

ADVANCED PLACEMENT SPANISH

Description

As stated in the *Advanced Placement Course Description*, “an AP Spanish Language course covers the equivalent of a third-year college course in advanced Spanish writing and conversation.” This two semester, two credit course, which meets daily and is conducted exclusively in Spanish, focuses on oral and written communication. The course, based solely on literature and other authentic materials, emphasizes the development of reading comprehension, the refinement of aural skills, integration of correct grammar and usage in oral and written Spanish, and vocabulary growth. In order to build this proficiency, students do a thorough review of grammar and an intense study of vocabulary. Students are exposed to a wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature from Spanish and Latin American authors.

A final project, related to the culture, language, history, art, or music of Spanish speaking countries, is assigned based on individual interest. Completion of assigned summer reading is a course requirement. It is expected that all students will take the AP exam administered in May.

Course Overview

Course Goals

Students will:

- read and discuss authentic literature and articles from periodicals.
- comprehend formal and informal spoken Spanish.
- express themselves with fluency and accuracy both orally and in writing.
- appreciate diverse cultures.
- develop a rich vocabulary to enhance speaking and writing and to facilitate understanding of written and oral information.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Assessments

Common Assessments

Skill Assessments

<p><u>Content Outline</u></p> <p>I. Unit 1 - Etapas – Stages II. Unit 2 - El Entorno – Our Surroundings III. Unit 3 - Modas de Vivir – Lifestyles IV. Unit 4 - Estudios Culturales – Cultural Studies</p>	<p><u>Standards</u></p> <p>Connecticut SDE – World Language Curriculum Framework 2005</p> <p>Connecticut World Language Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Communication (Interpersonal Mode)</i> • <i>Communication (Interpretive Mode)</i> • <i>Communication (Presentational Mode)</i> • <i>Connections (Interdisciplinary Mode)</i> • <i>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> • <i>Communities</i> 	<p><u>Grade Level Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Skills Matrix
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Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1		Unit 2			Unit 3			Unit 4	
Etapas – Stages		El Entorno – Our Surroundings			Modas de Vivir – Lifestyles			Estudios Culturales – Cultural Studies	
9 weeks		9 weeks			9 weeks			5 weeks	

Unit 1 - Etapas – Stages, 9 weeks [top](#)

Standards

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- use a writing process in producing work that includes self-assessment and discussion with other students.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will:

- use various media from the target language and culture for personal enjoyment.

Unit Objectives

Students will be able to:

- discuss and analyze short literary works.
- express opinions regarding pod casts, music, films, art, websites and other media.
- develop a writing process that includes self assessment and discussion with other students.
- synthesize the content of television programs, radio programs, music, and movies.
- demonstrate a deep understanding of cultural similarities and differences.

Essential Questions

- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- How do I conjugate regular and irregular verbs in the present tense?
- What are the subtle differences between ser and estar?
- How do I form and use gerunds and participles?

Assessment

- Una obra maestra

Skill Objectives

Students will:

- incorporate in their writing and speaking:
 - low frequency irregular verbs in the present indicative.
 - gerunds and past participles.
 - the passive voice with “se” and with “ser”.
 - direct and indirect commands
 - the uses of ser and estar.
- generate a vocabulary list that reflects

	<ul style="list-style-type: none"> • How do I form the passive voice and when do I use it? • What is an indirect command and how do I form it? • How do I form direct commands (positive, negative, formal and familiar, singular and plural)? • How can I expand my vocabulary to discuss issues of health? • What words and expressions will facilitate my communication regarding the home? 	<p>home furnishing, clothing and food.</p> <ul style="list-style-type: none"> • list vocabulary associated with health, accidents, emergencies, and cures. • engage in classroom discussion. • interpret passages from a text in collaboration.
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Unit 2 – El Entorno – Our Surroundings, 9 weeks [top](#)

Standards

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- 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.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- produce a range of written work that is coherent, accurate and representative of a variety of literary styles.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

Unit Objectives

Students will be able to:

- comprehend and evaluate full length feature articles on contemporary issues.
- make connections between information presented in the media and their personal lives.
- compare and contrast the treatment of current issues across cultures.
- analyze the way words are used in context.
- engage in classroom discussion.
- defend one’s position formally and informally in writing.
- compare and contrast cultural stereotypes.

Essential Questions

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Questions

- How can I create compound and complex sentences in Spanish which may or may not require the use of the subjunctive?
- How do I use relative pronouns to create complex sentences?

Assessment

- ¡No me lo creo!

Skill Objectives

Students will:

- incorporate into their writing and conversation:
 - the subjunctive in complex sentences
 - the conditional and future tenses.
 - Interrogative and exclamatory expressions.
 - Relative pronouns
- generate a vocabulary list reflecting travel.

	<ul style="list-style-type: none">• How do I talk about future and conditional activities?• How can I show emotion by the inclusion of exclamatory words and expressions?• How do I utilize interrogative words and expressions?• How can I expand my vocabulary to discuss outdoor activities and other topics related to the environment?• What words and expressions will facilitate my communication regarding travel and topics related to travel?	<ul style="list-style-type: none">• list vocabulary related to the weather, natural disasters, landscapes and the environment.
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Unit 3 - Modas de Vivir – Lifestyles, 9 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- 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.

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- 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.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- read and comprehend longer, more complex texts in abridged and unabridged formats.

Unit Objectives

Students will be able to:

- comprehend abridged and unabridged short novels.
- analyze literary characters and determine the roles they play.
- assess how history has influenced the lives of literary characters.
- synthesize political and social issues discussed in abridged and unabridged works.
- respond to current events reported by the media of foreign countries.
- comprehend a full length film and discuss the plot, the characters and the political reality of the times.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Questions

- What are the rules to determine gender of nouns?
- When are definite articles used?
- When are indefinite articles omitted?

Assessment

- Como lo veo yo

Skill Objectives

Students will:

- incorporate into their writing and conversation:
 - proper agreement of nouns and adjectives
 - uses of definite and indefinite articles.
 - adjectives and adverbs for more precise communication.
 - more subtle uses of the preterit and

	<ul style="list-style-type: none"> • How does the placement of an adjective affect its meaning? • How do irregular adjectives change gender and number? • How are adverbs derived from adjectives? • How do I form comparatives and superlatives? • What are the subtle differences between the preterit and the imperfect? • What are other verbs that are conjugated like gustar? • How do I use the infinitive as a noun? • How do I form adjectives and nouns that are derived from verbs? • What words and expressions will facilitate discussion of free time activities and sports? 	<ul style="list-style-type: none"> ○ the imperfect. ○ verbs similar to gustar. ○ the infinitive as a noun. ○ adjectives and nouns derived from verbs. • generate a vocabulary list to discuss leisure time activities and sports.
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Unit 4 - Estudios Culturales – Cultural Studies, 5 weeks [top](#)

Standards

Connections (Interdisciplinary Mode)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will:

- acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will:

- communicate with members of the target culture and interpret information regarding topics of personal, community or world interest.
- use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.

Unit Objectives

Students will be able to:

- present comprehensive information that is engaging, beneficial and helpful to a peer audience.
- select a project integrating the essential concepts, expectations and foundation of the program of study.
- increase understanding of the history, art, music, food, celebrations, and other aspects of the culture of Spanish speaking countries.
- synthesize relevant and accurate

Essential Questions

- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

Assessment

- ¡Ahora te toca a ti!

Skill Objectives

Students will:

- research a topic of cultural, historical or social interest in the Target culture.
- select information based on relevancy and accuracy.
- define key elements of Spanish or

<p>information.</p> <ul style="list-style-type: none"> • demonstrate a deep understanding of the arts, politics, history and customs of Spanish and Hispanic countries. 	<ul style="list-style-type: none"> • How do I research in the target language a topic of cultural, historical or social interest? • How do I prepare a presentation that demonstrates an understanding of <ul style="list-style-type: none"> ○ techniques to select Information that is relevant ○ time management ○ elements of oral presentation ○ uses of technology ○ techniques for audience participation ○ impromptu expression 	<p>Hispanic culture.</p> <ul style="list-style-type: none"> • demonstrate organizational skills. • demonstrate time management. • demonstrate elements of oral presentation. • allow for audience interaction. • demonstrate an understanding of the use of technology. • demonstrate impromptu expression.
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