

## *Spanish 5 A.P. Curriculum*

### *Content Standard 2: Communication (Interpretive Mode) – How do I understand what others are trying to communicate in Spanish?*

*Students will understand and interpret spoken and written Spanish on a variety of topics.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.</li> <li>• Understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.</li> <li>• Comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folktales, plays, comedies and anecdotes.</li> <li>• Recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).</li> </ul>	<p>En una oficina de correos – dialogo A punto de graduarse La Corrida</p>	<p>Practice tests developed to model AP testing materials</p>	<p>Nuevas Vistas – Curso Avanzado</p>
	<p>Boda de Sangre</p>	<p>Conversation followed by persuasive writing piece in the target language.</p>	<p>Film: Boda de Sangre</p>
	<p>El Desayuno – daily television talk show/entertainment news program on Telemundo station -- selected broadcasts.</p>	<p>Conversations in response to viewing broadcast. Sharing opinions, reactions to repartee between hosts, etc.</p>	<p>Telemundo broadcasts of El Desayuno</p>
	<p>Play Boda de Sangre, Federico Garcia Lorca</p>	<p>Response through various levels of questioning regarding comprehension of text, understanding of tone, theme, plot, symbolism.</p> <p>Dramatic rehearsal of scenes in class.</p>	<p>Boda de Sangre, a play by Federico Garcia Lorca.</p>

<ul style="list-style-type: none"><li>• Comprehend the main ideas and significant details of full length feature articles in newspapers, magazines and websites on topics of current or historical importance in the target culture.</li></ul>	<p>“Cajas de carton” by Francisco Jimenez <i>from The Arizona Quarterly</i>, Autumn 1973.</p>	<p>The passage is followed by a number of incomplete statements and questions requiring completion by the student without sample answers.</p>	<p>Nuevas Vistas –Curso Avanzado</p>
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## *Spanish 5 A.P. Curriculum*

### *Content Standard 3: Communication (Presentation Mode) -- How do I present information, concepts and ideas in Spanish in a way that is understood?*

*Students will present information, concepts and ideas to listeners or readers in Spanish on a variety of topics.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Prepare oral presentations and/or written summaries on topics of current or historical interest in Spanish.</li> <li>• Perform scenes from plays and/or recite poems or excerpts from short stories in the Spanish.</li> <li>• Prepare oral and/or written analyses in Spanish of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or non-fiction.</li> <li>• Describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites.</li> <li>• Write letters in Spanish to peers in the target culture, describing and analyzing current events of mutual interest.</li> </ul>	Bilingüismo desde la infancia	Well-organized essay on the topic of bilingualism, with emphasis on evaluation of organization, range and appropriateness of vocabulary, grammatical accuracy of 200 words or more.	Advanced Placement Language Preparation Program
	Boda de Sangre and selected poems by Garcia Lorca	Use of assessment list to evaluate successful representation of selected scenes through dramatic performance.	Selected works by Federico Garcia Lorca including Boda de Sangre, the play.
	House of Spirits by Isabella Allende	A book review of the novel in at least 200 words in Spanish discussing character development, plot, subplots and the recurring theme of realismo magico in Allende's work.	Casa de Espiritus, Isabella Allende
	Critique of selected paintings by Salvador Dali and Pablo Ruiz Picasso	Class discussion followed by written response to themes of cubism and surrealism in Spanish paintings of the 20 <sup>th</sup> century.	Slides, Posters, Books and DVD materials to present works of artists.
	Write classified letters describing self, general interests and what would be ideal characteristics in a partner/ romantic interest.	Use of rubric to insure content and organization parameters are met. Peer editing strategies and revision to complete the writing process.	Department/Teacher generated materials.

- Use a dictionary or thesaurus written entirely in Spanish, as appropriate, to select words for use in preparing written and oral reports.

This is an integral part of the writing process in all written tasks performed in the classroom.

Ongoing monitoring by teacher

University of Chicago Spanish Dictionary, Cassells Thesaurus.

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### *Content Standard 4: Cultures -- How do I use my understanding of culture to communicate and function appropriately in another culture.*

*Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Identify and analyze products and practices of the target culture, (e.g., social, economic, legal and political) and explore the relationships between these products and practices and the perspectives of the culture.</li>   <li>• Identify, experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.</li>   <li>• Interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.</li> </ul>	<p>Tierra, Sol y Mar -- discussions in ecology</p> <p>“El artista nace, no se hace...”</p> <p>Role-play activities including, formal and informal interactions between students, family members, teachers, members of the community in various every day situations.</p>	<p>Class debate regarding use of natural resources while speaking to the concern for depleting supply of clean water, overpopulation, air pollution and socio-political ramifications action/inaction.</p> <p>Create an analysis of how the common saying relates to artistic talent from the point of view of the target culture.</p> <p>Holistic rubric scoring based on comprehensibility, content, accuracy and fluency.</p>	<p>Nuevas vistas - Curso avanzado, teacher generated sources, Internet research.</p> <p>Various student generated materials through research on line and in the school’s resource center.</p> <p>Teacher generated materials culled from past AP exam materials.</p>

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***Content Standard 5: Connections (Interdisciplinary Mode) -- How do I use my understanding of Spanish and Hispanic culture to reinforce and expand my knowledge of other disciplines.***

*Students will reinforce and expand their knowledge of other areas of study through the study of Spanish.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Use information acquired from other school subjects to complete activities in the world language classroom.</li>   <li>• Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.</li>   <li>• Analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes.</li> </ul>	<p>Spanish Civil War knowledge from previous history studies to enhance the understanding of Lorca’s work.</p> <p>Five hundred Generations film series on pre-colombian Mexico to present to enhance understanding of texts and listening materials on the topic of Aztec art and society.</p> <p>Internet research assignments</p>	<p>Discussion followed by written response to literature using various questioning techniques.</p> <p>Relate various quotes from the film series to current study and Spanish classroom materials.</p> <p>Students must produce expository writing citing at least 3 different on line sources and providing lists of other URLs visited but not necessarily selected. Proper use of MLA or other method of citation required.</p>	<p>Teacher generated materials.</p> <p>Social Studies Department materials for interdisciplinary collaboration.</p> <p>Internet resources. Teacher generated topics and rubrics.</p>

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***Content Standard 6: Connections (Intradisciplinary Mode) -- How do I use my understanding of another language and culture to broaden and deepen my understanding of Spanish and Hispanic culture and access and use information that would otherwise be unavailable to me.***

*Students will acquire and use information from a variety of sources only available in Spanish.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.</li>   <li>• Access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).</li> </ul>	<p>Comment on customs and cultural specific practices as evidenced in Articles, Essays, Interviews and Video clips from films in Spanish with a common theme (family, for example).</p> <p>Students develop original pamphlets or brochures on a specific place of interest in a Spanish speaking community.</p>	<p>Class presentation with visuals and written handouts.</p> <p>Portfolio assessment rubric and peer critique.</p>	<p>Teacher/student generated materials.</p> <p>Internet, Resource Center materials, Magazines, Travel Guides, etc.</p>

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### *Content Standard 7: Comparisons Among Languages -- How do I demonstrate an understanding of the similarities, differences and interactions across languages?*

*Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.</li> <li>• Evaluate the style of a communicative interaction in Spanish.</li> <li>• Cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.</li> <li>• Read and comprehend longer and more complex texts in abridged and unabridged formats.</li> <li>• Use a writing process in producing work that includes self-assessment and discussion with other students.</li> </ul>	<p>Practice in use of negation in sentence structure and everyday conversational usage (word order, double negatives, agreement in gender and number.)</p> <p>Directed responses as modeled in AP tests.</p> <p>CAPT style reading/written response activities: for example Las Fallas de Valencia y la feria de San Jose.</p> <p>Boda de Sangre, Federico Garcia Lorca</p> <p>Picture Sequence – according to interpretation of pictures shown, students create a story, retell the story, and respond to stories told by classmates.</p>	<p>Group work, tests, quizzes, sample conversations.</p> <p>Timed verbal and written response evaluated based on appropriateness, grammatical accuracy and pronunciation.</p> <p>Holistic CAPT style assessment on scale of 0-6.</p> <p>Written assessment, scene by scene oral summaries, etc.</p> <p>Peer critique and teacher assessment with emphasis on content, sequence grammatical accuracy, and pronunciation.</p>	<p>Amsco Advanced Placement Workbook</p> <p>Nuevas Vistas – Curso Avanzado</p> <p>Teacher generated materials, Internet sources, Magazines.</p> <p>Boda de Sangre, Federico Garcia Lorca.</p> <p>Triángulo Workbook, Nuevas Vistas – Curso Avanzado</p>



## *Spanish 5 A.P. Curriculum*

### *Content Standard 1: Communication (Interpersonal Mode) – How do I use Spanish to communicate with others?*

*Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>Exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.</li> </ul>	Unas vacaciones inolvidables – students unforgettable vacations	Free-Response Rubric as designed by AP Spanish Language Examination evaluating degree of competence in both written and verbal expression in the target language.	Advanced Placement Examination Text
<ul style="list-style-type: none"> <li>Exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.</li> </ul>	La conciencia social – la pobreza, la violencia, un desastre natural	Free-Response Rubric as designed by AP Spanish Language Examination evaluating degree of competence in both written and verbal expression in the target language.	Nuevas Vistas – Curso Avanzado, Advanced Placement Examination Text
<ul style="list-style-type: none"> <li>Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> </ul>	Role-play in the target language in variation of theme (restaurant, post office, airport, hotel, taxi etc.)	Free-Response Rubric as designed by AP Spanish Language Examination evaluating degree of competence in both written and verbal expression in the target language.	Advanced Placement Examination Text
<ul style="list-style-type: none"> <li>Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and</li> </ul>	Reciclaje, recursos naturales, contaminación del aire – group response.	Free-Response Rubric as designed by AP Spanish Language Examination evaluating degree of competence in both written and verbal expression in the target language.	Nuevas Vistas – Curso Avanzado, Advanced Placement Examination Text

<p>their native cultures.</p> <ul style="list-style-type: none"> <li>• Share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.</li> <li>• Discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.</li> <li>• Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their message.</li> </ul>	<p>“Como Agua Como Chocolate” by Laura Esquivel, “Milagros de Nuestra Señora” by Gonzalo de Berceo.</p> <p>Guest speaker/Presenter answer and question following talk/performance.</p> <p>Regular conversational intercourse in class</p>	<p>Free-Response Rubric as designed by AP Spanish Language Examination evaluating degree of competence in both written and verbal expression in the target language.</p> <p>Subjective Teacher assessment, self-assessment after the fact.</p> <p>Subjective Teacher assessment, self-assessment, peer coaching.</p>	<p>Amsco Advanced Placement Workbook, Advanced Placement Examination Text</p> <p>As arranged by teacher and guest.</p> <p>Internet, Magazines, Texts, Workbooks, Current school and community events, etc.</p>
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## *Spanish 5 A.P. Curriculum*

### *Content Standard 8: Comparisons Among Cultures – How do I demonstrate and understanding of the similarities, differences and interactions across cultures?*

*Students will demonstrate an understanding of the concept of culture through comparisons across cultures.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Analyze how other cultures view the role of the United States in the world arena.</li> <li>• Use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).</li> <li>• Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.</li> <li>• Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the peoples of other cultures.</li> </ul>	<p>Current events articles from authentic texts in Spanish (People en Español, Univision.com, etc.)</p> <p>Programas de Intercambio – estudiar extranjero</p> <p>Planes para el futuro – asistencia a la Universidad</p> <p>Cambios, día a día, dejan su comunidad de origen para buscar mejores oportunidades en otros lugares.</p>	<p>Presentations, group discussions with emphasis on substantive responses and grammatical accuracy.</p> <p>AP Sample Essay Scoring Rubric – emphasis on content, grammatical accuracy, appropriateness of vocabulary, organization.</p> <p>AP Sample Essay Scoring Rubric – emphasis on content, grammatical accuracy, appropriateness of vocabulary, organization.</p> <p>Presentations, group discussions with emphasis on substantive responses and grammatical accuracy.</p>	<p>Nuevas Vistas – Curso Avanzado</p> <p>Nuevas Vistas – Curso Avanzado</p> <p>Nuevas Vistas – Curso Avanzado</p> <p>Nuevas Vistas – Curso Avanzado</p>

## *Spanish 5 A.P. Curriculum*

### *Content Standard 9: Communities – How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?*

*Students will use their world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.</li> </ul>	Letter/Internet chat / e-mail exchanges with an emphasis on interpersonal relations.	Self-assessment, reflection	Internet, International Pen Pal Program
<ul style="list-style-type: none"> <li>• Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experience, school-to-work projects, of school/individual exchanges.</li> </ul>	Classified ads, School to Career Program searches and contacts – journal entry record of research and findings.	Evaluation of journal entries for content and accuracy.	Teacher and student generated resources.
<ul style="list-style-type: none"> <li>• Use various media from the target language and culture for personal enjoyment.</li> </ul>	Videos, CDs, DVDs, Internet	Not applicable/enrichment focused activity.	Teacher and student generated resources.
<ul style="list-style-type: none"> <li>• Read literature, listen to music and view films and websites in the target language for enrichment.</li> </ul>	Videos, DVDs, CDs, Magazines, Novels, Poems, Articles, Internet	Not applicable/enrichment focused activity.	Teacher and student generated resources.

