Glen Ridge Public Schools –World Languages Curriculum

Course Title: ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Subject: SPANISH

Grade Level: 9 - 12

Duration: 1 YEAR

Prerequisite: SPANISH IV HONORS OR EQUIVALENT

Elective or Required: ELECTIVE

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
This course is a college level course intended for students in their fifth year of Spanish. By the start of the school year students have learned all necessary structures needed to communicate in Spanish. The course is conducted entirely in Spanish and exclusive use of Spanish is required in the classroom. AP Spanish emphasizes all aspects of the language, including listening, speaking, writing, reading and culture and uses a variety of authentic sources in addition to primary textbooks. Students will use the language lab in order to facilitate spoken Interpersonal and Presentational communication as well as to practice Interpretive communication with authentic audio texts. Students are evaluated using the scoring guidelines provided by the College Board for verbal and written assignments completed in and outside of class and are tested with AP formatted exercises. Students are expected to take the AP Exam at the end of the course.

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Date Submitted: Summer 2015
AP SPANISH

Topic/Unit: GLOBAL CHALLENGES

Approximate # Of Weeks: 6

Essential Questions:
What environmental, political and social issues pose challenges to societies throughout the world? What are the origins of those issues? What are possible solutions to those challenges?

Upon completion of this unit students will be able to:
Clearly and fluently express their understanding of: Economic Issues, Environmental Issues, Philosophical Thought and Religion, Population and Demographics, Social Welfare, Social Conscience (7.1.AL.A.1-8) (7.1.AL.B.2-5)

Express themselves more authentically and precisely using advanced grammatical structures. (7.1.AL.8)

Common Core ELA Standards:
● Reading Standards : 11-12.R.I.7, 11-12.RL.10
● Speaking and Listening Standards : 11-12.SL.1, 11-12.SL.4

Interdisciplinary Standards (njcccs.org)
● Standard 9.1 21st Century Life and Career Skills
● Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
Students will discuss new terms about the economy as defined in their Financial Literacy course.

Students will read the article Ganaderia Agroecologica and debate the pros and cons of organic produce as per their understanding of the text. Students will follow up by researching the trends comparing Argentina to the U.S. and writing a summary of their findings.

Students will compose a fictional letter of interest to a foundation expressing interest in aiding the less fortunate population of Honduras following a discussion about possible causes of poverty.
Students are to gather a consensus of the variety of attitudes toward undocumented immigrants with an unofficial poll. Students should then consider the attitude of said immigrant and present both sides and formally verbally present their own conclusions in a verbal presentation lasting two minutes.

The class watches the film *Maria, Full of Grace* and completes a graphic organizer that the students have already begun with what they think they know about the lives of immigrants from Central America. As a class, they discuss the rights of individuals in search of a better (safer, healthier…) life.

Students complete grammar review units and employ advanced structures in all discourse.

Students complete a variety of thematic listening, reading, writing and speaking activities in A.P. format.

**Enrichment Activities:**
As a class on the interactive whiteboard students are asked to match a country’s name to its geographical location and state one fact about each, continent by continent. A class discussion develops about why we know about some countries and why it is important.

**Methods of Assessments/Evaluation:**
- Oral presentation (language lab)
- Audio assessment
- Verbal questioning
- Role-playing (dialogues)
- Interactive whiteboard prompts
- AP-format test activities
- Quizzes and unit test
- Homework
- Classwork
- Essays

**Resources/Including Online Resources**
- Class text: *Triángulo Aprobado, 5a edición*
- Google Apps for Education (GAFE)
- Online textbook: learningsite.waysidepublishing.com
- Secondary text: *¡En marcha!*
- Online (secondary) text supplement: phschool.com
- Teacher Webpage
- Film: *María, Full of Grace*
AP SPANISH

Topic/Unit: SCIENCE AND TECHNOLOGY

Approximate # Of Weeks: 6

Essential Questions:
How do developments in science and technology affect our lives? What factors have driven innovation and discovery in the fields of science and technology? What role does ethics play in scientific advancement?

Upon completion of this unit students will be able to:
Clearly and fluently express their understanding of: Access to Technology, Effects of Technology on Self and Society, Health Care and Medicine, Innovations, Natural Phenomena, Science and Ethics (7.1.AL.B.2-5)

Express themselves more authentically and precisely using advanced grammatical structures. (7.1.AL.8)

Common Core ELA Standards:
● Reading Standards : 11-12.RI.7, 11-12.RL.10
● Speaking and Listening Standards : 11-12.SL.1, 11-12.SL.4

Interdisciplinary Standards (njcccs.org)
● Standard 9.1 21st Century Life and Career Skills
● Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
Watch and discuss the film, Motorcycle Diaries and discuss Che Guevara as a young medical student and his political life.

After reading brief descriptions of patients needing a heart transplant, students proactively debate for their patient and why that particular person should receive a transplant first. Afterwards the class discusses the pros and cons of the current system.

Students role-play a situation with a friend in which her incessant use of social media is addressed.
Students read the article “Las camarás de vigilancia en las escuelas: and discuss security vs. privacy according to the situations mentioned in the article. Students create and take a class survey and compare it to the one alongside the article and other sources describing attitudes in parts of Spain and Colombia. The students compose and essay with an informed response if they think cameras should be used in schools and to what extent, being sure to consider the variety of perspectives presented.

Students complete grammar review units and employ advanced structures in all discourse.

Students complete a variety of thematic listening, reading, writing and speaking activities in A.P. format.

**Enrichment Activities:**
Students brainstorm and research the most useful and up-to-date tech terms (with verbs and adjectives) and share their findings to create a supplement to their list. The class discusses why there can be multiple words for the same tech term.

The teacher conducts a book talk on Menzel’s *Material World*. Students are to name the one invention that each cannot live without and discuss. Is it the same globally? Also discuss how *Material World* would be different today.

Students respond to analytical written questions comparing an excerpt of text “Polemica por la eutanasia, una confesión real sobre una vida de película” with a video “La eutanasia” filmed in Peru.

Students create a digital time capsule in groups and present it to the class. It should be a collage of snapshots describing what life was like for a seventeen year-old to be opened in the year 2200.

**Methods of Assessments/Evaluation:**
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- Quizzes and unit test
- Homework
- Classwork
- Essays
Resources/Including Online Resources

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- Secondary text: ¡En marcha!
- Online (secondary) text supplement: phschool.com
- Teacher Webpage
- Text and PBS website: *Material World* (Menzel)
- Film: *The Motorcycle Diaries*
AP SPANISH
Topic/Unit: CONTEMPORARY LIFE

Approximate # Of Weeks: 6

Essential Questions:
How do societies and individuals define quality of life? How is contemporary life influenced by cultural products, practices, and perspectives? What are the challenges of contemporary life?

Upon completion of this unit students will be able to:
Clearly and fluently express their understanding of: Education and Careers, Entertainment, Travel and Leisure, Lifestyles, Relationships, Social Customs and Values, Volunteerism (7.1.AL.A.1-8) (7.1.AL.B.2-5)

Express themselves more authentically and precisely using advanced grammatical structures. (7.1.AL.8)

Common Core ELA Standards:
● Reading Standards : 11-12.RI.7, 11-12.RL.10
● Speaking and Listening Standards : 11-12.SL.1, 11-12.SL.4

Interdisciplinary Standards (njcccs.org)
● Standard 9.1 21st Century Life and Career Skills
● Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
Students respond to analytical questions regarding quality of life and social responsibility after reading the literary selection Tape Pora by Mirella Cossovel de Cuellar.

Students will conduct college interviews with each other based on their experiences and expectations with those interviews this year.

Students create a two-minute verbal presentation about the importance of volunteerism in the students’ community and compare that with attitudes within a Spanish-speaking region.
Students watch the film *Casi Casi* and discuss the unexpected similarities and differences between school life in our school and the one in the film in Puerto Rico. Students complete grammar review units and employ advanced structures in all discourse.

Students complete a variety of thematic listening, reading, writing and speaking activities in A.P. format.

**Enrichment Activities:**
Students are to listen to Juan Luis Guerra’s *El costo de la vida* and discuss the history of the Dominican Republic, its current state of affairs and the hopes of its people (including JLG) and compare those to their own.

Students are to address each of the seven subchapters with a statement about the future and what each hopes to accomplish in that field. They are then to interview each other and share their findings in a group.

**Methods of Assessments/Evaluation:**
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- Teacher Webpage
- YouTube: *El costo de la vida*
- Film: *Casi casi*
AP SPANISH

Topic/Unit: PERSONAL AND PUBLIC IDENTITIES

Approximate # Of Weeks: 6

Essential Questions:
How are aspects of identity expressed in various situations? How do language and culture influence identity? How does one’s identity develop over time?

Upon completion of this unit students will be able to:
Clearly and fluently express their understanding of: Alienation and Assimilation, Heroes and Historical Figures, National and Ethnic Identities, Personal Beliefs, Personal Interests, Self-Image (7.1.AL.A.1-8) (7.1.AL.B.2-5)

Express themselves more authentically and precisely using advanced grammatical structures. (7.1.AL.8)

Common Core ELA Standards:
- Reading Standards: 11-12.RL.7, 11-12.RL.10
- Speaking and Listening Standards: 11-12.SL.1, 11-12.SL.4

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st Century Life and Career Skills
- Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
Students read and answer analytical questions about Balada de los dos abuelos by Nicolas Guillen. They compare their answers during a class discussion in which we define race, heritage and nationality.

Students role-play an interview between a reporter and someone famous from the Spanish-speaking world, asking about his/her influences, role models, and heroes.
On the language lab, students present their perspectives on the role that religion has played in their community and in societies around the world.

Students debate the notions that it is essential to know one’s true identity in order to grow and they discuss how one defines the essence of oneself. Students watch the film “The Official Story” and discuss the Dirty War in Argentina and compare it with other political and social struggles in Latin America.

Students complete grammar review units and employ advanced structures in all discourse.

Students complete a variety of thematic listening, reading, writing and speaking activities in A.P. format.

**Enrichment Activities:**
Using a number of picture prompts of a mix of local people and world figures (famous or not) students are to answer ‘yes’ or ‘no’ to three descriptive adjectives regarding nationality, status, etc. about each and then justify their responses.

Students create and play a game of Scruples. For homework, using the new vocabulary students write a list of ten yes/no situational questions testing moral fortitude in the “Would you ever…” format. After mixing the questions, students play the game in groups of five.

**Methods of Assessments/Evaluation:**
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AP SPANISH

Topic/Unit: FAMILIES AND COMMUNITITES

Approximate # Of Weeks: 6

Essential Questions:
What constitutes a family in different societies? How do individuals contribute to the well-being of communities? How do the roles that families and communities assume differ in societies around the world?

Upon completion of this unit students will be able to:
Clearly and fluently express their understanding of: Customs and Values, Education Communities, Family Structure, Global citizenship, Human Geography, Social Networking (7.1.AL.A.1-8) (7.1.AL.B.2-5)

Express themselves more authentically and precisely using advanced grammatical structures. (7.1.AL.8)

Common Core ELA Standards:
● Reading Standards: 11-12.RL.7, 11-12.RL.10
● Speaking and Listening Standards: 11-12.SL.1, 11-12.SL.4

Interdisciplinary Standards (njcccs.org)
● Standard 9.1 21st Century Life and Career Skills
● Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
Students prepare questions to be answered verbally about family life and large and small societal impacts of individuals. These questions include essential questions and cover the global picture. These include much of the new vocabulary.

The class discusses their interpretations of Las Meninas by Velazquez. They then read a brief history of Felipe IV’s family and then reanalyze the painting by prepping and answering questions verbally.
Classmates will prepare and present a dialogue in which they are cousins planning a family reunion.

Students will write a formal essay on the pros and cons of marrying young, weighing the perspectives from those who have and current statistics on the age at which people currently marry in Spain.

The class watches the film *The Sea Inside* and discusses the role of family and the debate on euthanasia.

Students complete grammar review units and employ advanced structures in all discourse.

Students complete a variety of thematic listening, reading, writing and speaking activities in A.P. format.

**Enrichment Activities:**

Students watch the film *Mi familia* and write a response as to why this could (not) have been their own family.

Students create a digital family tree with pictures, birthplaces, dates and professions.

**Methods of Assessments/Evaluation:**

- Oral presentation (language lab)
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- Secondary text: *¡En marcha!*
- Online (secondary) text supplement: phschool.com
- Teacher Webpage
- Films: *The Sea Inside* and *Mi familia*
AP SPANISH

Topic/Unit: BEAUTY AND AESTHETICS

Approximate # Of Weeks: 6

Essential Questions:
How are perceptions of beauty and creativity established? How do ideals of beauty and aesthetics influence daily life? How do the arts both challenge and reflect cultural perspectives?

Upon completion of this unit students will be able to:
Clearly and fluently express their understanding of: Architecture, Defining Beauty, Defining Creativity, Fashion and Design, Language and Literature, Visual and Performing Arts (7.1.AL.A.1-8) (7.1.AL.B.2-5)

Express themselves more authentically and precisely using advanced grammatical structures. (7.1.AL.8)

Common Core ELA Standards:
- Reading Standards: 11-12.RI.7, 11-12.RL.10
- Speaking and Listening Standards: 11-12.SL.1, 11-12.SL.4

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st Century Life and Career Skills
- Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
Students read the poem *Mientras por competir con tu cabello* by Luis de Gongora in which he addresses the transience of what he defines as beauty. Students answer AP format comprehension questions and then create a one-minute verbal answer as to whether Gongora speaks for modern society when he equates youth with beauty.

Students reply to an email looking for a graphic designer of a fashion magazine.

Students verbally complete a conversation with pre-recorded prompts from a famous actress.
The class watches *Biancanieves*, a modern black and white film about Snow White as a bullfighter. This is followed by a discussion on Spanish cultural icons.

On the language lab students create a two-minute presentation on the importance of learning a second language, both in their own community but also compare their experiences to what they know about its importance in a Spanish-speaking country.

Students complete grammar review units and employ advanced structures in all discourse.

Students complete a variety of thematic listening, reading, writing and speaking activities in A.P. format.

**Enrichment Activities:**

Students research slides of clothing and styles from all different places, modern and traditional and create a slideshow for the class. They agree if they would wear it, why (not) and who would. As a class we discuss the ramifications of these judgments as we start to address the essential questions.

After researching the art of Fernando Botero, students are impromptu docents to their classmates. As each sculpture or painting appears on the screen on the interactive whiteboard students have question and answer sessions role-playing an interaction in a museum.

Students create a five-minute digital fashion show about one country, chronologically discussing the history of its fashion.

The class debates the utility of a high-heeled shoe, researching medical impacts and creating opinion polls.

**Methods of Assessments/Evaluation:**

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- Teacher Webpage
- Film: Biancanieves