

COURSE TITLE

AP Spanish Language

LENGTH

Full Year

DEPARTMENT

World Language

SCHOOL

Rutherford High School

DATE

Revision Date: 9/10/18

Initial BOE Approval Date (Born on): 6/15/2015

AP Spanish Language

I. Introduction/Overview/Philosophy

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. Objectives

Course Outline:

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.

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?
- *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*
Translation: What are the differences in the roles assumed by communities and families in different societies around the world?

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 perspectivas culturales?*

Translation: How do the arts reflect, defy and challenge cultural perspectives?

5. **Theme 4: Personal and Public Identities**

- Context 1: Alienation and Assimilation
- Context 2: Heroes and Historical Figures
- Context 3: National and Ethnic Identities
- Context 4: Personal Beliefs
- Context 5: Personal Interests
- 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 persona 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 son sus creencias personales? ¿Cómo se formaron?*

Translation: What are your personal beliefs? How did they form?

6. **Theme 5: Global Challenges**

- Context 1: Economic Issues
- Context 2: Environmental Issues
- Context 3: Philosophical Thought and Religion
- Context 4: Population and Demographics
- Context 5: Social Welfare
- 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

- Context 1: Education and Careers
- Context 2: Entertainment
- Context 3: Travel and Leisure
- Context 4: Lifestyles
- Context 5: Relationships
- Context 6: Social Customs and Values
- 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:

- **“Puntos de partida” (starting points)** to activate prior knowledge and get students thinking about the context.
- **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.
- **Authentic Audios** that include interviews, narratives, and news reports –Each is preceded by a “Palabras clave” (key words) contextualized vocabulary preparation activities, an “Introducción” (introduction) information section, “Estrategias” (strategies) for listening, “Antes de escuchar” (before listening), “Mientras escuchas” (while you listen) and “Después de escuchar” (after you listen) activities and assessments that present students with multiple opportunities to develop their interpretive, interpersonal, and presentational communication skills.
- **“Conexiones culturales,” (Cultural connections)** with more authentic resources and Websites for students to explore the context from the perspective of various Spanish-speaking communities of the world. A very important element of each of these sections is a “Presentación oral (oral presentation): comparación cultural” (cultural comparison) activity

that mirrors the new task on the exam itself and gives students many tools for comparing various aspects of target language communities and their own home community. These sections are rich in visuals to provide an even greater look into the culture.

9. Additional thematic units:

- **“Léxico” (Vocabulary)** sections that present students with thematic vocabulary appropriate to the context studied, through a meaningful, contextualized process.
- **“Estructuras” (Grammar)** sections integrated appropriately to reinforce challenging grammatical structures encountered within the authentic readings and audios, and taught in meaningful contexts.
- **“Ortografía y puntuación” (Spelling and punctuation)** sections that provide students with explanations and practice activities.
- **“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, Mientras 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.
- **“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 opinion” (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.

Workplace Readiness

As the students’ progress through the course, their communicative competence will increase. They will be able to use Spanish both within and beyond the school setting. They will also be able to use Spanish as an ancillary skill in the workplace.

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.

Student Outcomes:

This course will address the three modes of communication: Interpretive, interpersonal and presentational.

Through these modes students will be able to:

- Demonstrate understanding in spoken and written communication within appropriate cultural contexts. At the AP level students, move beyond comprehension and interpret in the target language.
- Engage in direct oral/and or written communication with others.
- Present orally and/or in writing information, concepts, and ideas to an audience of listeners or readers with no immediate interaction.

Students will also develop:

- Knowledge of vocabulary

- Sociolinguistic knowledge
- Understanding of cultural appropriateness
- Grasp communication strategies
- Develop a cultural awareness

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing

solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

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.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

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.

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS

Standard 9.1 Personal Financial Literacy

Strand A. Income and Careers:

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES (2014)

- 7.1.IH.A.1 Analyze and critique information contained in [culturally authentic materials](#) using [electronic information](#) and other sources related to a variety of familiar and some unfamiliar topics.
- 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in [formal and informal](#) settings, through appropriate responses.
- 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics
- 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new [formal and informal](#) contexts.
- 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.
- 7.1.IH.B.1 Use [digital tools](#) to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
- 7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
- 7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
- 7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.
- 7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
- 7.1.IH.C.4 Explain the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#).
- 7.1.IH.C.5 Explain cultural [perspectives](#) associated with the target culture(s), as evidenced by the cultural [products](#) and cultural [practices](#) associated with the target culture(s), and compare these perspectives with those of one's own culture.
- 7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

III. Proficiency Levels

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.

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 re-combinations 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 task 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.

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 re-combinations 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 re-combinations 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.

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.

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 re-combinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and

other simple autobiographical 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 re-combinations 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 noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. 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. Methods 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:

- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Benchmark Assessments
- Listening Comprehension
- Test and Quizzes
- Oral presentations
- Research projects
- Portfolio assessment- 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.

- 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.

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 & Sequence/Time Frame

This is a fifth level of Spanish at the high school. It is a full-year course.

VII. Resources

Texts/Supplemental Reading/References

- V-Text: Temas, AP Spanish Language and Culture, Vista Higher Learning 2014
- AP Spanish Language and Culture Exam Preparation, Vista Higher Learning 2014
- Additional Readers/ Supplementary Materials:
 - La gitanilla, Miguel de Cervantes
 - Bodas de sangre, Federico Garcia Lorca
 - Short stories selected from various books
 - Conversación y repaso, Sandstedt, Kite and Copeland, Thompson/Heinle, 2004
 - NTC Language Masters, Scullion, Stannard, 1999
 - AP Exams previously administered
 - Magazines: Hola, El sol, People (Spanish), Selecciones (Reader's Digest).
- American Council on the Teaching of Foreign Languages, (1999) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
- 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.masvoces.org

- www.nacion.com/
- www.unesco.org
- www.ciudadseva.com/
- www.polleverywhere.com/
- www.ivoox.com
- www.ver-taal.com/
- www.lagaceta.com.ar/
- <http://audiria.com/>
- www.eluniverso.com
- <http://cadena3.com/>
- <http://imow.org/>
- Additional Resources for Student Research
 - www.rae.es/rae.html
 - http://news.bbc.co.uk/hi/spanish/programmes/estudio_834/
 - www.univision.com/
 - <http://lab.chass.utoronto.ca/rescentre/spanish/>
 - [/www.abc.es/](http://www.abc.es/)
 - www.un.org/spanish/News/
 - www.unmultimedia.org/radio/spanish/
 - www.telecinco.es/informativos/
 - www.rnw.nl/espanol/radioprogramme/informativo-internacional
 - www.lasexta.com/noticias/
 - www.spanishnewsnetwork.com/
- E. Movies and Songs
 - *La misma luna*, 2007
 - La leyenda del espantapájaros
 - Ricardo Arjona: *espantapájaros*

VIII. Suggested Activities

- modeling utterances after the teacher, audio activities and singing
- Interpretation and description of pictures, cartoons, etc.
- asking and answering questions
- Directed dialogues
- Reading aloud
- Retelling stories
- General conversation
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- web-based activities
- Reading poems and stories
- Oral presentations
- Research projects
- Write and perform skits
- Current events
- Vocabulary flash cards
- Online textbook exercises

- Trivia games and puzzles
- Sentence and paragraph completions and construction
- Guided compositions
- Dictations
- Watch cultural films
- Geography lessons and map activities
- Field trips determined by the teacher
- Technology based projects
- Integrating career studies into world language topics being studied.

IX. 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- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases (“passwords”) that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students’ response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.
- TPR Story Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.

- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

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.

Some suggestions for content-based topics that may be used:

- Art
 - Draw with various media
 - Observe art work
- Language Arts
 - Follow a one-step oral direction
 - Compare and contrast language
 - Recall presented materials
 - Listen for a variety of purposes
 - Activate prior knowledge
 - Listen to various forms of music
 - Describe objects/pictures
 - Communicate in complete sentences
 - Obtain information by asking questions
 - Participate in various forms of oral communication
 - Interact verbally in informal situations
 - Make introductions
 - Read and respond to different types of literature
 - State purpose for listening to a story
 - Expand vocabulary
 - Recall sequence of events
 - Identify/restate details
- Mathematics
 - Reason, connect mathematical understandings
 - Observe/compare by measurable attributes
 - Count objects
 - Represent quantities
 - Model number composition
- Music

- Sing songs in a limited range
- Perform a repertoire of songs
- Reading
 - Identify the main character (s)
 - Describe the main character (s)
 - Identify the plot
 - Identify the outcome of the story
- Science
 - Observe weather conditions
 - Explore the effects of weather
- Social Studies
 - Recognize similarities between self and others
 - Describe personal feelings
 - Demonstrate the relationship of feelings to actions
 - Demonstrate an understanding of the concept of rule
 - Demonstrate courteous behavior when interacting
 - Apply appropriate personal decision-making skills
 - Recognize the importance of each individual to the group
 - Evaluate the consequences of decisions
 - Define the Earth as being made up of land and water
 - Be introduced to other people and places
 - Recognize human needs
 - Define family in various ways
 - State how people are more alike than different

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, 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.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Allotted time for activities and responses
- Supplemental sites for review
- Flipped classroom
- Graphic organizers
- Guided practice
- Guided questions and note taking
- Interactive conversations-Temas workbook
- Multiple levels of questioning
- Oral and written assignments
- Outline for writing assessments
- Partner/group presentation

- Peer editing/reviewing
- Pinpointing essential vocabulary
- Pre-teaching of vocabulary and concepts
- Present ideas in a variety of ways to ensure critical thinking
- Re-teaching and review
- Rephrase questions, directions, and explanation
- Review sessions
- Scaffold assignments
- Use of assisted technology
- Visual learning

Differentiation for Enrichment

- Alternative assessments
- Create and perform dialogue
- Critical/Analytical thinking tasks
- Crossword puzzles for vocabulary and grammar
- Curriculum compacting
- Elevated discussions of textual connections
- Elevated Vocabulary
- Google Voice activities
- Higher-order thinking skills
- Independent study
- Individual presentations
- Inquiry based instruction
- Integrate literature to use language skills)
- Internet research activities
- Listening and speaking activities
- Multiple levels of questions
- Provide choices of modes working
- Provide extension activities
- Reading and writing activities on each context
- Real-world problems and scenarios
- Recommended outside reading
- Sentence completion exercises
- Student-driven projects
- Supplemental material: literature- short stories/ poems
- Various organizers

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>AP Exam Theme 1: Families and Communities</p> <ul style="list-style-type: none"> Context 1: Education Context 2: Social Media Context 3: Demographics Context 4: Traditions and values <p>AP Exam Practice: Reading comprehension</p> <p>Vocabulary</p> <p>Grammar:</p> <ul style="list-style-type: none"> Review conjugation and uses of regular and irregular verbs in the present, preterit and imperfect tenses. 	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Multiple levels of questions Flipped classroom Partner/group presentation Peer editing Conjuguemos.com and Studyspanish.com (for grammar practice) Interactive conversations-Temas workbook <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Individual presentations Various organizers Inquiry based instruction Google Voice Recommended outside reading Independent study Video: “Ella o Yo” followed by comparison essay: comparing 	<p>7.1 IH. A 1 - 8 7.1 IH. B 1 - 6 7.1 IH. C 3 – 6 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Debates (social media and family/cultural traditions and values) Online Temas Workbook activities (classwork and homework on listening, speaking, reading and writing) Class discussions Group work: Research, analyze, synthesize and present information on each context Essay: Compare and contrast families from past and present based on research and personal experiences (after video Ella y Yo”) AP Practice Exam <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Summer reading assignment (la Gitanilla novel) Individual Oral presentations (one on effects of social media

<ul style="list-style-type: none"> Review conjugations and uses of reflexive verbs in various tenses. 		<p>modern families with families in the past and families in different societies</p> <ul style="list-style-type: none"> Listening and speaking activities Reading and writing activities on each context 		<p>in today’s society and the other on advantages of education)</p> <ul style="list-style-type: none"> Contexts 1- 4 vocabulary quizzes Reading comprehension quizzes Grammar quizzes: One quiz on present, preterit and imperfect tenses. Another quiz on reflexive verbs Theme 1 Test including vocabulary, grammar and content on each context Group Project/Creative writing: Create an organization to help families in need and to improve communities
<p>AP Exam Theme 2: Science and Technology</p> <ul style="list-style-type: none"> Context 1: Technology, individuals and society Context 2: Health and medicine Context 3: Science and ethics Context: 4: Natural disasters <p>AP Exam Practice: Listening comprehension Section</p>	<p>6 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Oral and written assignments Pinpointing essential vocabulary Multiple levels of questioning Present ideas in a variety of ways to ensure critical thinking Visual learning <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Individual presentation Sentence completion exercises Provide choices of modes working 	<p>7.1 IH. A 1 - 8 7.1 IH. B 1 - 6 7.1 IH. C 3 – 6 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Online Workbook activities (classwork and homework on listening, speaking, reading and writing) Research on natural disasters and what is being done by governments. Debates, Dialogues and class discussions on various concepts Persuasive Essay on ways to improve natural disasters using today’s advanced technology Hyperdoc for grammar and vocabulary exercises AP Practice test <p><i>Summative Assessment</i></p>

<p>AP Exam Practice: Speaking Section</p> <p>Vocabulary</p> <p>Grammar:</p> <ul style="list-style-type: none"> Review conjugation and uses of regular and in the future and conditional tenses Review conjugation and uses of regular and irregular verbs in the formal and informal commands 		<ul style="list-style-type: none"> Curriculum compacting Inquiry based instruction Higher-order thinking skills Critical/Analytical thinking tasks Internet research Real-world problems and scenario Elevated discussions of textual connections Integrate literature to use language skills) 		<ul style="list-style-type: none"> Project Based Assessment: In groups, research uses of technology in medicine. Prepare an oral presentation on research and a debate on advantages and disadvantages of traditional vs. alternative medicine. Alternative assignments: create quizlet, studystack or Kahoot activity for a quiz grade Google voice presentations; 2 minute presentation on science and ethics Reading comprehension quizzes Theme 2 Test including vocabulary, grammar and content on each context Q1 Benchmark: Reading comprehension, listening comprehension (short and long dialogues and narratives)
<p>AP Exam Theme 3: Beauty and Aesthetics</p> <ul style="list-style-type: none"> Context 1: Definition of beauty Context 2: Fashion Context 3: Language and Literature Context: 4: The Arts 	<p>6 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Guided questions and note taking Re-teaching and review Allotted time for activities and responses Graphic organizers Flipped classroom- grammar videos <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Create and perform dialogue 	<p>7.1 IH. A 1 - 8 7.1 IH. B 1 - 6 7.1 IH. C 3 – 6 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7, 8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Online Workbook activities (classwork and homework on listening, speaking, reading and writing) Class discussions on current events Primary and secondary source reading: short stories and poems Essay Conduct a survey about people’s perception on beauty

<p>AP Exam Practice #1</p> <p>Vocabulary</p> <p>Grammar:</p> <ul style="list-style-type: none"> Progressive tenses Perfect tenses Passive voice Idioms/ sayings 		<ul style="list-style-type: none"> Supplemental material: literature- short stories/ poems Student-driven projects Provide extension activities Elevated Vocabulary Crossword puzzles for vocabulary and grammar Current events Alternative assessments: Conduct a survey 		<p>young people vs. older people’s opinions)</p> <p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> Student-driven projects: Students choose which context in theme 4 they would like to research and present Research Paper: On self-esteem related to perception of beauty, fashion and how it could affect your health/ self- esteem. Oral presentation: Use results of survey and research Google voice presentation: 2-minute presentation on Latin American art Quizzes:(4): progressive tenses perfect tenses Passive voice Idioms/sayings <p>Theme 3 Test including vocabulary, grammar and content on each context</p> <ul style="list-style-type: none"> AP Practice test
<p>AP Exam Theme 4: Contemporary Life</p> <ul style="list-style-type: none"> Context 1: Educations and careers Context 2: Entertainment 	<p>6 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Multiple levels of questioning Allotted time for activities and responses Scaffolding: sentence frame 	<p>7.1 IH. A 1 - 8 7.1 IH. B 1 - 6 7.1 IH. C 3 – 6 9.2.12.C.5 9.1.12.A.8 8.1.12.B.1 8.1.12.C.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Listening and speaking activities for each context on online Temas workbook. Reading and writing activities on each context on online workbook Kahoot and quizlet activities for

<ul style="list-style-type: none"> Context 3: Vacations/Traveling Context: 4: Relationships <p>AP Exam Practice: Formal Writing Section</p> <p>Vocabulary</p> <p>Grammar:</p> <ul style="list-style-type: none"> Por vs. Para Accent marks False cognates Homophones 		<p>think-pair cooperative learning groups</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Internet research Supplemental material: literature- short stories/ poems, Movie: Valentin Student-driven projects: Students choose which context in theme 4 they would like to research and present Provide extension activities: Listening, speaking, reading or writing activities on each context on online workbook Inquiry based instruction: Explore future careers using foreign languages 	<p>8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p>vocabulary and grammar</p> <ul style="list-style-type: none"> Cultural trivia AP Practice Test Dialogue: Job interview AP Practice Exam <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Group Project: Famous places in Spanish speaking countries, celebrations and cultural information. Students will choose country Individual project: Compare the movie Valentin with one of the short stories read. Compare and contrast the relationships of the main characters in the movie and the play with his family. Identify differences and similarities. Quiz: Dialogue: Choose one- Job interview or tour guide and tourist Grammar quiz: (2)- Por vs. para and accent marks False cognates and homophones Theme 4 Test including vocabulary, grammar and content on each context Q2 Benchmark Assessment: Formal writing (essay), Grammar: All tenses of Indicative, por, para and accents marks in context), Listening
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<p>AP Exam Theme 5: World Challenges</p> <ul style="list-style-type: none"> Context 1: Economy Context 2: The Environment Context 3: Population and Demographics Context: 4: Social Welfare <p>AP Exam Practice: Informal Writing Section</p> <p>Vocabulary</p> <p>Grammar: Present subjunctive</p>	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Guided practice Pre-teaching of vocabulary and concepts Rephrase questions, directions, and explanation Use of assisted technology Flipped classroom <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> Higher-order thinking skills Multiple levels of questions Recommended outside readings Curriculum compacting (various themes: technology, demographics and environment) Video: Orquesta de instrumentos reciclados 	<p>7.1 IH. A 1 - 8 7.1 IH. B 1 - 6 7.1 IH. C 3 – 6 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Research the orchestra made up of recycled instruments (In Uruguay) Dialogues and class discussion <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Group project: Research world challenges and create an organization to solve such problems Google voice: 2-minute oral presentation on how the youth of today can improve the planet and its environment for future generations Quizzes: (2) Vocabulary Present subjunctive Theme 5 Test including vocabulary, grammar and content on each context
<p>AP Exam Theme 6: Public Identities</p> <ul style="list-style-type: none"> Context 1: Alienation and Assimilation Context 2: Self 	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Outline for writing assessments Pinpointing essential vocabulary Graphic organizers 	<p>7.1 IH. A 1 - 8 7.1 IH. B 1 - 6 7.1 IH. C 3 – 6 9.2.12.C.5 8.1.12.B.1 8.1.12.C.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Reading selections about public identities and national pride. Read and discuss pastimes and hobbies and how it makes people assimilate and relate to

<p>esteem</p> <ul style="list-style-type: none"> Context 3: National and Ethnic Identity Context: 4: Interests / Hobbies <p>AP Exam Practice # 2</p> <p>Vocabulary</p> <p>Grammar:</p> <ul style="list-style-type: none"> Past subjunctive Subjunctive vs. Indicative General grammar review for AP Exam 		<ul style="list-style-type: none"> Peer editing/reviewing <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Elevated Vocabulary Critical/Analytical thinking tasks Higher-order thinking skills Inquiry-based instruction 	<p>8.1.12.D.4 8.1.12.E.1 8.2.12.D.4 CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p>new cultures.</p> <ul style="list-style-type: none"> Read and discuss short stories written by exiled writers and their national pride <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Project Based Assessments: Research national heroes and historical events that shape a country. Document Based Questions: Comprehension questions on reading selections Quizzes: (3) Vocabulary Past subjunctive Subjunctive vs. Indicative Theme 6 Test including vocabulary, grammar and content on each context Benchmark Assessment: AP Practice Exam
<p>Unit 7</p> <p>Review for AP Exam</p> <p>Vocabulary</p> <p>Culture:</p> <ul style="list-style-type: none"> Reading short stories Researching tourist attractions 	<p>6 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Review sessions Partner/group presentation Oral and written assignments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Recommended outside readings Multiple levels of 	<p>7.1 IH. A 1 - 8 7.1 IH. B 1 - 6 7.1 IH. C 3 – 6 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Class discussion Current events Homework <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Quizzes: vocabulary and reading comprehension on short stories Test: Vocabulary and culture

<p>Current events</p> <p>Movies : El Quijote, and Viva Cuba</p> <p>Cultural Trivia</p>		<p>questions</p> <ul style="list-style-type: none"> • Elevated Vocabulary • Independent study • Real-world problems and scenarios • Internet research activities 		
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