

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

AP Spanish Language and Culture

Grade Level: 12

Date of Board Approval: _____ 2018 _____

Planned Instruction

Title of Planned Instruction: AP Spanish Language and Culture

Subject Area: World Language

Grade: 12

Course Description:

Advanced Placement Spanish Language and Culture is a course intended for those students who have successfully completed Spanish 5. The class is conducted almost entirely in Spanish and students are encouraged to practice Spanish on a consistent basis with both teachers and peers. At the advanced placement level, students will review and refine grammatical constructions and learn and apply new vocabulary that will emphasize both written and oral communication so students may increase their levels of proficiency in each of the language skills: listening, speaking, reading, writing and culture. As students work through the three modes of communication – Interpersonal, Interpretive and Presentational students will become more proficient in their ability to read and understand various literary genres, participate in conversations, understand directed questions, read newspapers, magazines and Internet articles, and deliver oral and written presentations in a logical and convincing manner utilizing appropriate vocabulary and grammatical constructions. Those students who elect to pursue AP Spanish Language and Culture should have had a strong foundation in grammar as well as being competent in the areas of reading, listening comprehension, speaking and writing. Students must also be open to the exploration and understanding of different cultures in relevant and fascinating contexts. Students should be directed toward an understanding of the culture of the target language in relationship to their own viewpoint and should be able to use the target language in real life settings (Global Challenges, Families and Communities, Beauty and Aesthetics, Science and Technology, Contemporary Life). The ultimate goal is that students will be able to communicate, read, and write in a natural and accurate manner.

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Gary Cotroneo

Curriculum Map

- **Marking Period One – Overview with time range in days:**
How does one's identity develop over time? 30 days
How do societies and individuals define quality of life? 15 days

Marking Period One – Goals:

Understanding of:

- Alienation and assimilation
 - Heroes and historical figures
 - National and ethnic identities
 - Personal Beliefs
 - Personal Interests
 - Self-Image
 - Education and careers
 - Entertainment
 - Travel and Leisure
 - Lifestyles
 - Usage of present tense and reflexive verbs
 - Use of gustar and other verbs like gustar
 - Usage of preterite v. imperfect
 - Usage of future and conditional
 - Construction and use of past participle
 - Usage of the perfect tenses
 - Thematic vocabulary usage – Personalities, Education, Idioms
 - Cultural differences
- **Marking Period Two – Overview with time range in days:**
How is contemporary life influenced by cultural products, practices, and perspectives? 15 days
What constitutes a family in different societies? 30 days

Marking Period Two – Goals:

Understanding of:

- Relationships
- Social customs and values
- Volunteerism
- Customs and values
- Education communities
- Family structure
- Global citizenship
- Human geography

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- Social networking
 - Comprehension of gender and agreement of nouns and adjectives
 - Usage of possessive adjectives and pronouns
 - Usage of demonstrative adjectives and pronouns
 - Using context clues to distinguish between the usage of para vs. por
 - Indefinite and negative words usage
 - Thematic vocabulary usage – Tourism, Entertainment, Family, Idioms
 - Cultural differences
- **Marking Period Three – Overview with time range in days:**
How are perceptions of beauty and creativity established? 30 days
How do developments in science and technology affect our lives? 15 days

Marking Period Three – Goals

Understanding of:

- Architecture
 - Beauty
 - Creativity
 - Fashion and design
 - Language and literature
 - Visual and performing arts
 - Access to technology
 - Effects of technology on self and society
 - Health care and medicine
 - Identification and application of formal and informal commands
 - Usage of the subjunctive according to context clues
 - Relative pronoun usage
 - Thematic vocabulary usage – The home (in regards to architecture), Health, Idioms
 - Cultural differences
- **Marking Period Four – Overview with time range in days:**
What role does ethics play in scientific advancement? 15 days
What are the origins of environmental, political, and social issues throughout the world? 30 days

Marking Period Four – Goals:

Understanding of:

- Innovations
- Natural phenomena
- Science and ethics
- Economic issues
- Environmental issues

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- Philosophical thought and religion
 - Population and demographics
 - Social welfare
 - Social conscience
 - Recall, recognize, and construct phrases using prepositional, direct, and indirect object pronouns.
 - Review of passive voice
 - Thematic vocabulary usage – The environment, A little bit of everything, Idioms
 - The role of a woman in past Hispanic society and what was acceptable and not acceptable in regards to dating and marriage
 - The struggle and stereotyping of Hispanics in the United States
- *Students will also be completing the AP Spanish Language and Culture exam during this quarter.

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UNITS: 1-6

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

- How can we use the second language we know to exchange information from another person?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

Big Idea #2: Gain Knowledge and Understanding of Other Cultures

Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

Concepts:

- Social interactions, practices, and perspectives Students know abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know how to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

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Big Idea #3: Connect with other disciplines and Acquire information

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Big Idea #4: Develop Insight into the nature of Language and culture

Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

Big Idea #5: Connect with other disciplines and Acquire information

Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?

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- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

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Curriculum Plan

Unit: 1

Time Range in Days: 30

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed:

PACS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Las identidades personales y públicas

Goals: Students will be able to describe how aspects of identity are expressed in various situations and how they “fit in” this world and how one’s identity develops over time.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author’s purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Discussion of parts of the AP Spanish Language and Culture exam
2. Discussion of summer work
3. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities

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4. Recall indicative tenses (Abriendo Paso: Gramática, p. 116-132, 30-44, 44-45, 203-205, and 233-235)
5. Recall formation of the past participle and the perfect tenses (Abriendo Paso: Gramática, p. 46, 48, 205-206, and 235-236)
6. Analyze literature (Abriendo Paso: Temas y lecturas)
Small group/independent reading, collaborative learning
 - 1 will be chosen from the following list:
 - a. Capítulo 1 - La enajenación y la asimilación
 - *Naranjas*, Ángela McEwan-Alvarado
 - b. Capítulo 2 - Los héroes y los personajes históricos
 - *Tres héroes*, José Martí
 - c. Capítulo 3 - La identidad nacional y la identidad étnica
 - *Historias de España*, Pere Pi Cabanes
 - d. Capítulo 4 - Las creencias personales
 - *La Educación General Básica* (EGB)
 - e. Capítulo 5 - Los intereses personales
 - *Independizarse no es sólo asunto de libertad; también de madurez*
 - f. Capítulo 6 - La autoestima
 - *Jóvenes parados "hijos pródigos" de vuelta a casa*
7. Apply concepts and vocabulary to create formal writing assignments
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
8. Use context clues to respond to real-life situation writing prompts
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
9. Synthesize and use context clues to be able to respond to oral prompts and conversations
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
10. Compare cultures through in-class and out-of-class activities
 - Mini-presentation on an influential Hispanic

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Informal and formal writing assignments, performance based assessment

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Extensions:

1. Supplemental vocabulary and grammar activities from www.studyspanish.com, www.conjuguemos.com, and/or www.ilovelanguages.com

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly

Materials and Resources:

PRINT TEXTS: Abriendo Paso: Temas y lecturas, Abriendo Paso: Gramática, Triángulo: Cuarta edición, AP Spanish

NON-PRINT TEXTS: Abriendo Paso: Temas y lecturas CD, Abriendo Paso: Gramática CD, AP Spanish CD

OTHER RESOURCES: Textbook websites, for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

Suggested Internet News Sites:

- a. www.cnn.com/espanol
- b. www.bbc.com/mundo

Suggested Internet Newspaper Sites:

- a. www.elpais.com
- b. www.elmundo.es
- c. www.abc.es
- d. www.diariodemexico.com

Suggested Radio Stations:

- a. www.rtve.es/radio

Suggested TV Stations:

- a. www.univision.com
- b. www.telemundo.com
- c. www.antena3.com

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Curriculum Plan

Unit: 2

Time Range in Days: 30

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed:

PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: La vida contemporánea

Goals: Students will be able to decipher society's and individual's definition of quality of life and how it is influenced on a daily basis.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall and distinguish between possessive adjectives and pronouns (Abriendo Paso: Gramática, p. 80-89)

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3. Recall and distinguish between demonstrative adjectives and pronouns (Abriendo Paso: Gramática, p. 80-89)
4. Recall, recognize, and construct phrases using indefinite and negative words (Abriendo Paso: Gramática, p. 298-301)
5. Analyze literature (Abriendo Paso: Temas y lecturas)
Small group/independent reading, collaborative learning
 - 1 will be chosen from the following list:
 - a. Capítulo 7 - La educación y las carreras profesionales
 - *Las mujeres jóvenes eligen estudios y trabajos estereotipados*
 - b. Capítulo 8 - El entretenimiento y la diversión
 - *Música, de los pobres a los ricos*
 - c. Capítulo 9 - Los viajes y el ocio
 - *Vamos a ... buscar inspiración: Lugares que me inspiran*
 - d. Capítulo 10 - Los estilos de vida
 - *Los estilos de vida sostenibles se están extendiendo por toda Europa*
 - e. Capítulo 11 - Las relaciones personales
 - *Al colegio, Carmen Laforet*
 - f. Capítulo 12 - Las tradiciones y los valores sociales
 - *Vivir en Uruguay—Cultura y tradiciones*
 - g. Capítulo 13 - El trabajo voluntario
 - *América Solidaria: Una oportunidad para servir*
6. Apply concepts and vocabulary to create formal writing assignments
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
7. Use context clues to respond to real-life situation writing prompts
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
8. Synthesize and use context clues to be able to respond to oral prompts and conversations
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
9. Compare cultures through in-class and out-of-class activities
 - Mini-presentation on music

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- Mini-presentation on contemporary life themes

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Short answer essay test on reading selections, informal and formal writing assignments, performance-based assessments, practice AP test

Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class
2. Supplemental vocabulary and grammar activities from www.studyspanish.com, www.conjuguemos.com, and/or www.ilovelanguages.com

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly

Materials and Resources:

PRINT TEXTS: Abriendo Paso: Temas y lecturas, Abriendo Paso: Gramática, Triángulo: Cuarta edición, AP Spanish, Triángulo Aprobado

NON-PRINT TEXTS: Abriendo Paso: Temas y lecturas CD, Abriendo Paso: Gramática CD, AP Spanish CD, Triángulo Aprobado CD

OTHER RESOURCES: Textbook websites, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

Suggested Internet News Sites:

- a. www.cnn.com/espanol
- b. www.bbc.com/mundo

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Suggested Internet Newspaper Sites:

- a. www.elpais.com
- b. www.elmundo.es
- c. www.abc.es
- d. www.diariodemexico.com

Suggested Radio Stations:

- a. www.rtve.es/radio

Suggested TV Stations:

- a. www.univision.com
- b. www.telemundo.com
- c. www.antena3.com

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Curriculum Plan

Unit: 3

Time Range in Days: 30

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed:

PACS: CC.1.2A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Las familias y las comunidades

Goals: Students will be able to differentiate the roles that families and communities assume in societies around the world.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities

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2. Connect background knowledge of gender of nouns and adjectives and articles in order to perfect grammatical structures in writing assignments (Abriendo Paso: Gramática, p. 73-79, and 237-257)
3. Differentiate between para vs. por using context clues (Abriendo Paso: Gramática, p. 309-311)
4. Analyze literature (Abriendo Paso: Temas y lecturas)
Small group/independent reading, collaborative learning
 - 1 will be chosen from the following list:
 - a. Capítulo 14 - Las tradiciones y los valores
 - *Se populariza el disfraz de La Catrina*
 - b. Capítulo 15 - Las comunidades educativas
 - *Reforzando la educación en Guatemala*
 - c. Capítulo 16 - La estructura de la familia
 - *Nueva estructura familiar crea dificultades*
 - d. Capítulo 17 - La ciudadanía global
 - *Una boda y un filántropo sueco para proteger el bosque en Paraguay*
 - e. Capítulo 18 - La geografía humana
 - *En Argentina el 92% de la gente ya vive en ciudades*
 - f. Capítulo 19 - Las redes sociales
 - *Ser popular en Internet es un valor muy importante*
5. Apply concepts and vocabulary to create formal writing assignments
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
6. Use context clues to respond to real-life situation writing prompts
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
7. Synthesize and use context clues to be able to respond to oral prompts and conversations
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish

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8. Compare cultures through in-class and out-of-class activities
 - Project on Hispanic cultural celebrations
 - Discussion/debate on the role and responsibilities of parents/caregivers

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Short answer essay test on reading selections, informal and formal writing assignments, performance-based assessments

Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class
2. Supplemental vocabulary and grammar activities from www.studyspanish.com, www.conjuguemos.com, and/or www.ilovelanguages.com

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly

Materials and Resources:

PRINT TEXTS: Abriendo Paso: Temas y lecturas, Abriendo Paso: Gramática, Triángulo: Cuarta edición, AP Spanish

NON-PRINT TEXTS: Abriendo Paso: Temas y lecturas CD or website, Abriendo Paso: Gramática CD, AP Spanish CD

OTHER RESOURCES: Textbook websites, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

Suggested Internet News Sites:

- a. www.cnn.com/espanol
- b. www.bbc.com/mundo

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Suggested Internet Newspaper Sites:

- a. www.elpais.com
- b. www.elmundo.es
- c. www.abc.es
- d. www.diariodemexico.com

Suggested Radio Stations:

- a. www.rtve.es/radio

Suggested TV Stations:

- a. www.univision.com
- b. www.telemundo.com
- c. www.antena3.com

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Curriculum Plan

Unit: 4

Time Range in Days: 30

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed:

PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E;
CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W;
CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A;
CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: La belleza y la estética

Goals: Students will be able to explain how the arts both challenge and reflect cultural perspectives.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities

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2. Recognize and recite formal and informal commands (Abriendo Paso: Gramática, p. 154-165)
3. Connect background knowledge of present tense, preterite, and commands in order to identify and construct present and past subjunctive phrases (Abriendo Paso: Gramática, p. 166-173 and 228-233)
4. Recall, recognize, and construct phrases using relative pronouns (Abriendo Paso: Gramática, p. 274-284)
5. Analyze literature (Abriendo Paso: Temas y lecturas)
Small group/independent reading, collaborative learning
 - 1 will be chosen from the following list:
 - a. Capítulo 20 - La arquitectura
 - *Arq. Santiago Calatrava: Genio de una nueva arquitectura*
 - b. Capítulo 21 - Definiciones de la belleza
 - *La inmolación por la belleza*, Marco Denevi
 - c. Capítulo 22 - Definiciones de la creatividad
 - *La hora de la creatividad*
 - d. Capítulo 23 - La moda y el diseño
 - *La vestimenta es identidad*
 - e. Capítulo 24 - El lenguaje y la literatura
 - *Elogio de la lectura y la ficción*, Mario Vargas Llosa
 - f. Capítulo 25 - Las artes visuales y escénicas
 - *Jordi Mollá*
6. Analyze poetry (Abriendo Paso: Lectura, p. 255-259 and 262-268)
Small group/independent reading, collaborative learning
 - a. Selecciones de *Versos sencillos*
 - b. *Canción de otoño en primavera*
7. Apply concepts and vocabulary to create formal writing assignments
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
8. Use context clues to respond to real-life situation writing prompts
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
9. Synthesize and use context clues to be able to respond to oral prompts and conversations

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- Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
10. Compare cultures through in-class and out-of-class activities
- Advertisement that depicts a product to keep one looking and/or feeling young

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Short answer essay test on reading selections, informal and formal writing assignments, performance-based assessments

Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class.
2. Supplemental vocabulary and grammar activities from www.studyspanish.com, www.conjuguemos.com, and/or www.ilovelanguages.com

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Abriendo Paso: Temas y lecturas, Abriendo Paso: Gramática, Abriendo Paso: Lectura, Triángulo: Cuarta edición, AP Spanish, Triángulo Aprobado

NON-PRINT TEXTS: Abriendo Paso: Temas y lecturas CD, Abriendo Paso: Gramática CD, AP Spanish CD, Triángulo Aprobado CD

OTHER RESOURCES: Textbook websites, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

Suggested Internet News Sites:

- a. www.cnn.com/espanol
- b. www.bbc.com/mundo

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Suggested Internet Newspaper Sites:

- a. www.elpais.com
- b. www.elmundo.es
- c. www.abc.es
- d. www.diariodemexico.com

Suggested Radio Stations:

- a. www.rtve.es/radio

Suggested TV Stations:

- a. www.univision.com
- b. www.telemundo.com
- c. www.antena3.com

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Curriculum Plan

Unit: 5

Time Range in Days: 30

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed:

PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: La ciencia y la tecnología

Goals: Students will be able to compare and contrast how science and technology has advanced from when they were younger until now.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities

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2. Recall, recognize, and construct phrases using prepositional, direct, and indirect object pronouns (Abriendo Paso: Gramática, p. 258-273)
3. Recall, recognize, and construct forms of the passive voice
4. Analyze literature (Abriendo Paso: Temas y lecturas)
Small group/independent reading, collaborative learning
 - 1 will be chosen from the following list:
 - a. Capítulo 26 - El acceso a la tecnología
 - *Aulas con alma digital*
 - b. Capítulo 27 - Los efectos de la tecnología en el individuo y en la sociedad
 - *La interacción en línea tiene efectos positivos en la vida real*
 - c. Capítulo 28 - El cuidado de la salud y la medicina
 - *#médicostuiteros*
 - d. Capítulo 29 - Las innovaciones tecnológicas
 - *No innovar aceleraría la extinción de la raza humana*
 - e. Capítulo 30 - Los fenómenos naturales
 - *¿Pueden realmente los animales presentir la ocurrencia de ciertos fenómenos naturales?*
 - f. Capítulo 31 - La ciencia y la ética
 - *Nosotros, no* – José Bernardo Adolph
5. Apply concepts and vocabulary to create formal writing assignments
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
6. Use context clues to respond to real-life situation writing prompts
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
7. Synthesize and use context clues to be able to respond to oral prompts and conversations
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
8. Compare cultures through in-class and out-of-class activities
 - Students will recreate the tv show “Shark Tank” by creating a technological advancement and try to get the others to invest in it.

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Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Short answer essay test on reading selections, informal and formal writing assignments, performance-based assessments

Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class.
2. Supplemental vocabulary and grammar activities from www.studyspanish.com, www.conjuguemos.com, and/or www.ilovelanguages.com

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Abriendo Paso: Temas y lecturas, Abriendo Paso: Gramática, Triángulo: Cuarta edición, AP Spanish

NON-PRINT TEXTS: Abriendo Paso: Temas y lecturas CD or website, Triángulo Aprobado CD, Abriendo Paso: Gramática CD, AP Spanish CD

OTHER RESOURCES: Textbook websites, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

Suggested Internet News Sites:

- a. www.cnn.com/espanol
- b. www.bbc.com/mundo

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Suggested Internet Newspaper Sites:

- a. www.elpais.com
- b. www.elmundo.es
- c. www.abc.es
- d. www.diariodemexico.com

Suggested Radio Stations:

- a. www.rtve.es/radio

Suggested TV Stations:

- a. www.univision.com
- b. www.telemundo.com
- c. www.antena3.com

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Curriculum Plan

Unit: 6

Time Range in Days: 30

Standard(s): PA Core Standards, ACTFL Standards

Standards Addressed:

PACS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

Overview: Los desafíos mundiales

Goals: Students will be able to identify world challenges and create solutions to them.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall, recognize, and construct phrases using gustar and other verbs like gustar (Abriendo Paso: Gramática, p. 302-304)

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3. Recall, recognize, and construct phrases using indefinite and negative phrases (Abriendo Paso: Gramática, p. 302-304)
5. Recall, recognize, and construct phrases using relative pronouns (Abriendo Paso: Gramática, p. 302-304)
6. Analyze literature (Abriendo Paso: Temas y lecturas)
Small group/independent reading, collaborative learning
 - 1 will be chosen from the following list:
 - a. Capítulo 32 – Los temas económicos
 - *No queremos inmigrantes*, Anónimo
 - b. Capítulo 33 – Los temas del medio ambiente
 - *GEO Juvenil para América Latina y el Caribe: Abre tus ojos al medio ambiente*
 - c. Capítulo 34 – El pensamiento filosófico y la religión
 - *Un estudio revela el “ingrediente secreto” de las religiones*
 - d. Capítulo 35 – La población y la demografía
 - *Somos 7.000 millones*
 - e. Capítulo 36 – El bienestar social
 - *Cómo piensan, cómo sienten las personas centenarias de Okinawa*
 - f. Capítulo 37 – La conciencia social
 - *La gente prefiere ignorar los problemas sociales, revela una investigación*
7. Analyze literature
Small group/independent reading, collaborative learning
 - a. *La casa en Mango Street*
 - b. *La casa de Bernarda Alba*
 - c. *La casa de Bernarda Alba DVD*
8. Apply concepts and vocabulary to create formal writing assignments
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
9. Use context clues to respond to real-life situation writing prompts
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish

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10. Synthesize and use context clues to be able to respond to oral prompts and conversations
 - Prompts will be chosen from selected chapters of Abriendo Paso: Temas y lecturas and AP Spanish
11. Compare cultures through in-class and out-of-class activities
 - Debate on the death penalty
 - Debate on immigration
 - Presentation on world problems in the Spanish-speaking world
 - View *West Side Story* and/or *Selena*

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, guiding questions, vocabulary and grammar quizzes, current event discussions

Summative: Short answer essay test on reading selections, informal and formal writing assignments, performance-based assessments, practice AP test, AP Spanish Language and Culture Exam given by the CollegeBoard

Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class.
2. Supplemental vocabulary and grammar activities from www.studyspanish.com, www.conjuguemos.com, and/or www.ilovelanguages.com

Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction and modeling of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

Materials and Resources:

PRINT TEXTS: Abriendo Paso: Temas y lecturas, Abriendo Paso: Gramática, Abriendo Paso: Lectura, Triángulo: Cuarta edición, AP Spanish, *La casa en Mango Street*, *La casa de Bernarda Alba*

NON-PRINT TEXTS: Abriendo Paso: Temas y lecturas CD, Abriendo Paso: Gramática CD, AP Spanish CD, *La casa de Bernarda Alba* DVD

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OTHER RESOURCES: Textbook websites, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

Suggested Internet News Sites:

- a. www.cnn.com/espanol
- b. www.bbc.com/mundo

Suggested Internet Newspaper Sites:

- a. www.elpais.com
- b. www.elmundo.es
- c. www.abc.es
- d. www.diariodemexico.com

Suggested Radio Stations:

- a. www.rtve.es/radio

Suggested TV Stations:

- a. www.univision.com
- b. www.telemundo.com
- c. www.antena3.com

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Abriendo Paso: Temas y lecturas

Textbook ISBN #: 978-013-323-800-6

Textbook Publisher & Year of Publication: Pearson Education, 2014

Curriculum Textbook is utilized in (title of course): AP Spanish Language and Culture

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Appendix

PA Core Standards: Reading

1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

1.2 D – Assess how point of view or purpose shapes the content and style of a text.

1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1.2 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.

1.3 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

ACTFL Standards aligned to PA Core Standards: Reading

Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources.
- Derive meaning from expressions found in culturally authentic texts.
- Understand the purpose of a message and point of view of its author.
- Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts
- Interpret content from authentic multimedia and digital/print resources.
- Monitor comprehension and use other sources to enhance understanding
- Apply critical reading skills to authentic written and aural sources.

Cultures: Practices and Products (Standards 2.1 and 2.2)

- Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

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Connections: Reinforce Other Disciplines (Standard 3.1)

- Demonstrate knowledge and understanding of content across disciplines.
- Make cross-curricular connections.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information from other content areas using authentic sources.

Comparisons: Language (Standard 4.1)

- Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language.

Comparisons: Culture (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
- Interpret authentic written and aural texts within the communities of the target language.

PA Core Standards: Writing

1.4 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.4 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.4 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1.4 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.4 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.

1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.

1.4 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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1.4 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1.4 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ACTFL Standards aligned to PA Core Standards: Writing

Interpretive Communication (Standard 1.2)

- Understand and interpret written and spoken language on a variety of topics.

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative and oral and written presentations (e.g. original story, personal narrative, script).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches and write persuasive essays.
 4. Produce expository writing.
 5. Self-edit written work for content, organization, and grammar.
 6. Self-monitor and adjust language production.

Cultures: Practices and Perspectives (Standard 2.1)

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Cultures: Products and Perspectives (Standard 2.2)

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Connections: Reinforce Other Disciplines (Standard 3.1)

- Reinforce and further knowledge of other disciplines through the target language.

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Connections: Acquiring New Information (Standard 3.2)

- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

Comparisons: Language (Standard 4.1)

- Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

Comparisons: Culture (Standard 4.2)

- Demonstrate understanding of the nature of culture through comparisons of the language studied and one's own.

Communities: Beyond the School Setting (Standard 5.1)

- Use the language both within and beyond the school setting.

PA Core Standards: Speaking and Listening

1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1.5 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5 C – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.5. E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.5 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

ACTFL Standards aligned to PA Core Standards: Speaking and Listening

Interpretive Communication (Standard 1.2)

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
 1. Engage in the oral exchange of ideas in formal and informal situations.
 2. Elicit information and clarify meaning by using a variety of strategies.
 3. State and support opinions in oral interactions.
 4. Self-monitor and adjust language production.

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5. Converse in ways that reflect knowledge of target culture communities (e.g., geographic, historical, artistic, social and/or political).

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 1. Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).
 2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
 3. Create and give persuasive speeches.
 4. Expound on familiar topics and those requiring research.
 5. Self-monitor and adjust language production.
 6. Use information about features or target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.
 7. Incorporate content across disciplines in presentations.

Cultures: Practices and Perspectives (Standard 2.1)

- Use appropriate verbal and non-verbal behavior in interpersonal communication.

Cultures: Products and Perspectives (Standard 2.2)

- Compare and contrast artifacts, themes, ideas, and perspectives across cultures.

Connections: Acquiring New Information (Standard 3.2)

- Use age-appropriate authentic sources to prepare for discussions.

Comparisons: Language (Standard 4.1)

- Demonstrate an awareness of formal and informal language expressions in other languages and one's own.

Communities: Lifelong Learning (Standard 5.2)

- Establish and/or maintain interpersonal relations with speakers of the target language.

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PA Core Standards: Business Computer and Information Technology

Computer and Information Technologies

15.4.12.A – Apply the creative and productive use of emerging technologies for educational and personal success.

15.4.12.G – Create an advanced digital project using sophisticated design and appropriate software/applications

15.4.12.K – Evaluate advanced multimedia work products and make recommendations based on the evaluation