COURSE TITLE:
AP Spanish

LENGTH:
One Year

DEPARTMENT:
World Language

SCHOOL:
Rutherford High School

REVISED:
2017

Approved: April 24, 2017
I. INTRODUCTION

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of Communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century and described in more detail in the ACTFL Performance Descriptors for Language Learners. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. Central to communication is the following premise from the Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

II. OBJECTIVE:

The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. Students should learn language structures in context and use them to convey meaning. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

At the core of the AP Spanish Language and Culture course are six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

Spoken Interpersonal Communication
Written Interpersonal Communication
Audio, Visual, and Audiovisual Interpretive Communication
Written and Print Interpretive Communication
Spoken Presentational Communication
Written Presentational Communication
New Jersey Student Learning Standards for Social Studies (2014)
http://www.nj.gov/education/cccs/2014/wl/

Standard 7.1
World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Technology
http://www.state.nj.us/education/cccs/2014/tech/

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
B. Creativity and Innovation 8.1.12.B.1
C. Communication and Collaboration 8.1.12.C.1
D. Digital Citizenship 8.1.12.D.4
E. Research and Information Literacy 8.1.12.E.2
F. Critical Thinking, Problem Solving, and Decision-Making 8.1.12.F.2

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
A. Nature of Technology: Creativity and Innovation 8.2.12.A.1
B. Design: Critical Thinking, Problem Solving, and Decision-Making 8.2.12.B.3
C. Technological Citizenship, Ethics, and Society 8.2.12.C.3
D. Research and Information Fluency 8.2.12.D.1
E. Communication and Collaboration 8.2.12.E.1
F. Resources for a Technological World 8.2.12.F.1
G. The Designed World 8.2.12.G.1

21st Century Life And Careers
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.
9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION


FRAMEWORK: CURRICULUM REQUIREMENTS

- The teacher uses Spanish almost exclusively in class and encourages students to do likewise.
- Instructional materials include a variety of authentic audio and video recordings and authentic written texts, such as newspaper and magazine articles, as well as literary texts.
- This course provides opportunities for students to demonstrate their proficiency in spoken and written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.
- This course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual, written and print resources.
- This course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.
- This course provides opportunities for students to demonstrate their proficiency in spoken and written Presentational Communication in the Intermediate to Pre-Advanced range.
- This course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.
- This course provides opportunities for students to make comparisons between and within languages and cultures.
- This course prepares students to use the target language in real-life settings.

RESOURCE REQUIREMENTS

- The school ensures that each student has a copy of printed course materials for individual use inside and outside of the classroom.
- The school provides audio and video equipment and materials that allow for ongoing opportunities to develop proficiency across the three modes of communication. This equipment can include videos, DVD players, computers, language labs, or CD’s.

Student Outcomes

This course will address the four language skills of speaking, listening, reading and writing. In addition, the culture of Spanish-speaking countries will be discussed.

1. Speaking
   a. modeling utterances after the teacher, tape activities and singing
1. Description of Units

The course is divided into six thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topic completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structure in the courses leading up to AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed.

Course Outline
Thematic Units:
Families and Communities, Science and Technology, Beauty and Aesthetics, Personal and Public Identities, Global Challenges, and Contemporary Life.

These units are totally organized and based on the themes, recommended contexts, and essential questions of the Curriculum Framework, as well as focusing on integrating the six primary learning objectives of effective communication as preparation for the AP Exam in May.

In addition, culture is central to content as we explore products, practices, and perspectives of various countries. Students are guided to develop a deeper understanding of what the people of a particular culture believe and how they view the world. They also make constant comparisons between Spanish-speaking communities of the world and their own home culture in preparation for the presentational speaking exam task.

Basic Unit Design
The developed design and organization is based on TEMAS, a new program from Vista Higher Learning, which is totally built on authentic resources that not only provide the major content of the thematic units and contexts within each, but which also present students with a plethora of cultural content through which to explore products, practices, and perspectives of the Spanish speaking world. TEMAS is the primary resource or anchor for the course, very aligned and written in concert with the guidelines and explanations in the Curriculum Framework. All units begin with Preguntas esenciales and are also structured to include six contextual lessons, each reflecting a recommended context of the Curriculum Framework. By both starting and ending with the essential questions, backward design is easily accomplished.

2. Theme 1: Families and Communities
   a. Context 1: Customs and Values
   b. Context 2: Education Communities
   c. Context 3: Family Structure
   d. Context 4: Global Citizenship
   e. Context 5: Human Geography
   f. Context 6: Social Networking

   i. Essential Questions:
      • ¿Cómo se define la familia en distintas sociedades?
        Translation: How is family defined in different societies?
      • ¿Cómo contribuyen los individuos al bienestar de las comunidades?
        Translation: How do individuals contribute to the welfare of their communities?
3. **Theme 2: Science and Technology**

   a. Context 1: Access to Technology
   b. Context 2: Effects of Technology on Self and Society
   c. Context 3: Health Care and Medicine
   d. Context 4: Innovations
   e. Context 5: Natural Phenomena
   f. Context 6: Science and Ethics

   ii. **Essential Questions:**
      - ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?
        **Translation:** What impact does the scientific and technical developments have in our lives?
      - ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?
        **Translation:** What factors have driven the development and innovation in science and technology?
      - ¿Qué papel cumple la ética en los avances científicos?
        **Translation:** What is the role of ethics in scientific progress?

4. **Theme 3: Beauty and Aesthetics**

   a. Context 1: Architecture
   b. Context 2: Defining Beauty
   c. Context 3: Defining Creativity
   d. Context 4: Fashion and Design
   e. Context 5: Language and Literature
   f. Context 6: Visual and Performing Arts

   iii. **Essential Questions:**
      - ¿Cómo se establecen las percepciones de la belleza y la creatividad?
        **Translation:** How are the perceptions of beauty and creativity set?
      - ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?
        **Translation:** How does the perception of beauty and aesthetics influence our everyday life?
• ¿Cómo las artes desafían y reflejan las perpectivas culturales?
  Translation: How do the arts reflect, defy and challenge cultural perspectives?

5. Theme 4: Personal and Public Identities
   a. Context 1: Alienation and Assimilation
   b. Context 2: Heroes and Historical Figures
   c. Context 3: National and Ethnic Identities
   d. Context 4: Personal Beliefs
   e. Context 5: Personal Interests
   f. Context 6: Self-Image

   iv. Essential Questions:
     • ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?
       Translation: How are the various aspects of our identity/personality expressed in various situations?
     • ¿Cómo se desarrolla la identidad de una personal a lo largo del tiempo?
       Translation: How does the identity of a person develop over time?
     • ¿Cómo influyen la lengua y la cultura en la identidad de la persona?
       Translation: How does the language and culture influence in the identity of the person?
     • ¿Qué es un héroe?
       Translation: What is a hero?
     • ¿Cómo describirían su identidad nacional?
       Translation: How would you describe your national identity?
     • ¿Es la identidad étnica tan importante como la identidad nacional?
       Translation: Is ethnic identity as important as national identity?
     • ¿Cuáles sons us creencias personales? ¿Cómo se formaron?
       Translation: What are your personal beliefs? How did they form?

6. Theme 5: Global Challenges
   a. Context 1: Economic Issues
   b. Context 2: Environmental Issues
   c. Context 3: Philosophical Thought and Religion
   d. Context 4: Population and Demographics
   e. Context 5: Social Welfare
   f. Context 6: Social Conscience

   v. Essential Questions:
     • ¿Cuáles son los desafíos sociales políticos y del medio ambiente que enfrentan las sociedades del mundo?
Translation: What are the social, political and environmental challenges facing society in the world?

● ¿Cuáles son los orígenes de esos desafíos?
Translation: What are the origins of these challenges?

● ¿Cuáles son algunas posibles soluciones a esos desafíos?
Translation: What are some possible solutions to those challenges?

7. Theme 6 Contemporary Life
   a. Context 1: Education and Careers
   b. Context 2: Entertainment
   c. Context 3: Travel and Leisure
   d. Context 4: Lifestyles
   e. Context 5: Relationships
   f. Context 6: Social Customs and Values
   g. Context 7: Volunteerism

vi. Essential Question:

● ¿Cómo definen los individuos y las sociedades su propia calidad de vida?
Translation: How do individuals and societies define their own quality of life?

● ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?
Translation: How do cultural practices and perspectives influence people in contemporary life?

● ¿Cuáles son los desafíos de la vida contemporánea?
Translation: What are the challenges of contemporary life?

8. Each contextualized lesson or Contexto includes:
   a. “Puntos de partida” (starting points) to activate prior knowledge and get students thinking about the context.
   b. Authentic “Lecturas” (reading selections) that include all genres, as well as maps, tables and graphs – Each is preceded by a “Desarrollo de vocabulario” (development of vocabulary) contextualized vocabulary preparation activities, a “Sobre la lectura” (about the reading) information section, “Estrategias” (strategies) for reading, “Antes de leer” (before reading) “Después de leer” (after reading) activities and assessments that present students with multiple opportunities to develop their interpretive, interpersonal, and presentational communication skills. Most authentic materials are accompanied by authentic photos and other graphics supporting comprehension.
   c. Authentic Audios that include interviews, narratives, and news reports – Each is proceeded by a “Palabras clave” (key words) contextualized vocabulary preparation activities, an “Introducción” (introduction)
9. Additional thematic units:
   a. “Léxico” (Vocabulary) sections that present students with thematic vocabulary appropriate to the context studied, through a meaningful, contextualized process.
   b. “Estructuras” (Grammar) sections integrated appropriately to reinforce challenging grammatical structures encountered within the authentic readings and audios, and taught in meaningful contexts.
   c. “Ortografía y puntuación” (Spelling and punctuation) sections that provide students with explanations and practice activities.
   d. “Cinemateca” – A “cortometraje” (short documentary/video) that presents students with an authentic audiovisual resource synthesizing the unit theme. Each includes: “Estrategias (strategies), Palabras clave (keywords), Sobre el corto (about the video), Antes de ver, Mentras miras and Después de ver” (before, during and after watching) activities and strategies that aid in comprehension and provide opportunities for practicing all modes of communication as students make connections to the theme.
   e. “Integración del tema” (Integration of theme), “ENSAYO” (Essays) section where students return to the “preguntas esenciales” (essential questions), think more deeply about the theme and topics explored, and research as necessary, in preparation for writing an essay. There is a different type of ensayo (essay) per theme such as: “Ensayo de comparación (comparative essay), Informe de investigación, Ensayo narrative (Narrative essay), Ensayo argumentative (Persuasive essay), and Ensayo de opinión” (Opinion essay). Each essay includes the 5 essential questions, an “Antes de escribir (before writing), Escribir el borrador (writing a draft), and Escribir la versión (writing the final version), as well as “Estrategias” (strategies) appropriate to the essay genre.
E. Career
During the sequence of the Spanish program, the importance of the language is discussed in terms of career opportunities. The students will become aware of careers in business, education, international political affairs, translation and interpretation.

III. Proficiency Level
The American Council on the Teaching of Foreign Languages (ACTFL) has developed the following generic guidelines for language proficiency in speaking, listening, reading and writing. The descriptions are intended to be representative of the ranges of ability, not exhaustive and all-encompassing, and to apply to stages of proficiency, rather than to achievement within a specific curriculum.

A. Speaking
1. Novice
   The Novice level is characterized by an ability to communicate minimally with learned material.
2. Novice-Low
   Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
3. Novice-Mid
   Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor’s words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
4. Novice-High
   Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
5. Intermediate
   The Intermediate level is characterized by an ability to create with the language by combining and recombining learned elements, though primarily a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.
6. Intermediate-Low
Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

7. Intermediate-Mid
Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

8. Intermediate-High
Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speaking at this level, but repetition may still be required.

B. Listening
These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

1. Novice-Low
Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

2. Novice-Mid
Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
3. Novice-High
   Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

4. Intermediate-Low
   Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

5. Intermediate-Mid
   Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

6. Intermediate-High
   Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

C. Reading
   These guidelines assume all reading texts to be authentic and legible.

1. Novice-Low
   Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

2. Novice-Mid
   Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

3. Novice-High
   Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases, or expressions, such as some
items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High-level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

4. Intermediate -Low
Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

5. Intermediate-Mid
Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

6. Intermediate-High
Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

D. Writing
1. Novice-Low
Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

2. Novice-Mid
Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

3. Novice-High
Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple auto-biographical information, as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters)
may be partially correct.

4. Intermediate-Low
Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

5. Intermediate-Mid
Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past, habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugations. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

6. Intermediate-High
Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

IV. Method of Assessment

Student Assessment
Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

1. Proficiency Assessment
   a. the emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings.
2. Achievement Assessment
   a. it requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.

3. Pro-achievement Assessment
   a. it is a combination of both proficiency and achievement testing.
   b. it asks students to demonstrate what they know in a meaningful context.

4. Assessment Strategies
   a. formal assessment
   b. informal assessment
   c. one-on-one assessment
   d. group assessment
   e. portfolio assessment
   f. peer assessment
   g. self-assessment

5. Real-Life Language and Culture
   Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences and keep a log. They complete entries that interest them throughout the year for their Language and Culture Portfolio. Options include but are not limited to: attending an art exhibit, musical show or play; preparing a meal while following recipes written in Spanish; regular correspondence through email, Skype or FaceTime with heritage speakers in a Spanish-speaking country; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence.

6. Portfolio
   This is an ongoing interpretive communication assignment, entries turned in monthly and as previous summer work, which continuously supports all thematic units. It is a two part document. The first section of two pages with instructions, themes, contexts, and essential questions to consider; and the second part consisting of two log sheets on which to document their analysis and reflection. As such, students routinely connect to authentic resources outside the classroom that incorporate themes and recommended contexts, as well as pondering essential questions. Once the log sheets are returned, the interpretive assignment is extended to interpersonal face-to-face, whole class discussions to reflect further on the topics while integrating new vocabulary. This provides an extra opportunity for making cultural comparisons as we do in real-life when discussing world happenings and events.

Curriculum/Teacher Assessment
   Since curriculum development is an on-going process, the teachers will provide the World Language Department supervisor with suggestions for changes and updates as this course requires.

V. Grouping
   The students in this course are heterogeneously grouped according to grade level.
VI. Articulation/Scope and Sequence/Time Frame
This course is the fifth level of Spanish at the high school. It is a full-year course that meets for 56 minutes on a rotating block schedule.

VII. Resources
A. Speakers
   1. Speakers may be invited to address the classes on cultural topics.
      a. The N.J. State Artists in Residence Program
      b. Parents
B. References
   2. Workbook: AP Spanish Language and Culture Exam Preparation, Vista Higher Learning 2014
      http://vistahigherlearning.com/educators/secondary/temas-y-contextos.html#contents
   3. Additional Readers/ Supplementary Materials:
      a. La gitanilla, Miguel de Cervantes
      b. Bodas de sangre, Federico Garcia Lorca
      c. Short stories selected from various books
      d. Conversación y repaso, Sandstedt, Kite and Copeland, Thompson/Heinle, 2004
      e. NTC Language Masters, Scullion, Stannard, 1999
      f. AP Exams previously administered
      g. Magazines: Hola, El sol, People (Spanish), Selecciones (Reader’s Digest).

D. Additional Online Resources

Websites
www.bbc.co.uk/mundo/ http://clear.msu.edu/teaching/online/ria/
www.elnuevoherald.com/ www.elpais.com/tecnologia/
www.radioteca.net/ www.nacion.com/
www.masvoces.org www.unesco.org
www.polleverywhere.com/ www.ciudadseva.com/
www.ivoox.com http://audiria.com/
AP SPANISH

www.eluniverso.com

Additional Resources for Student Research

www.rae.es/rae.html  http://news.bbc.co.uk/hi/spanish/
http://lab.chass.utoronto.ca/rescentre/spanish/
www.abc.es/  www.unmultimedia.org/radio/spanish/
www.lasexta.com/noticias/  www.rnw.nl/espanol/radioprogramme/
www.spanishnewsnetwork.com/  informativo-internacional

E. Movies and Songs

La misma luna, 2007  www.youtube.com/watch?v=dnIU1p5V
(La leyenda del espantapájaros)  Ricardo Arjona: El espantapájaros

www.youtube.com/  watch?v=FKgL7udU0M

VIII. Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach
- Natural Approach
- Password/Language Ladders
- Gouin Series
- Dialogue Journals
- Total Physical Response (TPR)
- TPR Storytelling
- Interviews
- Cloze
- Continuums
- Interactive Language Tasks
- Cultural Presentations
- The Learning Cycle
- Read and Retell
- Literature, History and Storytelling
- Cooperative Learning
IX. Suggested Activities
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Linguistic Activities
- Logical-Mathematical
- Spatial
- Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist - Physical World

X. Interdisciplinary Connections
As the students progress through the levels of the Spanish program so, too, will the interdisciplinary content progress. They will gain an insight that the study of Spanish offers much to their overall education.

A. Content-Based Topics
1. Art
   a. Draw with various media
   b. Cut and paste
   c. Observe art work
2. Language Arts
   a. Demonstrate characteristics of a good listener
   b. Follow a one-step oral direction
   c. Compare and contrast sounds
   d. Recall presented materials
   e. Identify a purpose for listening
   f. Listen for a variety of purposes
   g. Activate prior knowledge
   h. Listen to various forms of music
   i. Describe objects/pictures
   j. Communicate in complete sentences
   k. Obtain information by asking questions
   l. Participate in various forms of oral communication
   m. Interact verbally in informal situations
   n. Make introductions
   o. Listen to different types of literature
   p. State purpose for listening to a story
   q. Expand vocabulary
   r. Recall sequence of events
   s. Identify/restate details
   t. Respond to different types of literature
   u. Demonstrate an active interest in reading

19
3. Mathematics
   a. Sort objects in a variety of ways
   b. Recognize, develop pattern
   c. Reason, connect mathematical understandings
   d. Observe/compare by measurable attributes
   e. Count objects
   f. Represent quantities
   g. Model number composition
   h. Investigate number relationships
   i. Develop numeration concepts

4. Music
   a. Explore differences between speaking and singing
   b. Sing songs in a limited range
   c. Perform a repertoire of songs

5. Reading
   a. Identify the main character (s)
   b. Describe the main character (s)
   c. The plot
   d. The outcome of the story

6. Science
   a. Observe weather conditions
   b. Explore the effects of weather
   c. Observe the life cycle of animals
   d. Construct criteria for classifying animals
   e. Observe the interaction between living things/environment
   f. Infer that living things have changed over time

7. Social Studies
   a. Identify self by name and birthday
   b. Recognize similarities between self and others
   c. Describe personal feelings
   d. Demonstrate the relationship of feelings to actions
   e. Demonstrate an understanding of the concept of rule
   f. Demonstrate courteous behavior when interacting
   g. Apply appropriate personal decision-making skills
   h. Recognize the importance of each individual to the group
   i. Evaluate the consequences of decisions
   j. Determine reasons why communities require laws
   k. Define earth as being made up of land and water
   l. Be introduced to other people and places
   m. Recognize human needs
   n. Define family in various ways
   o. State how people are more alike than different
   p. Evaluate the exchange of ideas between cultures
q. Describe the relationship of the United States to other countries
r. Identify features which make a culture unique
s. Recognize the different kinds of people in the United States

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

English Language Learners
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
  • word walls
  • sentence frames
  • think-pair-share
  • cooperative learning groups
  • teacher think-aloud

XII. Professional Development
As per the PDP/150 hours statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.
# Curriculum Map - AP Spanish

<table>
<thead>
<tr>
<th>Class</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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<tbody>
<tr>
<td>AP Spanish</td>
<td>Chapter 1-Theme: Families and Communities</td>
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<td>Chapter 2-Science &amp; Technology: Context 3-Science And Ethics</td>
<td>Chapter 3-Beauty &amp; Aesthetics: Context 4-The Arts</td>
<td>Chapter 4-Contemporary Life: Context</td>
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<td>Context 1-Education</td>
<td>Context 4-Traditions and values</td>
<td>Context 4-Natural disasters</td>
<td>-Essential questions related to topic (oral discussions)</td>
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<td>Context 2-Social Media</td>
<td>Chapter 1-Science &amp; Technology: Context</td>
<td>Context 3-Science And Ethics</td>
<td>-Reading selections</td>
<td>-Reading selections</td>
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<td>Context 3-Demographics</td>
<td>Chapter 1-Technology, individuals and society</td>
<td>Context 4-Natural disasters</td>
<td>-Vocabulary</td>
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<td>-Essential questions related to topic (oral discussions)</td>
<td>Context 2-Health &amp; Medicine</td>
<td>Context 3-Language and Literature</td>
<td>-Debates</td>
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<td>-Reading selections</td>
<td>-Essential questions related to topic (oral discussions)</td>
<td>Context 4-The Arts</td>
<td>-Research on topic to connect themes to real life situations</td>
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<td>-Debates</td>
<td>-Reading selections</td>
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<td>-Oral presentations individually and in groups</td>
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<td></td>
<td>-Research on topic to connect themes to real life situations</td>
<td>-Vocabulary</td>
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<td>-Informal and formal writing exercises.</td>
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<td>-Informal and formal writing exercises</td>
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# Curriculum Map - AP Spanish (con’t)

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<thead>
<tr>
<th>Class</th>
<th>February</th>
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<th>April</th>
<th>May</th>
<th>June</th>
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<tr>
<td>AP Spanish</td>
<td>Chapter 4-Contemporary Life: Context 4-Relationships</td>
<td>Chapter 5-World Challenges: Context 3-Populations and demographics Context 4-Social Welfare</td>
<td>Chapter 6-Public Identities: Context 1-Alienation and Assimilation</td>
<td>Review for AP Exam</td>
<td>Movies: Listening comprehension and vocabulary exercises</td>
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<td>Chapter 5- World Challenges: Context 1-Economy Context 2-The Environment</td>
<td>- Essential questions related to topic (oral discussions) - Reading selections - Vocabulary - Debates - Research on topic to connect themes to real life situations - Oral presentations individually and in groups - Informal and formal writing exercises</td>
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<td>AP Exam Reading selection after AP Exam</td>
<td>Final Assessment</td>
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24