

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

<b>Department</b>	World Languages		<b>Course Title</b>	AP Spanish 1A/B		
<b>Course Code</b>	<b>GY348</b>	<b>Grade Level</b>	<b>10-12</b>		<b>Course Length</b>	<b>1 year (2 semesters)</b>
<b>Credits/Semester</b>	<b>5</b>	<b>Required for Graduation</b>	<b>No</b>		<b>Elective Credit</b>	<b>Humanities</b>
<b>Prerequisites</b>	<b>Completion of SSSp 1 with a grade of A/B, completion of Spanish 3 or 4 with a recommended grade of A, teacher approval.</b>					
<b>Community College Articulation</b>		<b>Name of College</b>				
<b>UC/CSU Articulation</b>		<b>Name of University</b>				
<b>Meets UC/CSU “a-g” Requirement</b>		<b>Meets NCAA Requirement</b>		<b>Honors Grading Differentiation</b>	<b>No</b>	

COURSE DESCRIPTION

AP Spanish Language is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had appropriate course work in the language.

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*<sup>1</sup> (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth and sixth semester (or the equivalent) college and university courses that focus on speaking and writing in the target language at an advanced level.

GOALS: (Expected performance outcomes for students)

The student who receives an AP grade of 3, 4, or 5 on the AP Spanish Language Exam has mastered—to a degree commensurate with the AP grade—the skills and knowledge required to receive credit for an advanced level (fifth and sixth semester or the equivalent) college or university Spanish language course.

- The student has strong communicative ability in Spanish in the interpersonal, presentational, and interpretive modes.
- The student has a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability.
- The student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.
- The student produces Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers.

- The student acquires information from authentic sources in Spanish.
- The student is aware of cultural perspectives of Spanish-speaking peoples.

### **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.

### **Evaluation**

**Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, oral interviews, and written assessments using the district’s rubric. District-wide benchmark assessments will be assessed using the following chart**

### **Course Outline**

Unit 1	Course Title				
	Key Terms	Standards*		Model Tasks	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>	Detailed Review of:  present indicative, preterite,  Interrogatives and conjunctions,  ser and estar,  gerunds, and passive voice	Communication  Comparisons  Connections  Cultures  Communities	H  M  L	<ul style="list-style-type: none"> <li>• Students will hear a dialogue and answer questions.</li> <li>• Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>• Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>• Students will participate in simulated</li> </ul>	<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.

<p><u>AP Spanish</u> <u>Work Book</u></p> <p>10 – 15 days per unit</p>			<p>conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</p> <ul style="list-style-type: none"> <li>• Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>• Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	<p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>
<p>Differentiation</p>	<p><b>Support -- for students struggling with content</b></p>	<p><b>Content:</b> Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p><b>Process:</b> Provide multiple modality explanations and practice, use of Bloom's taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work.</p> <p><b>Product:</b> Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.</p>		
	<p><b>Extension – for high achieving students. Required activities for all honors courses.</b></p>	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances.</p>		

Evaluation	<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>
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\* Standards are to be identified by frequency on California Standards Tests. A high frequency standard will be labeled with an “H”, a medium frequency standard will be labeled “M”, and a low frequency standard will be labeled “L”.

Unit 2	Course Title				
	Key Terms	Standards*	Model Tasks	Tools & Text	
<p>A Combination of the following texts will be used throughout the course.</p> <p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>10 – 15 days per unit</p>	<p>Detailed review of:</p> <p>Imperfect/preterite</p> <p>Present perfect,</p> <p>Past perfect,</p> <p>Progressive tenses,</p> <p>Informal commands,</p>	<p>Communication</p> <p>Comparisons</p> <p>Connections</p> <p>Cultures</p> <p>Communities</p>	<p>H</p> <p>M</p> <p>L</p>	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> </ul>	<p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>

				<ul style="list-style-type: none"> <li>Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	
Differentiation	Support -- for students struggling with content	<p><b>Content:</b> Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p><b>Process:</b> Provide multiple modality explanations and practice, use of Bloom's taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work.</p> <p><b>Product:</b> Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.</p>			
	Extension – for high achieving students. Required activities for all honors courses.	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances.</p>			
Evaluation	<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>				

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Unit 3	Course Title			
	Key Terms	Standards*	Model Tasks	Tools & Text

<p>A Combination of the following texts will be used throughout the course.</p> <p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>10 – 15 days per unit</p>	<p>Detailed review of:</p> <p>Future,</p> <p>Future perfect,</p> <p>Past perfect,</p> <p>Conditional and Conditional perfect,</p> <p>Participles</p>	<p>Communication</p> <p>Comparisons</p> <p>Connections</p> <p>Cultures</p> <p>Communities</p>	<p>H</p> <p>M</p> <p>L</p>	<ul style="list-style-type: none"> <li>• Students will hear a dialogue and answer questions.</li> <li>• Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>• Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>• Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>• Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>• Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	<p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>
	<p>Support -- for</p>	<p><b>Content:</b> Present key terms and explanations of concepts and content vocabulary in contextual situations.</p>			

Differentiation	students struggling with content	<p><b>Process:</b> Provide multiple modality explanations and practice, use of Bloom's taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work.</p> <p><b>Product:</b> Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.</p>
	Extension – for high achieving students. Required activities for all honors courses.	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances.</p>
Evaluation	<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>	

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Unit 4	Course Title				
	Key Terms	Standards*		Model Tasks	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</u>	Detailed review of:	Communication	H	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>Students will participate in simulated conversations ranging from daily events,</li> </ul>	<u>Una Vez Más</u>
	Present subjunctive	Comparisons	M		<u>Spanish Barrier</u>
	Pronouns	Connections	L		<u>Triángulo</u>
	comparisons	Cultures			<u>Album</u>
		Communities			<u>AP Spanish Work Book</u>
					Ancillary CD listening exercises.

<p><u>Work Book</u></p> <p>10 – 15 days per unit</p>			<p>school functions, family matters, cultural topics, unexpected situations etc.</p> <ul style="list-style-type: none"> <li>• Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>• Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	<p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>
<p>Differentiation</p>	<p>Support -- for students struggling with content</p>	<p><b>Content:</b> Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p><b>Process:</b> Provide multiple modality explanations and practice, use of Bloom's taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work.</p> <p><b>Product:</b> Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.</p>		
	<p>Extension – for high achieving students. Required activities for all honors courses.</p>	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances.</p>		



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

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Unit 5	Course Title			
	Key Terms	Standards*	Model Tasks	Tools & Text
<p>A Combination of the following texts will be used throughout the course.</p> <p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>10 – 15 days per unit</p>	<p>Detailed review of:</p> <p>accents</p> <p>more subjunctive</p> <p>present perfect subjunctive</p> <p>verbs like gustar</p>	<p>Communication H</p> <p>Comparisons M</p> <p>Connections L</p> <p>Cultures</p> <p>Communities</p>	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> </ul>	<p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>

				<ul style="list-style-type: none"> <li>Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	
Differentiation	Support -- for students struggling with content	<p><b>Content:</b> Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p><b>Process:</b> Provide multiple modality explanations and practice, use of Bloom's taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work.</p> <p><b>Product:</b> Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.</p>			
	Extension – for high achieving students. Required activities for all honors courses.	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances.</p>			
Evaluation	<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>				

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Unit 6	Course Title			
	Key Terms	Standards*	Model Tasks	Tools & Text

<p>A Combination of the following texts will be used throughout the course.</p> <p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>10 – 15 days per unit</p>	<p>Detailed review of:</p> <p>imperfect subjunctive</p> <p>past perfect subjunctive</p> <p>passive voice</p>	<p>Communication</p> <p>Comparisons</p> <p>Connections</p> <p>Cultures</p> <p>Communities</p>	<p>H</p> <p>M</p> <p>L</p>	<ul style="list-style-type: none"> <li>• Students will hear a dialogue and answer questions.</li> <li>• Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>• Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>• Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>• Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>• Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	<p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>
<p><b>Content: Present key terms and explanations of concepts and content vocabulary in contextual</b></p>					

Differentiation		<p><b>situations.</b></p> <p>Process: <b>Provide multiple modality explanations and practice, use of Bloom’s taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work.</b></p> <p>Product: <b>Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.</b></p>
Differentiation	Extension – for high achieving students. Required activities for all honors courses.	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances</p>
Evaluation		<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>

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Unit 7	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
<p>A Combination of the following texts will be used throughout the course.</p> <p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p>	Detailed review of:	Communication	H	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit</li> </ul>	<u>Una Vez Más</u>
	subjunctive and doubt	Comparisons	M		<u>Spanish Barrier</u>
	subjunctive vs. indicative	Connections	L		<u>Triángulo</u>
	uses of the	Cultures			<u>Album</u>
		Communities			<u>AP Spanish Work</u>

<p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>10 – 15 days per unit</p>	<p>infinitive</p>		<p>through completion of exercises similar to those on the AP National Exam</p> <ul style="list-style-type: none"> <li>• Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>• Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>• Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	<p><u>Book</u></p> <p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>
<p><u>Differentiation</u></p>		<p><b>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>		
	<p>Extension – for high achieving students.</p>	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine</p>		

	Required activities for all honors courses.	articles, stories, and poetry. Participation in the target language only. <b>Product:</b> Presentations, projects, performances
Evaluation	<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>	

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Unit 8	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
<p>A Combination of the following texts will be used throughout the course.</p> <p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p>	<p>Detailed review of:</p> <p>adverbial phrases that require the subjunctive</p> <p>“if” clauses</p>	<p>Communication</p> <p>Comparisons</p> <p>Connections</p> <p>Cultures</p> <p>Communities</p>	<p>H</p> <p>M</p> <p>L</p>	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit</li> </ul>	<p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work</u></p>

<p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>10 – 15 days per unit</p>			<p>through completion of exercises similar to those on the AP National Exam</p> <ul style="list-style-type: none"> <li>• Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>• Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>• Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	<p><u>Book</u></p> <p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>
<p><u>Differentiation</u></p>		<p><b>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>		
	<p>Extension – for high achieving students.</p>	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine</p>		

	Required activities for all honors courses.	articles, stories, and poetry. Participation in the target language only. <b>Product:</b> Presentations, projects, performances
Evaluation	<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>	

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Unit 9	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
<p>A Combination of the following texts will be used throughout the course.</p> <p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>10 – 15 days per unit</p>	<p>Detailed review of:</p> <p>“se” expressions</p> <p>Por and para</p> <p>Passive voice uses</p>	<p>Communication</p> <p>Comparisons</p> <p>Connections</p> <p>Cultures</p> <p>Communities</p>	<p>H</p> <p>M</p> <p>L</p>	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension</li> </ul>	<p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>



			<p>skills, critical thinking skills, and incorporate literary analysis.</p> <ul style="list-style-type: none"> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>
Differentiation		<p><b>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>	
	Extension – for high achieving students. Required activities for all honors courses.	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances</p>	
Evaluation	<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>		

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	Key Terms	Standards*		Model Tasks	Tools & Text
<p>A Combination of the following texts will be used throughout the course.</p> <p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>10 – 15 days per unit</p>	<p>Detailed review of:</p> <p>adverbs</p> <p>definite and indefinite articles</p> <p>ser and estar</p> <p>relative pronouns</p>	<p>Communication</p> <p>Comparisons</p> <p>Connections</p> <p>Cultures</p> <p>Communities</p>	<p>H</p> <p>M</p> <p>L</p>	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> <li>Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	<p><u>Una Vez Más</u></p> <p><u>Spanish Barrier</u></p> <p><u>Triángulo</u></p> <p><u>Album</u></p> <p><u>AP Spanish Work Book</u></p> <p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>

Differentiation		<p><b>Content:</b> Present key terms and explanations of concepts and content vocabulary in contextual situations.</p> <p><b>Process:</b> Provide multiple modality explanations and practice, use of Bloom’s taxonomy, partner practice, scaffolding and memorization strategies, and implementation of aural and oral work.</p> <p><b>Product:</b> Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.</p>
	Extension – for high achieving students. Required activities for all honors courses.	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances</p>
Evaluation		<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>

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Unit 11	Course Title				
	Key Terms	Standards*		Model Tasks	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>	Detailed review of:  adjectives  possessives  numbers  demonstratives  uses of “lo”	Communication  Comparisons  Connections  Cultures  Communities	H  M  L	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> </ul>	<u>Una Vez Más</u>  <u>Spanish Barrier</u>  <u>Triángulo</u>  <u>Album</u>  <u>AP Spanish Work Book</u>

<p><u>Album</u></p> <p><u>AP Spanish</u> <u>Work Book</u></p> <p>10 – 15 days per unit</p>			<ul style="list-style-type: none"> <li>• Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>• Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>• Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension skills, critical thinking skills, and incorporate literary analysis.</li> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	<p>Ancillary CD listening exercises.</p> <p>Teacher Made Practice Materials</p> <p>On-line resources and pod casts</p>
<p>Differentiation</p>		<p><b>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>		
	<p>Extension – for high achieving students. Required activities for all</p>	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p>		

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

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Unit 12	Course Title				
	Key Terms	Standards*		Model Tasks	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	Detailed review of:  pero/sino/sino que  reflexive and reciprocal verbs  affirmatives and negatives	Communication  Comparisons  Connections  Cultures  Communities	H  M  L	<ul style="list-style-type: none"> <li>Students will hear a dialogue and answer questions.</li> <li>Students will read, discuss, and answer questions about current events, history, etc. Example: from the newspaper La Opinión , and web sites in Spanish</li> <li>Students will demonstrate use of the grammar points emphasized in this Unit through completion of exercises similar to those on the AP National Exam</li> <li>Students will participate in simulated conversations ranging from daily events, school functions, family matters, cultural topics, unexpected situations etc.</li> <li>Students will read a printed text and listen to an audio selection pertaining to a particular cultural topic in order to make a formal oral presentation (This is an example of the formal speaking section of AP Exam).</li> <li>Students will read texts by twentieth century authors from Spain, Latin America, and the United States to develop comprehension</li> </ul>	<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

				<p>skills, critical thinking skills, and incorporate literary analysis.</p> <ul style="list-style-type: none"> <li>• Students will write short informal and formal letters demonstrating the correct use of the grammar points covered in this Unit.</li> <li>• Students will read 2 printed texts and listen to an audio selection pertaining to a particular cultural topic and will then write a formal essay integrating the 3 sources as a means of supporting their ideas (This is an example of the formal writing section of the AP Exam).</li> </ul>	
Differentiation		<p><b>Content: Present key terms and explanations of concepts and content vocabulary in contextual situations.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>			
	<p>Extension – for high achieving students. Required activities for all honors courses.</p>	<p><b>Content:</b> History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.</p> <p><b>Process:</b> Culturally based reading selections in the target language: literature including news/magazine articles, stories, and poetry. Participation in the target language only.</p> <p><b>Product:</b> Presentations, projects, performances</p>			
Evaluation	<p><b>Formative Assessments:</b> Checks for understanding, quizzes, homework review, rough drafts of writing, journaling, oral work.</p> <p><b>Benchmark tests:</b> Unit tests, midterms, final exams, oral interviews/presentations.</p> <p><b>Summative Assessments:</b> Chapter tests, expository or other writings, oral interviews/presentations and midterm/final exams.</p>				

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