actitud de la gente de tu comunidad con respeto a los productos extranjeros?* Students compare their observations near the communities they have lived in and their observations of a familiar Spanish speaking community. In their oral presentation, students may refer to what they have studied, lived, observed, etc

Students listen to the song, *¿Dónde jugarán los niños?* by Mana. On the class blog, students write their reactions to the songs messages. After posting their reactions, students must respond to another student’s message, asking more questions and requesting clarification, if needed.

Assessments

Spoken Interpersonal Communication:

For homework students need to investigate on the Internet the importance of demography. Next day, students participate in a Socratic discussion based on the following questions: *¿Cómo contribuyen a la sociedad sus predicciones acerca de los cambios en la población? ¿Qué impacto tienen los estudios demográficos en campos como la salud pública, la política o la economía?*

Each student must formulate three well thought questions that prompt peers to evaluate or predict what they have presented. Students respond to each other’s questions. The Socratic discussion is student-led, no teacher involvement, only constructive feedback.

Written Interpretive Communication:

Students write a persuasive essay based on the difficulties families face in deciding to move in a loved one into a residency for the elderly. Students must consider these questions: *¿Bajo qué circunstancias es esta una buena decisión? ¿Cuándo no se debe hacer?* The persuasive essay must defend their point of view.

Audio, Visual and Text: Presentational writing

Students read, listen to, and interpret various authentic texts on *la población y la demografía*.

The theme of the essay, “*A los jóvenes argentinos se les debe permitir votar desde la edad de 16 años?*”

The article: *Un nuevo paradigma para la juventud*, by Sergio

Balardini The graph source: *Dirección Nacional de Juventud de*

Argentina Audio source: *Radio ONU, octubre 2012*

Unit 6

Theme: Las Identidades Personales y Públicas

Context:

1. La enajenación y la asimilación
2. La autoestima
3. La identidad nacional y la identidad étnica
4. Los intereses personales
5. Las creencias personales
6. Los héroes y los personajes históricos

Essential Questions:

- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- *¿Cómo influyen la lengua y la cultura en la identidad de una persona?*
- *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*

Sample Learning Activities/ Resources

Introduction to the theme:

To begin this unit, students respond in written form to one or all of the following questions in their journal for the week. Teacher will select a journal entry (after reading them all) to share with the class as an example. A class discussion will ensue based on the selected journal entry.

¿Cómo se identifica una persona?

¿Cómo influye la familia en la identidad de una persona?

In an oral presentation, students choose 1 of the following quotes:

“Nunca moriría por causa de mis creencias, porque podría estar equivocado” – Bertrand Russell

“Vive tus creencias y podrás cambiar el mundo” - Henry David Thoreau

Students must consider the question: *¿Cuál de las siguientes citas expresa mejor tus opiniones?* If none of the quotes fits to the student’s ideas, the student may search another quote via Internet. As students present their chosen quote, students must use specific examples to explain their reasoning in their selection.

Students will study the following essential questions for assigned class activities and readings:
¿Cómo influyen nuestros intereses personales en nuestra identidad y en nuestra vida diaria?
Por lo general, ¿las personas disfrutan más de sus pasatiempos e intereses personales si los pueden compartir con otros?

Essay

Each student will write a brief essay on the topic on their personal interests and how it is reflected as an important factor in defining their identity:

Escribe un breve ensayo para explicar cómo han influido tus intereses en la formación de tus valores personales. Piensa en la influencia que han tenido tanto tus pasatiempos como los amigos que has conseguido en tu formación como persona. Incluye además en tu ensayo una reflexión sobre la relación entre tu identidad y tus actividades de tiempo libre.

After writing their personal essay, students will be assigned a specific Spanish speaking country and research on the Internet particular interests of certain groups of teenagers; for example, a hobby, a sport, an interest in collecting certain objects. Student will present findings to class providing evidence to support their findings. Students must include in their presentation a cultural comparison of youths in their region.

There are many personal interests that drives a person to identify who they are, and one of them is music. Students will listen to the audio *Festival de Jazz en Toledo (Radio 5 de RTVE)* to learn about Toledo, España and their grand jazz festival and the importance of this festival for the people of Toledo. As students listen they will fill out the following chart:

<i>Preguntas Fundamentales</i>	<i>Apuntes</i>
¿Cuál es la propuesta del festival? ¿Para qué servirá?	
¿Quiénes colaboración para cumplir con la propuesta?	
¿Qué otro evento tendrá lugar durante el festival?	
¿Dónde tiene sus raíces el <i>Lindy Hop</i> , según la profesora? Explica con detalles.	

When finished, students will pair up and discuss their notes made in the chart above to see what they understood from the audio. Partners will compare findings and present their answers to the class.

Assessments

Interpersonal Writing:

Students will respond to an email reply sent by their friend. Their friend's email expresses how he finds his job super boring and now his job doesn't interest him anymore. You know your friend has lots of personal interests that can guide him to other jobs that'll please him.

Instructions for email response:

Ten cuenta dos o más de estos intereses y explícale en un mensaje electrónico cómo buscar un trabajo en el que pueda aplicarlos. Te puede resultar más fácil completar la actividad si piensas en una persona específica.

Presentational speaking: Cultural Comparison

Students will be asked the following question and they will need to record their oral response. Students need to compare their observations in the communities they have lived in with a Spanish speaking region they are familiar with. In their presentation, they can refer to what they have studied, observed, or personally experienced.

Question: *¿Cuál es la actitud de las personas respecto a la responsabilidad del individuo en la protección de los derechos humanos?*

Interpretive Communication: Print text

Students will be given two sources to use to answer 11 multiple choice questions based on

the context of national and ethnic identity. The first source is an article based on the situation of indigenous villages in Mexico (“*En México, 19 lenguas indígenas se extinguen*”, by Saúl Hernández). Then a graph published by *el Instituto Nacional de Estadística y Geografía de México*.

Syllabus Agreement

(return this portion only)

I, _____ (first and last name) have read and understand the rules and my responsibilities in the class.

Firma del estudiante / **Student signature**

Firma de padre/ **Parent/guardian signature**

Fecha / **Date:** _____

Period (circle one): **1A 3A 3B**

I, the parent/guardian, have read the syllabus and the *academic probation agreement* (underneath the grading policy section).
