



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

**COURSE/GRADE LEVEL(S): Spanish 5 - AP Spanish Language & Culture,
Grade 11 - 12**

I. Course Overview

The AP Spanish Language course, conducted completely in Spanish, aims to prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]) and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communications, Cultures, Connections, Comparisons, and Communities).

The course is comparable to advanced-level college and university courses that emphasize the use of Spanish for active communication. Students are given ample opportunities throughout the course to provide evidence of their proficiency through the use of formative and summative assessments. These include, but are not limited to, individual and group oral presentations, interactive discourses and debates, weekly essay writing, reading and listening comprehension assessments. Course content reflects a wide variety of themes as outlined by the College Board: Global challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics. Students who successfully complete this course should be at the ACTFL Pre-Advanced proficiency level and in keeping with the NJCCS standards at the Advanced Low level.

II. Units of Study

Unit 1 Theme: Identity and Society "*Las máscaras*"

Unit 2 Theme: Challenges of the Modern World "*La realidad y el deseo*"

Unit 3 Theme: Beauty and Aesthetics "*El arte como ventana y espejo*"

Unit 4 Theme: Embracing change "*Fusión*"

III. Learning Objectives

By the conclusion of this course, students should be able to:

- A. Understand and respond in colloquial conversation with ease.
- B. Express ideas freely and effectively in writing or speech.
- C. Communicate feelings effectively and without hesitation.
- D. Express selves clearly in spoken and written language, although with errors which do not obscure meaning.
- E. Speak with proper pronunciation, although an accent may be perceptible.
- F. Demonstrate acquisition of a well-developed vocabulary based on topics related to readings and class discussions.
- G. Write with good sentence structure and paragraph organization, expressing both concrete and abstract ideas and concepts.
- H. Demonstrate knowledge of the culture of the Spanish-speaking people by comparing and contrasting attitudes and values of Hispanic and American cultures.)
- I. Demonstrate an ability to understand the basic meaning of spoken Spanish in academic and professional settings and communicate effectively in these settings.



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IV. Essential Questions

Unit 1 Theme: Identity and Society “*Las máscaras*”

- How do we describe others and ourselves?
- How are we defined by our families, traditions and culture?
- Do different educational systems afford different interests and opportunities?
- How are we defined by our social and political systems?
- What political and social issues pose challenges to societies throughout the world?
- When things don’t work, who is responsible?
- How does language help us understand the culture?
- How does the culture help us to learn the language?

Unit 2 Theme: Challenges of the Modern World “*La realidad y el deseo*”

- What are the challenges of contemporary life?
- What environmental, technological and scientific issues pose challenges to societies?
- How do developments in medicine and technology affect our lives?
- What role do ethics play in scientific advancement?
- Do ethics have a cultural point of view?
- How do society and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
- How does language help us understand the culture?
- How does the culture help us to learn the language?

Unit 3 Theme: Beauty and Aesthetics “*El arte como ventana y espejo*”

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do artists contribute to the well-being of communities?
- How do the arts both challenge and reflect cultural perspectives?

Unit 4 Theme: Embracing change “*Fusión*”

- How are aspects of identity expressed in various situations?
- How does one’s identity develop over time?
- How does learning another language and culture influence identity?
- Do we need global citizens?

V. Key Performance and Benchmark Tasks

1. Once at week, in the language lab, students will practice recording a simulated Conversation and/or Oral presentation. **(CR3a)(CR5a)** All samples are assessed using the AP scoring guidelines for this assignment. Sometimes the teacher scores the work and other times the students and their classmates score each other. This is an excellent way for students to internalize and understand the scoring guidelines.



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2. Once a month, students will write a formal, well-organized persuasive essay on an appropriate topic in reaction to a text/audio/image and/or information discussed or viewed in class. The students will present their own point of view and compare and contrast with the sources, while also making comparisons between languages and cultures.
3. Monthly, students will give an oral presentation to the class. Their options will be as follows:
 - a) Read an authentic piece in Spanish (i.e. newspaper/magazine article, short story, etc.) and summarize and analyze it. The students will present their own point of view and support their position with valid substantiation from the material read. They will also compare/contrast what they read in Spanish to something else they have read/watched/experienced and/or a related current event. The two sources should be clearly stated.
 - b) Watch or listen to an hour of authentic Spanish programming and summarize and analyze the program. This may also be done with an authentic Spanish-language film (movie or documentary.) They will also compare/contrast what they watched in Spanish to something else they have read/watched/experienced and/or a related current event. The two sources should be clearly stated.
 - c) Talk and evaluate a personal experience (visit to a restaurant, museum, trip, etc). The student will present their own point of view and support his/her position. They will also compare/contrast what they experienced to something else they have read/watched/experienced and/or a related current event. Alternatively, they could compare/contrast their experience with somebody else's via e-mail, blog, etc. The two sources should be clearly stated.
4. Summative Year Assessment: Each student will keep an Electronic Personal & Academic Growth Portfolio where they will be collecting evidence of growth in their knowledge and understanding of the Spanish language and culture. Portfolio entries options include but are not limited to: Reflection Log entries, "pin" pictures and comments, videos, e-mails, blogs, favorite class activities/tests, real life activities (trips, visits to museums, etc) and more. The heart of the portfolio process is reflection. The students should be able to:
 - Evaluate and Synthesize evidence
 - Initiate and complete process independently
 - Demonstrate sophisticated reflection
 - Focus reflection of evidence on "What have I done and why"
 - Time management
 - Problem solving/Goal-setting

All students will complete a preliminary assessment during the first week of September based on the Interpersonal, Interpretive, and Presentational modes of communication. These assessments will form the basis of the portfolio of student work, so that both student and teacher may monitor learning throughout the year. The portfolio will be reviewed by the teacher at the end of each quarter. The portfolio will be graded and it will be presented to the class at the end of the four units.



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VI. Instructional Materials

Materials used include **Authentic Resources** in the form of recordings, internet, films, newspapers, magazines, graphics, etc. as well as authentic literature and the more traditional texts. Rather than a mastery of any specific subject matter, the course develops integrated language skills, which are in themselves useful and which can be applied to various activities and disciplines. Integrating language skills and synthesizing written and aural materials are an integral part of the AP Spanish Language and Culture course.

Examples of materials are listed below; however, this list is neither all-inclusive nor limiting.

Text & Published Resources
Blanco,Tocaimaza-Hatch. <u>Imagina,español sin barreras</u> , Vista Higher Learning, 2007
Bretz,Dvorak,Kirschner,Kihyet. <u>Pasajes Literatura</u> ,McGraw Hill 2010
Bretz,Dvorak,Kirschner,Kihyet. <u>Pasajes Lengua</u> ,McGraw Hill 2002
Bárbara Gatski &John McMullan, <u>Triángulo A Propósito</u> .Wayside Publishing,2006
Bárbara Gatski &John McMullan, <u>Triángulo Aprobado</u> .Wayside Publishing,2013
Draggett,Conlin,Ehram,Millán. <u>Temas</u> Vista Higher Learning,2014
Cory,Parker,Schwenkler. <u>Tejidos</u> Wayside Publishing,2013
Frisando,Redmon,Restrepo Bravo. <u>AP Spanish</u> Vista Higher Learning,2014
Movies and Songs
<i>Film: La historia oficial</i> , Puenzo 1985
<i>Film:El Laberinto del Fauno</i> ,Guillermo del toro 2006
<i>Song:</i> “Los desaparecidos”Maná
<i>Song:</i> “ ¿Dónde jugarán los niños? Maná
<i>Song:</i> “ “El vendedor” Mocedades
<i>Song:</i> “ “Visa para un sueño”Juan Luis Guerra
<i>Song:</i> “ “La bilirrubina” Juan Luis Guerra
Websites
www.bbcmundo.com
www.un.org/spanish/news
www.univision.com
www.elpais.es
www.20minutos.es
http://cvc.cervantes.es
www.Diarioafil.com
www.rtve.es
www.Público.es
www.red2000.es
http://www.indiana.edu/~call/ejercicios
http://www.vhlcentral.com (Imagina supersite)
http://edmodo.com
http://prezi.com
http://www.glogster.com
Other resources



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Play "La Gringa" Repertorio español (NYC)
Trip to "Museo del Barrio" (NYC)