

## TEMAS AND THE COLLEGE BOARD CED A GREAT MATCH!

Designed with sound pedagogy, focusing on integrated thematic units, backward design, and scaffolded lessons based on authentic resources, *Temas 2020* aligns beautifully with the 2019 AP<sup>®</sup> Spanish Language and Culture course structure. Moreover, each lesson, or **Contexto**, integrates multiple strategies and activities that support formative assessment, an important focus of the new College Board Curriculum and Exam Description (CED). In fact, *Temas* was a forerunner in this approach to scaffolding and formative practice, leading students to success since its first edition in 2014.

## Temas and the 2019 CED Unit Guides

When comparing the suggested Unit Guides in the 2019 CED, *Temas*:

- Also has six units structured according to integrated thematic design—one unit (**Tema**) for each of the same main themes.
- Features six distinct lessons (**Contextos**) in each unit, and each lesson is associated with one of the sub-themes listed in the AP® Spanish Language and Culture CED.
- Also features well-integrated secondary themes within each unit.
- Provides an abundance of authentic resources which are *fully developed and ready for classroom use*, unlike the resources in the Unit Guides.
- Uses *two tiers of scaffolding* within each unit: one tier at the activity level for each authentic resource and one at the lesson level. Each unit concludes with culminating activities to integrate learned skills and concepts.
- Also integrates task models (exam tasks) in each thematic unit—four full and two abbreviated Integrated Performance Assessments. However, instead of focusing on just two task models per unit, *Temas builds skills in all six modes of communication* (as explained in the new CED).
- *Integrates all eight Skill Categories* throughout each lesson, giving students formative practice to help them prepare for the full exam tasks.

## Scaffolding in *Temas*

*Temas* provides a plethora of spiraled strategies in its scaffolded approach.

- **Puntos de partida**, an introduction with guiding questions for each lesson, features activities to activate prior knowledge and get students thinking about the **Contexto** prior to diving into authentic resources.
- **Every authentic resource has scaffolded support** for student understanding. Spiraling from pre-reading, pre-listening, pre-viewing to post-reading, post-listening, and post-viewing activities—each activity builds on the previous one. Audio and film resources have extra support strategies to guide students during the listening and viewing experience.
- **Post-reading, listening, and viewing** activities for authentic resources build from simple comprehension to interpretation to application, which includes analysis, synthesis, and evaluation.
- **En fragmentos**, an option available on the Supersite, breaks audio selections into three parts and asks targeted, auto-gradable questions about each portion of the selection. **En fragmentos** activities build student confidence and are so popular that *Temas 2020* features 24 additional audio selections, one for each **Contexto**, called **En fragmentos: Más práctica**, available on the Supersite as an assignable activity.

## Task Models (Exam Tasks) in *Temas*

*Temas* strategically prepares students for each of the thirteen task models on the AP<sup>®</sup> Spanish Language and Culture Exam as described in the 2019 CED, by weaving in activities throughout each unit, or **Tema**, to provide ongoing engagement and practice.

### To support Section One, the multiple-choice interpretive task models:

- Each **Tema** provides a wide range of authentic resources that provide interpretive practice for the nine different types of interpretive tasks (task models): articles, charts, instructions, audio interviews, reports, and conversations, letters, literary readings, and promotional materials.
- Activities requiring not just comprehension but also interpretation accompany all authentic resources. These activities prepare students for the wide range of question types they will encounter among the 65 multiple-choice questions described in the *Achievement Level Descriptions* for the interpretive mode in the 2019 CED.
- Each **Tema** includes **Léxico** sections, which support the rich, varied vocabulary building necessary for comprehending and interpreting the print and audio resources of the nine task models.

### To support Section Two, the four free response exam task models:

- **Correo electrónico**  
Each **Contexto** features several interpersonal writing activities. These include a variety of e-mail messages to which students respond. Students provide their point of view, exchange opinions and reflections with peers, respond to an advice column or interview, and the like, in these activities.
- **Ensayo argumentativo**  
Varied and extensive presentational writing opportunities appear throughout each unit of *Temas*. Related to the unit's overarching theme, the sub-theme of a **Contexto**, and the themes in the authentic resources,

these activities include different types of guided essays, including argumentative, opinion, comparative, persuasive, and analytic texts. They also call on students to conduct Internet research, analyze data, engage in personal reflection, describe, interpret, and summarize information, among other tasks.

Activities requiring students to analyze quotes from authentic resources, interpreting the author's message in their own words, also appear throughout each unit. This type of activity provides invaluable training in communicating comprehension of a source's viewpoint, rather than citing it word for word—a critical skill when writing an argumentative essay.

- **Conversación**

Each **Contexto** includes a wide range of interpersonal activities for paired, small group, and whole group speaking in class. These begin in the **Puntos de partida** and continue through the activities accompanying the authentic resources.

Virtual Chat and Partner Chat activities on the Supersite, with a platform for teachers to offer substantive feedback, also offer practice in interpersonal communication.

- **Comparación cultural**

Each **Contexto** culminates in **Conexiones culturales**, short readings about the cultural products, practices, and perspectives of at least three different Spanish-speaking communities and associated with the unit and lesson themes. A **Comparación cultural** activity follows, with a question about the content to compare embedded right into the question.

Every print and audio authentic resource in *Temas* provides valuable cultural information about a Spanish-speaking community somewhere in the world to support the cultural comparison task.

Each **Tema** concludes with **Cinemateca**, another authentic resource with cultural connections in audiovisual format, which is scaffolded and fully developed to build student confidence and lead them to success.

## Skill Categories and Objectives

*Temas* closely aligns with the “2019 CED Skill Categories, Skills, and Learning Objectives,” providing opportunities for students to learn what they need to know and be able to communicate in each mode of communication, both during the course itself and on exam day in May.

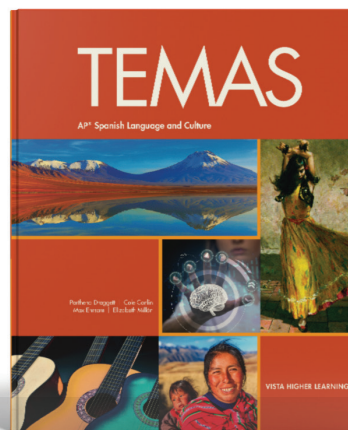
- Each **Contexto** integrates *all eight skill categories*, presenting and scaffolding them in a variety of different activities.
- Instructional strategies (**Estratégias**), placed throughout *Temas*, accompany authentic resources to support student development and growth in all skill categories. These instructional strategies are similar to those in the 2019 CED.
- Correlations to the specific skills found in *Temas* is on the VHL Supersite.

## Formative Assessment with *Temas*

The 2019 CED stresses the importance of formative assessment in the form of Personal Progress Checks located on the AP® Classroom platform. Their purpose is to show students and teachers to what degree students are “getting it” and progressing in their preparation of the 13 task models on the AP® exam. *Temas* features a variety of activities, both in the classroom and on the Supersite, that teachers may use for formative assessment. For example, teachers might use:

- Multiple-choice comprehension activities that follow authentic resources as a “thumbs up, thumbs down” quick check for understanding.
- Fill-in-the blank, matching, listing vocabulary activities as an exit ticket or bell-ringer.
- Cause-and-effect activities orally or in writing to demonstrate analysis and evaluation rather than simple comprehension.
- Listening checklists and tables to monitor what students hear while listening.

- In-class pair, group, and whole class conversations to monitor progress and offer feedback.
- **Contexto** opener page (with the **Puntos de partida**) activities or before listening, reading, or viewing activities to gauge readiness for the authentic resources.
- E-mail writing activities as peer evaluations for in-class formative practice.
- **Comparaciones culturales** in class with peer evaluation and feedback.
- Question activities accompanying authentic resources.
- **En fragmentos** and **En fragmentos: Más práctica** to determine which themes, contexts, information, and vocabulary posed challenges to students while listening.



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