

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>AP Spanish Language and Culture 1AB</i>	Course Code	<i>G0348-G0349</i>
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Transcript Title:	AP Span Lang Culture 1AB			Grades Levels:	10-12	Board Adoption Date:		May 23, 2015
Content Area:	World Language			GPA Scale:	5.0	Date Course Submitted:		2/3/2015
Credential Req:	Humanities		Graduation Subject Areas:		Humanities	Elective		
UC/CSU "A-G" Area Approvals:		E	G	School Site that wrote and submitted the course:			NMUSD	
Recommend Skills:	Completion of SSS p 1 with a grade of A, completion of Spanish 3 or 4 with a recommended grade of A, teacher approval.							
Next course(s):								

COURSE DESCRIPTION

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

GOALS: (Expected performance outcomes for students)

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the *ACTFL Performance Descriptors for Language Learners*.

Students are expected to:

- Engage in spoken interpersonal communication;

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- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

California Content Standards

While current guidelines are being completed, the NMUSD will adhere to National Guidelines. Foreign languages and our ability to use them can be an effective instrument for international understanding. The World Language program is dedicated to providing a comprehensive competitive program for language learners that integrates the “five ‘C’s” of language learning which are aligned with the California State Standards for the Teaching Profession.

Communication: students present information and exchange ideas about a variety of subjects.

Cultures: students acquire knowledge and develop understandings of cultures other than their own.

Comparisons: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.

Communities: students learn to use the target language within and beyond the school setting.

Connections: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.

Curricular Requirements

- The teacher uses Spanish almost exclusively in class and encourages students to do likewise.
- Instructional materials include a variety of authentic audio and video recordings and authentic written texts, such as newspaper and magazine articles, as well as literary texts.
- The course provides opportunities for students to demonstrate their proficiency in spoken and written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced* range.
- The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual, written, and print resources.

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- The course provides opportunities for students to demonstrate their proficiency in spoken and written Presentational Communication in the Intermediate to Pre-Advanced* range.
- The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.
- The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.
- The course provides opportunities for students to make comparisons between and within languages and cultures.
- The course prepares students to use the Spanish language in real- life settings.

*As defined in *ACTFL Performance Guidelines for K–12 Learners* (Yonkers, NY: The American Council on the Teaching of Foreign Languages, 1999).

Course Themes

Designing the AP Spanish Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with courses in other disciplines.

The AP Spanish Language and Culture course is structured around six themes:

Global Challenges

Beauty and Aesthetics

Families and Communities

Science and Technology

Contemporary Life

Personal and Public Identities

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Course Outline

Global Challenges	Course Title				
	Overarching Essential Questions	Standards*		Theme: Global Challenges / <i>Los desafíos mundiales</i> Recommended Contexts:	Tools & Text
A Combination of the following texts will be used throughout the course. <u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> 10 – 15 days per unit	What environmental, political, and social issues pose challenges to societies throughout the world? / <i>¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?</i> What are the origins of those	Communication Comparisons Connections Cultures Communities	H M L	- Economic Issues / <i>Los temas económicos</i> - Environmental Issues / <i>Los temas del medio ambiente</i> - Philosophical Thought and Religion / <i>El pensamiento filosófico y la religión</i> - Population and Demographics / <i>La población y la demografía</i> - Social Welfare / <i>El bienestar social</i> - Social Conscience / <i>La conciencia social</i>	<u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> Ancillary CD listening exercises. Teacher Made Practice Materials On-line resources and pod casts

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	issues? / <i>¿ Cuáles son los orígenes de esos desafíos?</i> What are possible solutions to those challenges? / <i>¿ Cuáles son algunas posibles soluciones a esos desafíos?</i>				
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, use of Bloom’s taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work. Product: Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only. Product: Presentations, projects, performances.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work. Benchmark tests: Unit tests, midterms, final exams, oral interviews/presentations.				

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	Summative Assessments: Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.
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Science and Technology	Course Title				
	Overarching Essential Questions	Standards*		Theme: Science and Technology / <i>La ciencia y la tecnología</i> Recommended Contexts:	Tools & Text
A Combination of the following texts will be used throughout the course. <u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> 10 – 15 days per unit	How do developments in science and technology affect our lives? / <i>¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?</i> What factors have driven innovation and discovery in the fields of science and technology? / <i>¿Qué factores han impulsado</i>	Communication Comparisons Connections Cultures Communities	H M L	- Access to Technology / <i>El acceso a la tecnología</i> - Effects of Technology on Self and Society / <i>Los efectos de la tecnología en el individuo y en la sociedad</i> - Health Care and Medicine / <i>El cuidado de la salud y la medicina</i> - Innovations / <i>Las innovaciones tecnológicas</i> - Natural Phenomena / <i>Los fenómenos naturales</i> - Science and Ethics / <i>La ciencia y la ética</i>	<u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> Ancillary CD listening exercises. Teacher Made Practice Materials On-line resources and pod casts

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	<i>el desarrollo y la innovación en la ciencia y la tecnología?</i> What role does ethics play in scientific advancement? / <i>¿Qué papel cumple la ética en los avances científicos?</i>				
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, use of Bloom's taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work. Product: Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only. Product: Presentations, projects, performances.			
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work. Benchmark tests: Unit tests, midterms, final exams, oral interviews/presentations.				

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	Summative Assessments: Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.
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Contemporary Life	Course Title				Tools & Text
	Overarching Essential Questions	Standards*		Theme: Contemporary Life / <i>La vida contemporánea</i> Recommended Contexts:	
A Combination of the following texts will be used throughout the course. <u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> 10 – 15 days per unit	How do societies and individuals define quality of life? / <i>¿Cómo definen los individuos y las sociedades su propia calidad de vida?</i> How is contemporary life influenced by cultural products, practices, and perspectives? / <i>¿Cómo influyen los productos</i>	Communication Comparisons Connections Cultures Communities	H M L	- Education and Careers / <i>La educación y las carreras profesionales</i> - Entertainment / <i>El entretenimiento y la diversión</i> - Travel and Leisure / <i>Los viajes y el ocio</i> - Lifestyles / <i>Los estilos de vida</i> - Relationships / <i>Las relaciones personales</i> - Social Customs and Values / <i>Las tradiciones y los valores sociales</i> - Volunteerism / <i>El trabajo voluntario</i>	<u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> Ancillary CD listening exercises. Teacher Made Practice Materials On-line resources and pod casts

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	<i>culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?</i> What are the challenges of contemporary life? / ¿Cuáles son los desafíos de la vida contemporánea?				
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, use of Bloom’s taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work. Product: Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only. Product: Presentations, projects, performances.			
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Evaluation	Benchmark tests: Unit tests, midterms, final exams, oral interviews/presentations. Summative Assessments: Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.
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Personal and Public Identities	Course Title				
	Overarching Essential Questions	Standards*		Theme: Personal and Public Identities / <i>Las identidades personales y públicas</i>	Tools & Text
				Recommended Contexts:	
A Combination of the following texts will be used throughout the course. <u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> 10 – 15 days per unit	How are aspects of identity expressed in various situations? / <i>¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?</i> How do language and culture influence identity? /	Communication Comparisons Connections Cultures Communities	H M L	• Alienation and Assimilation / <i>La enajenación y la asimilación</i> • Heroes and Historical Figures / <i>Los héroes y los personajes históricos</i> • National and Ethnic Identities / <i>La identidad nacional y la identidad étnica</i> • Personal Beliefs / <i>Las creencias personales</i>	<u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> Ancillary CD listening exercises. Teacher Made Practice Materials On-line resources and pod casts

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	<i>¿Cómo influyen la lengua y la cultura en la identidad de una persona?</i> How does one's identity develop over time? / <i>¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?</i>				
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, use of Bloom's taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work. Product: Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only. Product: Presentations, projects, performances.			
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Family and Communities	Course Title				Tools & Text
	Overarching Essential Questions	Standards*		Theme: Families and Communities / <i>Las familias y las comunidades</i>	
				Recommended Contexts:	
A Combination of the following texts will be used throughout the course. <u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> 10 – 15 days per unit	What constitutes a family in different societies? / <i>¿Cómo se define la familia en distintas sociedades?</i> How do individuals contribute to the well-being of communities? / <i>¿Cómo contribuyen los individuos al bienestar de las</i>	Communication Comparisons Connections Cultures Communities	H M L	- Customs and Values / <i>Las tradiciones y los valores</i> - Education Communities / <i>Las comunidades educativas</i> - Family Structure / <i>La estructura de la familia</i> - Global Citizenship / <i>La ciudadanía global</i> - Human Geography / <i>La geografía humana</i> - Social Networking / <i>Las redes sociales</i>	<u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> Ancillary CD listening exercises. Teacher Made Practice Materials On-line resources and pod casts

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	<i>comunidades?</i> How do the roles that families and communities assume differ in societies around the world? / <i>¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?</i>				
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, use of Bloom's taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work. Product: Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.			
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.			

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		Product: Presentations, projects, performances.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work. Benchmark tests: Unit tests, midterms, final exams, oral interviews/presentations. Summative Assessments: Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.	

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Beauty and Aesthetics	Course Title				
	Overarching Essential Question	Standards*		Theme: Beauty and Aesthetics / <i>La belleza y la estética</i> Recommended Contexts:	Tools & Text
A Combination of the following texts will be used throughout the course. <u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u>	How are perceptions of beauty and creativity established? / <i>¿Cómo se establecen las percepciones de la belleza y la creatividad?</i> How do ideals	Communication Comparisons Connections Cultures Communities	H M L	- Architecture / <i>La arquitectura</i> - Defining Beauty / <i>Definiciones de la belleza</i> - Defining Creativity / <i>Definiciones de la creatividad</i> - Fashion and Design / <i>La moda y el diseño</i> - Language and Literature / <i>El lenguaje y la literatura</i> - Visual and Performing Arts / <i>Las artes</i>	<u>Una Vez Más</u> <u>Spanish Barrier</u> <u>Triángulo</u> <u>Album</u> <u>AP Spanish Work Book</u> Ancillary CD listening exercises.

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<u>AP Spanish Work Book</u> 10 – 15 days per unit	of beauty and aesthetics influence daily life? / <i>¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?</i> How do the arts both challenge and reflect cultural perspectives? / <i>¿Cómo las artes desafían y reflejan las perspectivas culturales?</i>			<i>visuales y escénicas</i>	Teacher Made Practice Materials On-line resources and pod casts
Differentiation		Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, use of Bloom’s taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work. Product: Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.			
	Extension – for high achieving students. Required	Content: History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.			

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	activities for all honors courses.	Product: Presentations, projects, performances
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work. Benchmark tests: Unit tests, midterms, final exams, oral interviews/presentations. Summative Assessments: Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.	

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