

AP SPANISH CURRICULUM

2014

I- COURSE DESCRIPTION

The AP Spanish Language and Culture Curriculum presents six primary learning objective areas within the three modes of communication described by the Standards for Foreign Language Learning in the 21st Century: Interpersonal, Interpretive, and Presentational. These six primary learning objective areas identify what students should know and be able to do across the three modes. Below you can see the definitions for the three modes and the list of primary learning objective areas.

Three Modes of Communication:

- The Interpersonal Mode is characterized by the active negotiation of meaning among students. Students observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be accordingly.
- The Interpretive Mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to active negotiation of meaning with the writer or the speaker.
- The Presentational Mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

Six Primary Learning Objective Areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

II- OUTLINE OF COURSE

PCTI Curriculum Unit Planner

| | | | |
|--|---|------------------|-------------------|
| Content Area: | Advanced Placement Spanish | Grade (s) | 10, 11, 12 |
| Unit Plan Title: | Tema 1/Theme 1: Las familias y la comunidades/ Family and communities <ul style="list-style-type: none"> ▪ Customs and Values ▪ Education Communities ▪ Family Structure ▪ Global Citizenship ▪ Social Networking | | |
| NJSL Standard(s) Addressed | | | |
| Interpretive Mode/Proficiency Level: Advanced Low | | | |
| 7.1.AL.A.1 | Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes. | | |
| 7.1.AL.A.2 | Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings. | | |
| 7.1.AL.A.3 | Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural <u>perspectives</u> are reflected in cultural <u>products</u> and cultural <u>practices</u> . | | |
| 7.1.AL.A.4 | Evaluate, from multiple cultural <u>perspectives</u> , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. | | |
| 7.1.AL.A.5 | Evaluate information from oral and written discourse dealing with a variety of topics. | | |

- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and [formal](#) contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1.AL.B.1 Use [digital tools](#) to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1 AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1.AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or

cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.

7.1.AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.

Essential Questions (1-6)

- What constitutes a family in different societies/¿Cómo se define la familia en distintas sociedades?
- How do individuals contribute to the wellbeing of communities/ ¿Cómo contribuyen los individuos al bienestar de las comunidades?
- How do the rolls that families and communities assume differ in society around the world/¿Cuáles son las diferencias en los papeles que asumen las comuniddes y las familias en las diferentes sociedades del mundo?

Anchor Texts

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- Temas AP Spanish Language and Culture (workbook) – Vista Higher Learning, 2014
- AP Test Prep: Mastering the Advanced Placement Spanish Language Exam- Jay Duhl & Felipe Mercado
- AP Spanish: Preparing for the Language and Culture Examination – José M. Díaz

Informational Texts (1-6)

Authentic Reading Selections -Temas:

- “Education Communities”/“Las comunidades educativas”-El tiempo del juego (p.5)
- “Social Networking”/“Las redes sociales” – Facebook, el monstruo de dos cabezas(p.17)
- “Human Geography”/“La geografía humana”-La situación de los pueblos del Lago Atitlan (p.37)
- “Customs and Values”/“Las tradiciones y los valores”-Homenaje a las madres de la tradición artesana (p.55)
- “Global Citizenship”/“La ciudadanía global”-Podcast: ONU celebrates the International family day-Article 2-ONU felicita a Costa Rica por reforma a la educación indígena.
- “Family Structure”/“La estructua de la familia”- Las familias en América Latina.

Authentic Audio Selections- Temas:

- “To play and to fight”/“Tocar y luchar”- Dr. Jose Antonio Abreau-(Documentary-recorded in Venezuela)
- “The youngest and the social media”/“Los menores de 13 años y las redes sociales” – Hoy por Hoy de Cadena (*Sociedad Española de Radiodifusión-Madrid-Spain*)

- “Garbage a growing problem”/“Basura: Un problema en aumento”-Dos puntos cardinales(United Nations Podcast-New York-USA)
- “The Garifuna culture”/“Cultura Garifuna”-Nuevos Horizontes-(Universidad de Illinois-USA)

Authentic Film- Temas:

- “She and I”/“Ella y Yo” –Shortfilm (Bernarda Pages)

Short Texts (1-3)

- A community protects the indigionous language in a Mexican town/“Una comunidad protege el idioma indígena en México”- AP Spanish-Preparing for the Language and Culture Examination.-Jose M Diaz (p.17-activity 7)
- “The Lobizon”/“El lobizon” - AP Spanish-Preparing for the Language and Culture Examination.-Jose M. Doaz (p.85-activity 39)

Suggested Reading/Writing/Speaking/ Assessments

SECTION I: MULTIPLE CHOICE

Interpretive Communication: Print Texts with chart and without chart

- “Traditions and family values”/”Las tradiciones y los valores”; “Mira por donde” –Fragment: Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.6-activity 1)
- “The Lord of Sipan a great civilization before the Inca Empire/“El mayor Tesoro anterior al dominio inca” -Diario español: El Mundo-José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p.33-activity 14)
- “Family structure”/”La estructura de la familia”; “Antes del fin (fragment)”: Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (p.17-activity 6)
- “Access to technology”/ “El acceso a la tecnología” (Print text with chart)-: Vista Higher Learning -AP Spanish Language and Culture Exam Preparation (pgs. 19 and 20-activity 7)

Interpretive Communication: Print and Audio Texts (Combined)

- “How to neutralize the impact of the lack of civil registration in schooling levels? “/ “¿Cómo neutralizar el impacto de la falta se registro civil en los niveles de escolaridad?”: Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (pgs 130/140-activity 13)

Interpretive Communication: Audio Texts

- “Human geography”/”La geografía humana”: Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (p.137-activity -2)

SECTION II: FREE RESPONSE

Interpersonal Writing: E-mail Reply

- “Family and communities”/ “Las familias y las comunidades”: José M. Díaz -AP Spanish Preparing for the Language and Culture Examination (p.195-activity 4 and p.201-activity 10)
- “Family and communities”/”Las familias y las comunidades”: Textbook Temas- (p.27-activity 7)

Presentational Writing: Persuasive Essay- (three sources) Print text, Chart and audio

- “Values and Traditions” /”Las tradiciones y los valores: Vista Higher Learning- AP Spanish Preparing for the Language and Culture Examination (p 175, and 176-activity 2)
- “Is it beneficial to live with the grandparents?”/ “¿Es beneficioso vivir con los abuelos?”: José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p. 240 and 241-activity 10)

Interpersonal Speaking: Conversation

- “Dialogues-Family and Traditions”/Conversaciones: Vista Higher Learning_ AP Spanish Preparing for the Language and Culture Examination (p.200 and 201-activities 1 and 2)
- “Students will participate in a conversation”/ “Los estudiantes participaran en una conversación”: José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p.263-activity 9)

Presentational Speaking: Cultural Comparison

- “What importance does the family have in the life of the individuals of your community? / “¿Qué importancia tiene la familia en la vida de los individuos de tu comunidad?”: José M. Díaz- AP Spanish Preparing for the Language and Culture Examination (p.277 activity 5)
- “What are the challenges of the educational system in your community?”/ “¿Cuáles son los desafíos del sistema educativo en tu comunidad?”- José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p. 278-activity 15)

Resources (websites, Blackboard, documents, etc.)

- Temas AP online textbook
- Online Audio Texts
- Word Processors
- Microsoft Office Programs
- Online Library Databases

- Webquests
- PowerPoint
- Presentational resources (such as, but not limited to Google Drive (Slides, Forms), Prezi, Audacity, etc)
- Online Spanish Language Newspapers and Magazines
- Spanish Radio
- Triangulo
- Americas' Magazine (OEA)
- APEGA –Lima-Peru

Suggested Time Frame:

5 to 6 weeks

PCTI Curriculum Unit Planner

| | | | |
|-------------------------|---|-----------------|-------------------|
| Content Area: | Advanced Placement Spanish | Grade(s) | 10, 11, 12 |
| Unit Plan Title: | Tema 2/Theme 2: Science and Technology / Ciencia y Tecnologia <ul style="list-style-type: none"> ▪ Access to Technology ▪ Effects of Technology on Self and Society ▪ Healthcare and Medicine ▪ Innovations ▪ Natural Phenomena | | |

- Science and Ethics

NJSL Standard(s) Addressed

Interpretive Mode/Proficiency Level: Advanced Low

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1 AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1.AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.

Essential Questions (3-5)

- How do developments in science and technology affects our lives?/¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?
- What factors have driven innovations and discovery in the fields of science and technology?/¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?

- What role does ethics play in science advancement?/¿Qué papel cumple la ética en los avances científicos?

Anchor Texts

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- Temas AP Spanish Language and Culture (workbook) – Vista Higher Learning, 2014
- AP Test Prep: Mastering the Advanced Placement Spanish Language Exam- Jay Duhl & Felipe Mercado
- AP Spanish: Preparing for the Language and Culture Examination – José M. Díaz

Informational Texts (3-5)

Authentic Reading Selections -Temas:

- “Technology, individual and society”/ “Tecnología, individuo y sociedad”-No without movil/ No sin movil (p.74)
- “Technology, individual and society”/“Tecnología, individuo y sociedades”- Not for us/nosotros no (p. 78 and 79)
- “It is no advisable to use virtual medicine”? - Un medico virtual ;No es aconsejable ;(p.87)
- “The concept of sustainability”/ “Sustentabilidad” – Article from the UN
- “Transgenic food”/” Alimentos transgénicos”/ Américas’s magazine-OEA
- “Alternative medicine in Latin America”/ “ La medicina en Latino America- LANIC

Authentic Audio Selections- -Temas:

- “Proyecto MARTA: el coche del futuro con tecnología española”/”Project MARTA: The car of the future
- “Escepticismo y medicinas alternativas” /”Alternative Medicine”
- “Las sequías: el peligro natural más destructivo del planeta”/ “Drought”

Authentic Film- Temas:

- “Un atajo, un camino”/ “A short cut apath”

Short Texts (1-3)

- “The big extinction that almost finished with the life in the ground/ “La gran extinción que casi acabó con la vida en la tierra”
- “ Buildings that.... they protect”/Edificios que protegen”

Suggested Writing/Speaking Assessments

SECTION I: MULTIPLE CHOICE

Interpretive Communication: Print Texts with chart and without chart

- “Science and technology”/ “Ciencia y Tecnología”-“Ciberadictos”/ “Ciberadccits”: José M. Díaz- AP Spanish Preparing for the

Language and Cultural Examination (p 26-activity 11)

- “Science and technology”/“Ciencia y tecnología”- “Today children enjoy more free time in doors”/ “Los chicos se divierten cada vez mas puertas adentro”: José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p. 76 and 77-activity 35)

Interpretive Communication: Print and Audio Texts (Combined)

- Science and technology”/ “Ciencia y tecnología”- “Evolution”/ El peligro de ser atropelladas impulsa la evolución de un tipo de golondrinas”: José M. Díaz- AP Spanish Preparing for the Language and Culture Examination (p.109-activity 1)

Interpretive Communication: Audio Texts

- “Natural Phenomena”/ “Los fenómenos naturales” /“Earthquake/terremotos-Vista Higher Learning- AP Spanish Language and Culture Examination (p.138-activity-4)
- “How to take care of your health”/ “El cuidado de la salud y la medicina”/ “ Medical advice to take care of your health”/ Consejos medicos de salud”- Vista Higher Learning- AP Spanish Language and Culture Examination (p.141-activity 6)

SECTION II: FREE RESPONSE

Interpersonal Writing: E-mail Reply

- “Science and technology”/La ciencia y la tecnología”: Jose M. Diaz -AP Spanish Preparing for the Language and Culture Examination (p.259-activity 5 and p.268-activity 14)

Presentational Writing: Persuasive Essay- (three sources) Print text, Chart and audio

- “Science and technology”/ Ciencia y tecnología”/ The effects of technology on the individual and society”/ Los efectos de la tecnología en ell indivuo y en la sociedad” /”: Vista Higher Learning- AP Spanish Preparing for the Language and Culture Examination (p 179, -activity 4)

Interpersonal Speaking: Conversation

- “Dialogues/Conversaciones- Access to technology”/”El acceso a la tecnología”: Vista Higher Learning_ AP Spanish Preparing for the Language and Culture Examination (p.202-activity 3)

Presentational Speaking: Cultural Comparison

- “The effecto of technology vs life quality in your community” / “¿Qué efecto han tenido los avances los tecnológicos en la calidad de vida de las personas en tu comunidad? José M. Diaz- AP Spanish Preparing for the Language and Culture Examination (p.278 activity 13)

Resources (websites, Blackboard, documents, etc.)

- Tamas -AP online textbook
- Online Audio Texts
- Blackboard
- Word Processors
- Microsoft Office Programs
- Online Library Databases
- Webquests
- PowerPoint
- Presentational resources
- Online Spanish Language Newspapers and Magazines
- Spanish Radio
- Charts and graphics
- Visual art (Paintings, photographs, posters)
- Radio segments
- Podcasts
- Audio guides (travel, museum)
- Music
- Films
- History textbooks
- Opinions polls
- Letters
- Spanish texts

Suggested Time Frame:

5 to 6 weeks

PCTI Curriculum Unit Planer

| | | | |
|--|---|-----------------|-------------------|
| Content Area: | Advanced Placement Spanish | Grade(s) | 10, 11, 12 |
| Unit Plan Title: | Tema 3/Theme 3: La belleza y la estética / Beauty and Aesthetics <ul style="list-style-type: none"> • Definitions of Beauty • Fashion and Design • Language and Literature • Visual and Theatrical Arts • Architecture • Definitions of Creativity | | |
| NJSL Standard(s) Addressed | | | |
| Interpretive Mode/Proficiency Level: Advanced Low | | | |
| 7.1.AL.A.1 | Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes. | | |
| 7.1.AL.A.2 | Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings. | | |
| 7.1.AL.A.3 | Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural <u>perspectives</u> are reflected | | |

- in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1 AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1.AL.C.1 Create a research-based multimedia-rich presentation to be

- 7.1.AL.C.2 shared [virtually](#) with a target language audience. Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.

Essential Questions (3-5)

- How are perceptions of beauty and creativity established?/¿Cómo se establecen las percepciones de la belleza y la creatividad?
- How do beauty and aesthetic ideals influence daily life?/ ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?
- How do the arts challenge and reflect cultural perspectives?/ ¿Cómo las artes desafían y reflejan las perspectivas culturales?

Anchor Texts

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- Temas AP Spanish Language and Culture (workbook) – Vista Higher Learning, 2014
- AP Test Prep: Mastering the Advanced Placement Spanish Language Exam- Jay Duhl & Felipe Mercado
- AP Spanish: Preparing for the Language and Culture Examination – José M. Díaz

Informational Texts (3-5)

Authentic Reading Selections -Temas:

- “The Concept of Beauty Through History”/“El concepto de lo estético a través de la historia” (p.144)
- “Survey About Beauty”/“Encuesta sobre la belleza” (p.148)
- “Hipsters, the Style of Not Being in Style”/“Hipsters, la moda de no estar a la moda” (p.157)
- “Survey Results: What Do You Think of Fashion Brands?”/“Resultados de la encuesta: ¿qué opinas de las marcas de moda?” (p.161)
- “National Museum of Fine Arts”/“Museo Nacional de Bellas Artes” (p.187)

- “The Magical, Enigmatic and the Mystical in the Art of Remedios Varo”/“Lo mágico, enigmático y místico en el arte de Remedios Varo” (p.191)
- “The Image of Women and Social Projection”/“Imagen de la mujer y proyección social” – p. 42 in Reporte de resultados de Estudio exploratorio de la mujer en México

Authentic Audio Selections- -Temas:

- “Beauty and Self-Esteem”/“Belleza y autoestima”- Miguel Angel Paredes (podcast: <http://www.parentepsis.com/>)
- “Is it a Privilege to be a Designer?”/“¿Ser diseñador es un privilegio?” – Oyer Corazón (*Radiotelevisión Española (rtve.es)*)
- Isabel Allende: “Writing is Equal to Falling in Love”/“Escribir es igual que enamorarse” – interview with Isabel Allende (National Spanish Radio)
- “30 years of Guernica”/“30 años del Guernica” – Reina Sofía Museum Radio Channel *Contextos*

Authentic Film- Temas:

- “Arte Precolombiano” – TV Perú

Short Texts (1-3)

- “Literature and Life”/“La literatura y la vida” (excerpt)- Mario Vargas Llosa (p.174)
- “100 Years of Solitude”/“Cien años de soledad” (excerpt) -Gabriel García Márquez (p.178)

Suggested Reading/ Writing/Speaking Assessments

SECTION I: MULTIPLE CHOICE

Interpretive Communication: Print Texts with chart and without chart

- “A Walk in the Forest of Fireflies”/“Caminata en el bosque de las luciérnagas” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.33-activity 13)
- “Dear Pedro”/“Querido Pedro” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.40-activity 16)
- “Scholarships for Artists”/“Becas para Artistas” - - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.42-activity 17)
- “Read, Imagine, Improve”/“Leer, Imaginar, Mejorar” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.44-activity 18)

Interpretive Communication: Print and Audio Texts (Combined)

- “The Nobel Winner That Based His Narrative on Pre-Columbian Myths”/ “El Nobel que basó su narrative en los mitos precolombianos” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.103-activity 6)

- “Architecture”/”Arquitectura” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.106-activity 7)

Interpretive Communication: Audio Texts

- “The Invention of the Possible”/”La invención de lo posible” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.142-activity 7)
- “Interview with the Spanish Poet Vicente Aleixandre”/ “Entrevista con el poeta español Vicente Aleixandre” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.143-activity 8)

SECTION II: FREE RESPONSE

Interpersonal Writing: E-mail Reply

- “Beauty and Aesthetics”/”La belleza y la estética”- Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.160-activity 3)
- “Beauty and Aesthetics”/”La belleza y la estética”- Jose M. Diaz -AP Spanish Preparing for the Language and Culture Examination (p.204-activity 13 and p.209-activity 18)

Presentational Writing: Persuasive Essay- (three sources) Print text, Chart and audio

- Who Cares When a Language Dies?/¿A quién le importa que se muera una lengua? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.181-activity 5)
- Is Plastic Surgery a Solution for the Problem of Low Self-Esteem?/¿Es la cirugía plástica una solución para el problema de la baja autoestima? -Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.183-activity 6)
- Is Poetry Relevant Today?/¿Es la poesía relevante en la actualidad?- Jose M. Diaz -AP Spanish Preparing for the Language and Culture Examination (p.251-activity 15)

Interpersonal Speaking: Conversation

- “Latin-American Art”/”El arte latinoamericano” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.205-activity 6)
- “Beauty and Aesthetics”/”La belleza y la estética” - Jose M. Diaz -AP Spanish Preparing for the Language and Culture Examination (p.258-activity 4)

Presentational Speaking: Cultural Comparison

- What is the importance of the fine arts in modern society?/¿Cuál es la importancia de las bellas artes en la sociedad moderna? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.217-activity 7)
- What problems can you identify in the beauty industry and what are their effects on young people?/ ¿Qué problemas puedes identificar con respecto a la industria de la belleza, y cuáles son sus efectos sobre los jóvenes? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.217-activity 8)
- What is the role of the movies, TV shows and the theater in reflecting and communicating the values of a society?/ Cuál es el papel del cine, los programas de television y el teatro al reflejar y comentar los valores de la sociedad? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.217-activity 9)

Resources (websites, Blackboard, documents, etc.)

- Temas AP online textbook
- Online Audio Texts
- Blackboard
- Word Processors
- Microsoft Office Programs
- Online Library Databases
- Webquests
- PowerPoint
- Presentational resources (such as, but not limited to Google Drive (Slides, Forms), Prezi, Audacity, etc)
- Online Spanish Language Newspapers and Magazines
- Spanish Radio
- Triángulo
- Americas' Magazine (OEA)
- APEGA –Lima-Peru

Suggested Time Frame:

5 to 6 weeks

PCTI Curriculum United Planer

| | | | |
|-------------------------|---|-----------------|-------------------|
| Content Area: | Advanced Placement Spanish | Grade(s) | 10, 11, 12 |
| Unit Plan Title: | Tema 4/Theme 4: La vida contemporánea/ Contemporary Life | | |

- Education and Professional Careers
- Entertainment and Amusement
- Trips and Free-Time
- Personal Relationships
- Lifestyles
- Traditions and Social Values

NJSL Standard(s) Addressed

Interpretive Mode/Proficiency Level: Advanced Low

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1.AL.B.1 Use [digital tools](#) to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1 AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1.AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.

Essential Questions (3-5)

- How do individuals and societies define their own quality of life?/¿Cómo definen los individuos y las sociedades su propia calidad de vida?
- How do people’s cultural products, practices and perspectives influence contemporary life?/¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?
- What are the challenges of contemporary life?/¿Cuáles son los desafíos de la vida contemporánea?

Anchor Texts

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- Temas AP Spanish Language and Culture (workbook) – Vista Higher Learning, 2014
- AP Test Prep: Mastering the Advanced Placement Spanish Language Exam- Jay Duhl & Felipe Mercado
- AP Spanish: Preparing for the Language and Culture Examination – José M. Díaz

Informational Texts (3-5)

Authentic Reading Selections -Temas:

- “Schools that Follow Children”/”Las escuelas que siguen a los chicos” (p.212)
- “Prepare Yourself: In the Future, All of Us Will Be Autonomous” / “Prepárese: En el future, todos autónomos” (p. 216)
- “Tlaxcalteca Mole Recipe”/”Receta de mole colorado Tlaxcalteca” (p.225)
- “Interview with Marta Hazas”/”Entrevista con Marta Hazas” (p.229)
- “A Message from María José”/”Un Mensaje de María José”(p.242)
- “The Evolution of Friendship”/”La evolución de la amistad”(p.257)

Authentic Audio Selections- -Temas:

- “Gender Equality in Teaching”/”La equidad de género en la docencia” (p.220)
- “The Difficulty of Speaking Spanish”/”Qué difícil es hablar el español” (p.233)
- “The Environment: Nature Trips”/”Medioambiente” viajes naturalistas” (p. 252)
- “The Art of Communication”/”El Arte de comunicar” (p.265)

Authentic Film- Temas:

- “Fried Eggs with Chorizo and Potatoes”/”Huevos fritos con chorizo y con patatas” (p.274)

Short Texts (1-3)

- “The World from the End of the World” (excerpt)/”Mundo del fin del mundo (fragmento) – Luis Sepúlveda (p.248)
- “Letters from Mom”(excerpt)/”Cartas de Mamá (fragmento)- Julio Cortázar (p. 261)

Suggested Reading/ Writing/Speaking Assessments

SECTION I: MULTIPLE CHOICE

Interpretive Communication: Print Texts with chart and without chart

- “30% of Tourists Come to (Costa Rica), Attracted by Feathers and Songs”/”30% de turistas vienen al país atraídos por plumas y cantos” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.46-activity 19)
- “Dear Cousin”/”Querida prima” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.49-activity 20)
- “Education and Professional Careers”/”La educación y las carreras profesionales - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.51-activity 21)
- “Teaching and Development”/”Enseñanza y desarrollo” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.55-activity 23)

Interpretive Communication: Print and Audio Texts (Combined)

- “Untamed, But Feminine Style”/”Estilo bravío pero femenino” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.108-activity 8)
- “And Where are the Young People?”/”¿Y dónde están los jóvenes?” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.111-activity 9)
- “Lifestyles”/”Los estilos de vida” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.114-activity 10)

Interpretive Communication: Audio Texts

- “Biography of Lionel Messi”/”Biografía de Lionel Messi” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.145-activity 10)
- “Recipe for Crema Pastelera”/”Receta para crema pastelera” - Vista Higher Learning- AP Spanish and Culture Exam Preparation

(p.147-activity 12)

SECTION II: FREE RESPONSE

Interpersonal Writing: E-mail Reply

- “Trips and Free time”/”Los viajes y el ocio” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.167-activity 10)

Presentational Writing: Persuasive Essay- (three sources) Print text, Chart and audio

- Is the best alternative for female scientists in Latin America, the Caribbean and Spain to develop oneself professionally abroad?/La mejor alternativa para las científicas de América Latina, el Caribe y España es desarrollar su actividad profesional en el extranjero? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.185-activity 7)
- Is Ecotourism the best form of supporting rural areas? /¿Es el ecoturismo la mejor forma de apoyar las áreas rurales? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.187-activity 8)

Interpersonal Speaking: Conversation

- “Trips and Free time”/”Los viajes y el ocio” - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.206-activity 7)
- “Education and Professional Careers”/”La educación y las carreras profesionales - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.207-activity 8)

Presentational Speaking: Cultural Comparison

- What are the events and activities that are considered manifestations of a dangerous sports fanaticism and why should we pay attention to them?/ ¿Cuáles son los acontecimientos y actividades que se consideran manifestaciones de un peligroso fanatismo deportivo y por qué les debemos prestar atención? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.218-activity 10)
- What are people’s attitudes concerning an active life versus a sedentary life today?/ ¿Cuál es la actitud de las personas respect de una vida activa versus una vida sedentaria en el mundo de hoy? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.218-activity 11)
- What is the importance of free time in young people’s lives?/¿Cuál es la importancia del ocio en la vida de los jóvenes? - Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.218-activity 12)

Resources (websites, Blackboard, documents, etc.)

- Temas AP online textbook
- Online Audio Texts
- Blackboard
- Word Processors
- Microsoft Office Programs
- Online Library Databases
- Webquests
- PowerPoint
- Presentational resources (such as, but not limited to Google Drive (Slides, Forms), Prezi, Audacity, etc)
- Online Spanish Language Newspapers and Magazines
- Spanish Radio
- Triángulo
- Americas' Magazine (OEA)
- APEGA –Lima-Peru

Suggested Time Frame:

5 to 6 weeks

| | | | |
|---|---|------------------|-------------------|
| Content Area: | Advanced Placement Spanish | Grade (s) | 10, 11, 12 |
| Unit Plan Title: | Tema 5/Theme 5: Los desafíos mundiales/ World Challenges <ul style="list-style-type: none"> ▪ Economic Issues ▪ Environmental Issues ▪ Population and Demographics ▪ Social Welfare ▪ Philosophical Thought and Religion ▪ Social Conscience | | |
| NJSL Standard(s) Addressed | | | |
| <p style="text-align: center;">Interpretive Mode/Proficiency Level: Advanced Low</p> <p>7.1.AL.A.1 Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.</p> <p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings.</p> <p>7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural <u>perspectives</u> are reflected in cultural <u>products</u> and cultural <u>practices</u>.</p> <p>7.1.AL.A.4 Evaluate, from multiple cultural <u>perspectives</u>, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and <u>formal</u> contexts.</p> | | | |

7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

7.1.AL.B.1 Use [digital tools](#) to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.

7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.

7.1 AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

7.1.AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.

7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.

7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.

7.1.AL.C.4 Compare and contrast the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.

7.1.AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.

Essential Questions (1-6)

- **What environmental, political, and social issues pose challenges to societies throughout the world? / ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?**
- **What are the origins of those issues? / ¿Cuáles son los orígenes de esos desafíos?**
- **What are possible solutions to those challenges? / ¿Cuáles son algunas posibles soluciones a esos desafíos?**

Anchor Texts

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- Temas AP Spanish Language and Culture (workbook) – Vista Higher Learning, 2014
- AP Test Prep: Mastering the Advanced Placement Spanish Language Exam- Jay Duhl & Felipe Mercado
- AP Spanish: Preparing for the Language and Culture Examination – José M. Díaz

Informational Texts (1-6)

Authentic Reading Selections -Temas:

- “Economic Issues”/“Los temas económicos”—Manual del perfecto idiota latinoamericano. (p.282)
- “Environmental Issues”/“Los temas del medioambiente” – La desglaciación de la cordillera andina. (p.294)
- “Population and Demographics”/“La población y la demografía”-Arrugas, por Paco Roca (p.314)
- “Social Welfare”/ “El bienestar social”-El país de la casualidad (p.331)
- “Philosophical Thought and Religion”/ “El pensamiento filosófico y la religión”—Online article: El sincretismo religioso latinoamericano.
- “Social Conscience”/ “La conciencia social”

Authentic Audio Selections- Temas:

- “Increase of middle class of Latin America and the Caribbean”/“Clase media crece en América Latina y el Caribe”- United Nations Podcast Interview with Sergio Jellinek.
- “Capacitation to the Youth About the Environment”/“Capacitación a los jóvenes sobre el medioambiente” – Podcast: Nicaraguan news report interview.
- “To Preserve the Memory and History”/“Para preservar los recuerdos y la historia”-United Nations Podcast.

- “The Cities Belong to the Citizens”/“Las ciudades son de los ciudadanos”-United Nations Podcast.

Authentic Film- Temas:

- “Fish tank: Short film about the ocean”/“Pecera: Un cortometraje del océano” –Shortfilm (Carlos Bouvier)

Short Texts (1-3)

- Solidarity Christmas Gifts; A Valid Alternative to the Flooding Consumerism. /“Regalos solidarios en Navidad, una alternativa válida al consumismo que nos inunda.”- AP Spanish-Preparing for the Language and Culture Examination.-José M. Díaz (p.37-Activity 16)
- “Social Photography Workshops”/“Talleres de Fotografía Social” - AP Spanish-Preparing for the Language and Culture Examination.-José M. Díaz (p.100-Activity 46)

Suggested Reading/Writing/Speaking/ Assessments

SECTION I: MULTIPLE CHOICE

Interpretive Communication: Print Texts with chart and without chart

- “Economic Issues”/ “Los temas económicos; “La ciudad y los cerros.” –Fragment: Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.71-Activity 30)
- “Chupa Chus”/ “Chupa Chus”, “The Creator”/ “El inventor”, “Conquering the Market”/ “ A la conquista del mercado” –Spanish Magazine: Ecos -José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p.39-Activity 17)
- “Environmental Issues”/ “Los temas del medio ambiente”; “Fundido a negro en el Artico. (Artículo)”: Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (p.64-Activity 24)
- “Social Conscience”/ “La conciencia social” (Print text with chart): Vista Higher Learning -AP Spanish Language and Culture Exam Preparation (pgs. 60 and 61-Activity 25)

Interpretive Communication: Print and Audio Texts (Combined)

- “Colombia Getting Ready to Receive Those Affected by the Crisis.” / “Colombia se prepara para recibir afectados por la crisis”: Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (pgs 123-125-Activity 14)

Interpretive Communication: Audio Texts

- “Economic Issues”/ “Los temas económicos”: Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (p.149-Activity14)

SECTION II: FREE RESPONSE

Interpersonal Writing: E-mail Reply

- “Global Challenges”/ “Los desafíos mundiales”: José M. Díaz -AP Spanish Preparing for the Language and Culture Examination (p.196-Activity 5 and p.202-Activity 11)
- “Global Challenges”/” Los desafíos mundiales”: Textbook Temas- (p.288-Activity 4)

Presentational Writing: Persuasive Essay- (three sources) Print text, Chart and audio

- “Population and Demographics” / “ La población y la emografía: Vista Higher Learning- AP Spanish Preparing for the Language and Culture Examination (p 189, and 190-Activity 9)
- “Would Global Warming Have Catastrophic Effects?”/ “¿Tendrá el calentamiento global efectos catastróficos?”: José M. Díaz- AP Spanish Preparing for the Language and Culture Examination (p. 220 and 222-activity 1)

Interpersonal Speaking: Conversation

- “Dialogues- Social Welfare”/Conversaciones: Vista Higher Learning AP Spanish Preparing for the Language and Culture Examination (p.208 and 209Activities 9 and 10)
- “Students will participate in a conversation”/ “Los estudiantes participaran en una conversación”: José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p.264-activity 10)

Presentational Speaking: Cultural Comparison

- “What Role Does Public Space Play in the Lives of Those in your Community?” / “¿Qué papel juegan los espacios públicos en la vida de los miembros de tu comunidad ?”: José M. Díaz- AP Spanish Preparing for the Language and Culture Examination (p.277 Activity 3)
- “What Effect Does the Immigrant Population Have in the Cultural Life of your Community?”/ “¿Qué efecto han tenido los inmigrantes en la vida cultural de tu comunidad?”- José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p. 279-activity 23)

Resources (websites, Blackboard, documents, etc.)

- Temas AP online textbook
- Online Audio Texts

- Word Processors
- Microsoft Office Programs

- Online Library Databases
- Webquests
- PowerPoint
- Presentational resources (such as, but not limited to Google Drive (Slides, Forms), Prezi, Audacity, etc)
- Online Spanish Language Newspapers and Magazines
- Spanish Radio
- Triángulo

- Americas' Magazine (OEA)
- APEGA –Lima-Peru

Suggested Time Frame:

5 to 6 weeks

| | | | |
|--|--|------------------|-------------------|
| Content Area: | Advanced Placement Spanish | Grade (s) | 10, 11, 12 |
| Unit Plan Title: | Tema 6/Theme 6: Las identidades personales y públicas. / Personal and Public Identities. <ul style="list-style-type: none"> ▪ Alienation and Assimilation ▪ Self-Image ▪ National and Ethnic Identities ▪ Personal Interests ▪ Personal Belief | | |
| NJSL Standard(s) Addressed | | | |
| <p>Interpretive Mode/Proficiency Level: Advanced Low</p> <p>7.1.AL.A.1 Analyze and critique the validity of <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.</p> <p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <u>informal and some formal</u> settings.</p> <p>7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural <u>perspectives</u> are reflected in cultural <u>products</u> and cultural <u>practices</u>.</p> <p>7.1.AL.A.4 Evaluate, from multiple cultural <u>perspectives</u>, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> | | | |

- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and [formal](#) contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal Mode/Proficiency Level: Advanced Low

- 7.1.AL.B.1 Use [digital tools](#) to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in [informal and some formal](#) settings.
- 7.1 AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

Presentational Mode/Proficiency Level: Advanced Low

- 7.1.AL.C.1 Create a research-based [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural [perspectives](#) associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or

cultural [perspectives](#) found in [culturally authentic materials](#) with those found in selections in English.

7.1.AL.C.5 Analyze how cultural [perspectives](#) about a specific cultural [product](#) or cultural [practice](#) associated with the target culture(s) change over time, and compare with changing [perspectives](#) in one's own culture.

Essential Questions (1-6)

- **How are aspects of identity expressed in various situations? / ¿Cómo se expresan los distintos aspectos de la identidad?**
- **How do language and culture influence identity? / ¿Cómo influyen la lengua y la cultura en la identidad de una persona?**
- **How does one's identity develop? / ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?**

Anchor Texts

- Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014
- Temas AP Spanish Language and Culture (workbook) – Vista Higher Learning, 2014
- AP Test Prep: Mastering the Advanced Placement Spanish Language Exam- Jay Duhl & Felipe Mercado
- AP Spanish: Preparing for the Language and Culture Examination – José M. Díaz

Informational Texts (1-6)

Authentic Reading Selections -Temas:

- “Alienation and Assimilation”/“La enajenación y la asimilación”—Borges y yo. (p.353)
- “Self-Image”/“La autoestima” – Clases de autoestima. (p.365)
- “National and Ethnic Identities”/“La identidad nacional y la identidad étnica.”-Historia verdadera de la conquista de la Nueva España, por Bernal Díaz del Castillo (p.385)
- “Personal Interests”/ “Los intereses personales”-Jogging, por Juan Antonio Ramos (p.403)

Authentic Audio Selections- Temas:

- “A Law to Strengthen the Paraguayan indigenous language of Guaraní.”/“Una ley para fortalecer el guaraní en Paraguay.”- (p. 360)
- “Young Handicap Kids Get Together to Enjoy Poetry.”/ “Jóvenes discapacitados se reúnen a disfrutar poesías.” (p.373)
- “Visit to Salto Angel along with an Indigenous Tour Guide”/“Visita al Salto Angel de la mano de un guía indígena.” (p. 394)
- “XV Jazz Festival in Toledo”/“XV Festival de Jazz en Toledo” (p. 407)

Authentic Film- Temas:

- “The Spy”/“El espía” –Shortfilm (Juan Bautista Stagnaro) p. 414

Short Texts (1-3)

- “Expelled” / (excerpt) “Expulsados”- Francisco Jiménez (p.356)
- “Ruin and Reconstruction”/ (excerpt) “Ruina y Reconstrucción” – Lucía M. Suárez (p. 391)

Suggested Reading/Writing/Speaking/ Assessments

SECTION I: MULTIPLE CHOICE

Interpretive Communication: Print Texts with chart and without chart

- “Mexico, 19 indigenous languages extinguished”/ “En México, 19 lenguas indígenas se extinguen” Vista Higher Learning- AP Spanish and Culture Exam Preparation (p.73-Activity 31)
- “Words of the World” / “Las palabras del mundo” –(Excerpt) por José María Merino -José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p.50-Activity 22)
- “Personal Interests”/ “Los temas personales”; Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (p.76-Activity 32)
- “663 of Peruvians Migrate Each Day”/ “663 peruanos emigran al día” (Print text with chart): Vista Higher Learning -AP Spanish Language and Culture Exam Preparation (pgs. 82 - 84-Activity 35)

Interpretive Communication: Print and Audio Texts (Combined)

- “Men Who Changed the World” / “Los hombres que cambiaron al mundo”: (chart) Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (pgs 133-134-Activity 18)

Interpretive Communication: Audio Texts

- “Heroes and Historical Figures”/ “Los heroes y los personajes históricos”: Vista Higher Learning- AP Spanish Language and Culture Exam Preparation (p.151-Activity16)

SECTION II: FREE RESPONSE

Interpersonal Writing: E-mail Reply

- “Heroes and Historical Figures”/ “Las identidades personales y públicas”: José M. Díaz -AP Spanish Preparing for the Language and Culture Examination (p.192-Activity 1 and p.206-Activity 15)
- “Personal and Public Identities”/ “Las identidades personales y públicas” Textbook Temas- (p.354-Activity 10)

Presentational Writing: Persuasive Essay- (three sources) Print text, Chart and audio

- “Sofia, the “Alleged” Latin Disney Princess” / “Sofía, la “presunta” princesa latina de Disney: Vista Higher Learning- AP Spanish Preparing for the Language and Culture Examination (p 193, and 194-Activity 11)
- “Language and Culture in danger of extinction: Inevitable Result of Today’s Technological Advancement?”/ “Lenguas y culturas en peligro de extinción: ¿un resultado inevitable de los avances tecnológicos?”: José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p. 229 and 230-activity 5)

Interpersonal Speaking: Conversation

- “Dialogues- Heroes and Historical Figures”/ “Conversaciones: Vista Higher Learning AP Spanish Preparing for the Language and Culture Examination (p.210 Activities 11)
- “Students will participate in a conversation”/ “Los estudiantes participarán en una conversación”: José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p.266-activity 12)

Presentational Speaking: Cultural Comparison

- “What Historical Event Has Profoundly Changed your Community’s Character? / “¿Qué evento histórico ha afectado profundamente el carácter de tu comunidad ?”: José M. Díaz- AP Spanish Preparing for the Language and Culture Examination (p.277 Activity 2)
- “How Does the Youth in Your Community Express Their Independence?”/ “¿Cómo muestran su independencia los jóvenes en tu comunidad?”- José M. Díaz-AP Spanish Preparing for the Language and Culture Examination (p. 279-activity 22)

Resources (websites, Blackboard, documents, etc.)

- Temas AP online textbook
- Online Audio Texts

- Word Processors
- Microsoft Office Programs
- Online Library Databases
- Webquests
- PowerPoint
- Presentational resources (such as, but not limited to Google Drive (Slides, Forms), Prezi, Audacity, etc)

- Online Spanish Language Newspapers and Magazines
- Spanish Radio
- Triángulo

- Americas' Magazine (OEA)
- APEGA –Lima-Peru

Suggested Time Frame:

5 to 6 weeks

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

III. METHODS OF STUDENTS EVALUATION (ASSESSMENT/EVALUATION):

- Multiple-choice exam
- Essays
- Short-answer exam
- Research paper

- Oral Presentations
- Four AP practice exams

Evaluation of students' performance includes a combination of the following:

- Class participation
- Cooperative learning activities
- Narrative writing
- Informational writing
- Persuasive writing
- Homework and class work assignments
- Literature analysis and interpretation
- Quizzes
- Reports and presentations
- Research paper
- Technological applications
- Unit exams
- Speaking, listening and reading assessments

IV. LIST OF TEXTBOOKS, INSTRUCTIONAL MATERIALS & SOFTWARE :

Temas AP Spanish Language and Culture (textbook) – Vista Higher Learning, 2014

- Temas AP Spanish Language and Culture (workbook) – Vista Higher Learning, 2014
- AP Spanish: Preparing for the Language and Culture Examination – José M. Díaz – Pearson Education, 2014
- AP Test Prep: Mastering the Advanced Placement Spanish Language Exam- Jay Duhl & Felipe Mercado – EMC Publishing, 2008
- Previous exams AP Exams from The College Board.
- Encuentros Maravillos: Gramática a través de la literature” By Abby kanter-Pearson
- Abriendo Puertas: Antología de la literature en español-Tomo 1 & 1 by Nextext- McDouggal Littell

- Spanish Four Years: Advance Spanish Grammar with AP components by Janet F. Hiller –AMSCO Publications
- National Geographic Magazine in Spanish
- Hand of Contemporary Spanish Grammar by Ana Beatriz Chiquito- Vista Higher Learning
- Spanish for Business: Textbook and Workbook by Barbara Michaelides-Pearson
- Modelos : An Integrated Approach for Proficiency in Spanish by Agnes L Dimitriou, Juan A. Sempere Martinez and Frances M. Sweeney
- Triángulo A Propósito: Barbara Gatski & John McMullan
- Barrown’s AP Spanish: by Barronwn’s
- Taller de Escritores: Grammar and Composition for Advanced Spanish by Guillermo Bleichmar/Paula Canón
- DVS from: Films from Humanities and Science
- AP Spanish language and Culture Exam Preparations/ AP Spanish: Preparing for the Language and Culture Examination **Supersites**

Other materials to be included, but not limited to:

- Newspapers and magazine articles from authentic Spanish language media
- A variety of literary texts
- Maps
- Charts and graphics
- Letters
- Radio segments (news, advice, travel tips, reviews)
- Podcasts
- Films
- Music
- Visual arts (paintings, photographs, posters)
- Opinion polls
- Audio guides (travel, museum)

V. INSTRUCTIONAL STRATEGIES:

- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Field trips (Cultural and professional opportunities)
- Watching and responding to media
- Brainstorming (think-aloud/written)
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Note taking/note making
- Drafting/writing

VI. SCOPE AND SEQUENCE

| | |
|------------------------------------|---|
| <p>SKILLS TO BE LEARNED</p> | <p>I = Introduce D = Develop R= Reinforce M = Master</p> |
|------------------------------------|---|

| | |
|---|-------------|
| The student engages in the oral and written exchange of information, opinions, and ideas in a variety of time frames in formal situations. | ID |
| The student engages in the oral and written exchange of information, opinions, and ideas in a variety of time frames in informal situations. | RM |
| The student elicits information and clarifies meaning by using a variety of strategies. | DRM |
| The student states and supports opinions in oral and written interactions | IDRM |
| The student initiates and sustains interaction through the use of various verbal and nonverbal and written strategies. | RM |
| The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions. | IDRM |
| The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. | IDRM |
| The student self-monitors and adjusts language production. | RM |
| The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). | RM |
| The student demonstrates knowledge and understanding of content across disciplines. | DRM |
| The student demonstrates comprehension of content from authentic audio, written and print resources. | DRM |
| The student demonstrates comprehension of content from authentic visual resources. | DRM |
| The student demonstrates comprehension of content from authentic audiovisual resources. | IDRM |

| | |
|---|-------------|
| The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. | RM |
| The student understands the purpose of a message and the point of view of its author. | RM |
| The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources. | IDRM |
| The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context. | IDRM |
| The student monitors comprehension and uses other sources to enhance understanding. | IDRM |
| The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s). | DRM |
| The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources. | DRM |

VIII. STUDENT HANDOUT/PROFICIENCIES

AP Spanish is designed for students who have completed Spanish Composition/Conversational I or II. This course main objective is to develop student's communication skills in Spanish. The fundamental objective of this program is for students to achieve a high level of ability in all four skills (listening, reading, speaking and writing). Students will be exposed to a variety of materials and genres to help them expand their knowledge of formal Spanish in both oral and written forms. During this course is imperative that the students hear, read, write and speak exclusively in Spanish. There are 6 themes covered in this course, which prepare students to take the A.P. exam: Families & Communities, Personal & Public Identities, Beauty and Aesthetics, Contemporary Life, Global Challenges, and Science and Technology. Students will also become familiar with the format of the A.P. exam, as outlined in the following chart:

| Section | | Number of Questions | Percent of Final Score | Time |
|--|--|---------------------|------------------------|------------------------------|
| Section I: Multiple Choice | | | | Approx. 95 minutes |
| Part A | Interpretive Communication: Print Texts | 30 questions | 50% | Approx. 40 minutes |
| Part B | Interpretive Communication: Print and Audio Texts (combined) | 35 questions | | Approx. 55 minutes |
| | Interpretive Communication: Audio Texts | | | |
| Section II: Free Response | | | | Approx. 85 minutes |
| Interpersonal Writing: Email Reply | | 1 prompt | 12.5% | 15 minutes |
| Presentational Writing: Persuasive Essay | | 1 prompt | 12.5% | Approx. 55 minutes |
| Interpersonal Speaking: Conversation | | 5 prompts | 12.5% | 20 seconds for each response |
| Presentational Speaking: Cultural Comparison | | 1 prompt | 12.5% | 2 minutes to respond |

PROFICIENCIES

- Recognize and understand verbal and nonverbal cues within a culture. (W.L. 7.1.)

- Explore and discuss similarities and differences among various cultures. (W.L. 7.1.)
- Explore and discuss representative works of diverse cultures in many fields of endeavor. (W.L. 7.1.)
- Analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures. (W.L. 7.1.)
- Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied.
- (W.L. 7.1.)
- Understand a sustained conversation on a number of topics. (W.L. 7.1.)
- Comprehend fluent speakers in everyday situations. (W.L. 7.1)
- Communicate orally with increasing logic and accuracy. (W.L. 7.1)
- Research language-related employment opportunities. (W.L. 7.1)
- Obtain information from oral reports or other types of narratives.
- Determine the main idea in written selections. (W.L. 7.1)
- Write for a variety of audience and purposes. (W.L. 7.1)
- Begin to develop a personal writing style. (W.L. 7.1)
- Interpret idiomatic expressions, old popular sayings, proverbs, and colloquial language. (W.L. 7.1)
- Narrate, describe, and explain in the past, present, and future tenses, using appropriate grammatical structures. (W.L. 7.1)
- Writing of descriptive, narrative, informative, and persuasive essays that express ideas, feeling, opinions, and give advice. (W.L. 7.1)