

Wilson Area School District Planned Course Guide

Title of planned course: AP Spanish Language and Culture

Subject Area: World Language

Grade Level: 11-12

Course Description: This course is designed to improve students' Spanish-language abilities in the interpersonal, interpretive and presentational modes of communication by honing their listening, reading, writing and speaking skills. The course prepares students for the AP Spanish Language and Culture exam by focusing on the following six themes in an interdisciplinary fashion: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges. Throughout the course, a variety of authentic written and audiovisual materials are used and students will complete a year-long project about a Spanish-speaking country which focuses on a wide variety of topics. The course is conducted almost exclusively in Spanish, offering an immersion-style experience. It is approximately equivalent to a third-semester university language course.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Tyler Graffius

Curriculum Map

August/September:

- Course Introduction
- Origins of Hispanic Culture: Europe
- Origins of Hispanic Culture: America

October:

- Origins of Hispanic Culture: America (cont.)
- Religion in the Hispanic World

November:

- Aspects of Family in the Hispanic World
- Men and Women in Hispanic Society

December:

- Men and Women in Hispanic Society (cont.)
- Customs and Beliefs

January:

- Customs and Beliefs (cont.)
- Economic Aspects of Spanish America

February:

- Economic Aspects of Spanish America (cont.)
- Revolutionary Movements of the 20th Century

March:

- Education in the Hispanic World
- Cities in the Hispanic World

April:

- Cities in the Hispanic World (cont.)
- Final Project Presentations
- AP Exam Test Preparation

May/June:

- AP Exam Test Preparation
- AP Spanish Language and Culture Exam
- U.S. Latinx Culture

Wilson Area School District Planned Course Materials

Course Title: AP Spanish Language and Culture

Textbook: Cumbre: Curso AP de la lengua española,
Heinle Cengage Learning, 2014

Supplemental Books:

- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Fast Track to a 5: Preparing for the AP* Spanish Language and Culture Examination, Cengage Learning, 2014

Teacher Resources:

- Cumbre: Teacher's Resource Guide, Heinle Cengage Learning, 2014
- Cumbre: Curso AP de la lengua española audio and video materials
- College Board AP "Course and Exam Description" document, "Course Overview" document, etc.: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/course>
- Profe de ELE: <https://www.profedelee.es/>
- Háblame - Práctica Oral: <https://hablame.org/>
- Ver-Taal: <https://www.ver-taal.com/>
- TED: <https://www.ted.com/about/programs-initiatives/ted-en-espanol>
- Agencia EFE - practica ESPAÑOL: <https://www.practicaespanol.com/>
- Radio Ambulante (NPR): <https://radioambulante.org/>
- SpanishPodcast.net: <https://www.spanishpodcast.net/listado-episodios/>
- Veinte Mundos Revista (via the Internet Archive):
<http://web.archive.org/web/20190321172804/https://www.veintemundos.com/en/library/>
- Various Spanish-language news sources: El Nuevo Día (US/PR), Primera Hora (US/PR), La Opinión (US/PR), El País (Spain), ABC (Spain), El Mundo (Spain), BBC News Mundo (UK), La Nación (Argentina), El Espectador (Colombia), El Universal (México), La República (Perú), La Nación (Costa Rica), El Telégrafo (Ecuador), and others

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Origins of Hispanic Culture: Europe

Time frame: 6 blocks

AP Themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Express how the origins of Hispanic culture influence the cultural products, the practices and the perspectives of contemporary Spanish-speakers
- Express how language and culture influence a person's identity
- Express how history affects a society's values and traditions
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice the following vocab expansion: cognates
- Read and analyze the textbook passage on influences on Spanish culture
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue between native speakers about a class on Hispanic culture that they are taking
- Watch and analyze a video about flamenco dance and music
- Listen to, watch the music videos for and analyze the way in which flamenco has influenced popular music in: a variety of modern songs
- Presentation of the following grammar concepts: nouns and articles, present-tense verb formation and adjective formation/usage
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze "Ejemplo XXXV: De lo que aconteció a un mancebo que se casó con una mujer muy fuerte y muy brava" from *El conde Lucanor* by Don Juan Manuel, including a biography of the author and how the work informs us about Hispanic societies
- Read about strategies for starting and ending a conversation
- Prepare a dialogue in pairs to present to the class that makes use of the above strategies
- Read about strategies for writing a formal email correspondence
- Discuss, first in pairs, then as a class, foreign influences on languages
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a simulated conversation, in the style of the AP exam
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the use of the Catalan language (in addition to Spanish/Castilian) in Catalonia, Spain
- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): fine art and music
- Read and analyze a passage about languages spoken in Spain

- Listen to, then watch and analyze, an interview about bilingualism
- Watch and analyze two videos of Catalan being spoken

Extensions:

- Discuss and practice the orthography of the sound /s/
- Make a list of 25 terms in English that come from Spanish
- Write a paragraph expanding on the unit's literary selection by analyzing the opinions or attitudes seen the story
- Write a letter in the informal register to a classmate or family member
- Create a poster for a lost pet that includes a detailed description
- Write a detailed paragraph based on a drawing
- Write a composition about how other cultures have influenced U.S. culture, and compare that to the influences on Spanish culture
- Research about Francisco de Quevedo and read his poem "Salmo SVII", then write a paragraph about who he was and the poem

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher's Resource Guide, Heinle Cengage Learning, 2014
- <http://www.enfolang.com/internacional/articulos/lenguas-habladas-en-espana.html>
- <https://www.eitb.eus/es/television/programas/ahora/videos/detalle/4608257/video-entrevista-jon-a-ndoni-dunabeitia-bilinguismo/>
- <https://www.galiciapress.es/texto-diario/mostrar/1309715/100-docentes-equipos-dinamizacion-gall-ego-comparten-iniciativas-innovadoras-difusion-lengua>
- https://www.youtube.com/embed/Yt-Nnuw_Y90
- <https://www.youtube.com/embed/qJVY25bli80>
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Origins of Hispanic Culture: America

Time frame: 8 blocks

AP Themes: Personal and Public Identities, Beauty and Aesthetics, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Explain the origins of the sociopolitical challenges that Latin America faces
- Express how pre-Colombian civilizations influenced the cultural products, practices and perspectives of modern-day Spanish-speakers in America
- Express how the identity of a culture develops over time
- Express how the arts challenge and reflect cultural perspectives
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice the following vocab expansion: word families
- Read and analyze the textbook passage on pre-Colombian civilizations
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a continuation of the previous unit's dialogue between native speakers about a class they are taking on Hispanic culture
- Watch and analyze a video about the *mestizo* nature of Mexican cuisine
- Presentation of the following grammar concepts: the imperfect and preterite aspects of the past tense and reflexive verbs/pronouns
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze the poems "Balada de los dos abuelos" and "Sensemayá" by Nicolás Guillén including a biography of the author and how the works inform us about Hispanic societies
- Read about strategies for asking questions and clarifying when speaking
- Prepare a dialogue in pairs to present to the class that makes use of the above strategies
- Read about strategies for summarizing when writing
- Discuss, first in pairs, then as a class, aspects of astrology, magic and science in the Spanish-speaking world
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a short cultural presentation, based on two sources
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of the preservation of Mayan culture
- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): history and geography
- Watch and analyze a video, then read and analyze an article, about the status of indigenous languages in Bolivia

- Read and analyze an article about the relation between language and cultural identity from a Mexican newspaper
- Complete a full-length practice AP exam in class

Extensions:

- Discuss and practice avoiding common mistakes in verb formation
- Write a paragraph about their daily morning routine
- Write a summary of one of the sections of the cultural reading
- Write a story narrating an event in the past tense
- Write a diary entry about a (made-up) trip to South America
- Write a story about an unforgettable experience
- Research about José Martí and read the poem “XXXIX” from Versos sencillos, then write a paragraph about him and his poem
- Research about César Vallejo and read the poem “Masa” from Poemas humanos, then write a paragraph about him and his poem

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher’s Resource Guide, Heinle Cengage Learning, 2014
- <https://www.bolivia.com/actualidad/nacionales/cuántas-lenguas-se-hablan-en-bolivia-213468>
- <https://www.muturzikin.com/carteamerique.htm>
- <https://www.lajornadamaya.mx/opinion/145164/Lengua-e-identidad-cultural>
- https://www.youtube.com/embed/2vc0p_xiuN8
- <https://news.un.org/es/audio/2019/06/1457601>
- <https://www.muturzikin.com/carteamerique.htm>
- <https://news.un.org/es/audio/2019/06/1457601>
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Religion in the Hispanic World

Time frame: 6 blocks

AP Themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Explain the origins of religious thought in the Hispanic world
- Express how religion has changed over time in the Hispanic world
- Express how religious products, practices and perspectives influence contemporary life in the Hispanic world
- Express how religion influences one's values and identity
- Express how religion can be more than a simple belief
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice the following vocab expansion: synonyms
- Read and analyze the textbook passage on the Catholic religion
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue between native speakers on All Souls Day
- Watch and analyze a video about rituals and celebrations of death
- Presentation of the following grammar concepts: the future and conditional tenses, object pronouns, 'gustar' and other related verbs, and 'ser'/'estar'
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze "Lo fatal" by Rubén Darío and "Salmo I" by Miguel de Unamuno, including a biography of the authors and how the works inform us about Hispanic societies
- Listen to, read and analyze "El crimen perfecto" by Enrique Anderson Imbert, including a biography of the author and how the work informs us about Hispanic societies
- Read about strategies for giving explanations when speaking
- Read about strategies for writing persuasively
- Discuss, first in pairs, then as a class, lifestyles in the Hispanic world
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a simulated conversation, in the style of the AP exam
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of the declining presence of religion in the modern Spanish-speaking societies
- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): religion and a religious celebration

Extensions:

- Discuss and practice avoiding common errors with pronouns
- Write a paragraph about the differences between religion and religious celebrations in the US and Hispanic countries
- Write a list of 5 things they would do, and why, if they had a million dollars
- Write a list of 5 things they do and 5 things they do not like about school
- Write a fictitious letter to congress proposing a new holiday
- Write a detailed paragraph about a drawing of a plaza in front of a church
- Write an editorial for the school newspaper related to religion
- Research about Bartolomé de las Casas and read an excerpt from one of his written works, then write a paragraph about him and his writings
- Research about Jorge Luis Borges and read the short story “Leyenda” from Elogio de la sombra, then write a paragraph about him and his story

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher’s Resource Guide, Heinle Cengage Learning, 2014
- <https://www.angelesearch.com/arte/moririamos-sin-arte-9-razones-por-las-que-necesitamos-arte/>
- <https://www.metroworldnews.com/mexico/noticias/2017/08/17/exigen-retiro-escultura?from=mx>
- <https://www.youtube.com/embed/679JmMo1Ch8>
- <http://people.uncw.edu/mountt/401EI%20crimen%20perfecto.htm>
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Aspects of Family in the Hispanic World

Time frame: 8 blocks

AP Themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Contemporary Life

Essential content/objectives: At end of the unit, students will be able to:

- Explain the challenges that families face in the Hispanic world
- Express how the archetypal Hispanic family's products, practices and perspectives influence contemporary life in the Hispanic world
- Express how the structure of the Hispanic family has changed over time
- Express some differences with regard to the roles that families in different societies within the Hispanic world
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice the following vocab expansion: antonyms
- Read and analyze the textbook passage on families in the Hispanic world
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue between about going out to the movies
- Watch and analyze a video about a multi-generational Ecuadorian family that owns a hotel and restaurant
- Presentation of the following grammar concepts: progressive tenses, perfect tenses, and expressing weather conditions with 'hacer' and 'haber'
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze "La casa nueva" by Silvia Molina, including a biography of the author and how the work informs us about Hispanic societies
- Read about strategies for coming to an agreement when speaking
- Read about strategies for expressing opinions when writing
- Discuss, first in pairs, then as a class, a family dilemma
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a short cultural presentation, based on two sources
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of family dilemmas
- Research and add content to the following page of the final culture project (a Google Site on a Spanish-speaking country): literature
- Read/analyze an article about decreasing birth rates in Spain
- Watch/analyze a video about birth rate prizes in Spain's history
- Read/analyze an article about Mexican families

- Watch/analyze a video about Costa Rican families having fewer children
- Read/analyze an article about how Latin American families are transforming
- Complete a full-length practice AP exam in class

Extensions:

- Discuss and practice the orthography of the letter 'h'
- Write a description of their family based on a given outline
- Write a paragraph about their viewpoints regarding large families
- Write a paragraph about the negative effect of violence in media on children
- Write a dialogue between two family members who are planning a reunion
- Write a letter to the principal about starting a "Grandparents' Day" at school
- Write a paragraph about what is happening in a drawing of a family setting
- Research laws related to the LGBTQ+ community in various Spanish-speaking countries and write a paragraph on the findings, including a cultural comparison with our community
- Watch the Ver-Taal video (linked below) on the largest family in Spain and write a paragraph about the pros and cons of having such a large family

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher's Resource Guide, Heinle Cengage Learning, 2014
- https://elpais.com/elpais/2015/01/09/ciencia/1420821460_938863.html
- <https://www.youtube.com/embed/5J8v81CY9f8>
- <https://www.telesurtv.net/news/La-familia-se-transforma-en-America-Latina--20160514-0034.html>
- <https://lideresmexicanos.com/noticias/las-familias-mexicanas-en-perspectiva/>
- <https://www.rtve.es/play/videos/informe-semanal/fue-informe-premios-nacionales-natalidad-1974/2450559/>
- <http://www.materialdelectura.unam.mx/index.php/cuento-contemporaneo/13-cuento-contemporaneo-cat/150-065-silvia-molina?start=2>
- http://www.ver-taal.com/noticias_20130407_familianumerosa.htm
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Men and Women in Hispanic Society

Time frame: 6 blocks

AP Themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Explain the social challenges that relations between men and women in modern Hispanic society are faced with and their origins
- Express how the products, practices and perspectives of the Spanish-speaking world influence relations between men and women
- Explain how different aspects of gender are expressed in different situations
- Express how beauty standards are established and how ideals of beauty influence daily life
- Express the differences in the roles that men and women assume in Hispanic societies and the role that women have played throughout history
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice the following vocab expansion: noun formation
- Read and analyze the textbook passage on women in politics
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue between native speakers at the movies
- Watch and analyze a video of young people discussing friendship and love
- Presentation of the following grammar concepts: the present subjunctive mood, commands, and relative pronouns
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Watch a performance of and analyze *Mañana de sol* by the Quintero brothers, including a biography of the authors and how their work informs us about Hispanic societies
- Read about strategies for expressing disagreement when speaking
- Read about strategies for describing people when writing
- Discuss, first in pairs, then as a class, attitudes toward men and women
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a simulated conversation, in the style of the AP exam
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of the (lack of) equality between the sexes
- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): traditional crafts and architecture/monuments
- Study/analyze two graphics, one on female political leaders and one on the best (and worst) countries to be born a woman in the world

- Watch/analyze a news clip about cosmetics & aesthetic surgeries in Spain
- Watch/analyze a segment of the TV program *Redes* on beauty
- Read/analyze an article about the gendered salary gap in Latin America
- Read/analyze an article about the rejection of pink-colored technology
- Watch/analyze a news segment about the work that some Mexican women are doing to help preserve the environment

Extensions:

- Discuss and practice avoiding an excess of subordinate clauses
- Write a paragraph about personal attitudes/opinions regarding TV/movies
- Write a paragraph about five things that they will perhaps do soon
- Write a poem of hope about what might happen in the future
- Write three mini-dialogues in order to give tourists directions
- Write a dialogue about a family deciding who has to do which chores
- Write a film critique about a movie they've seen recently
- Watch a news segment about youth beauty treatments (linked below) and write a paragraph about how the situation in Spain compares to the US
- Watch a segment from a program about modern cities about a new museum in León, Spain (linked below) and write a paragraph about how the architecture of a building can influence the desire of people to visit it

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher's Resource Guide, Heinle Cengage Learning, 2014
- <https://www.infobae.com/tendencias/2019/10/20/cuales-son-los-mejores-y-peores-paises-para-ser-mujer/>
- <https://revolucion.news/las-lideresas-politicas-de-latinoamerica-mexico-y-michoacan-infografia/>
- https://www.ver-taal.com/noticias_20131006_cosmetica.htm
- https://www.ver-taal.com/noticias_20111220_belleza1.htm
- https://www.bbc.com/mundo/noticias/2012/11/121101_conosur_brecha_salarial_vs
- https://www.bbc.com/mundo/noticias/2012/10/121015_tecnologia_pocas_mujeres_med

- <https://www.youtube.com/embed/3K7f76WYBp8>
- https://www.youtube.com/embed/_Tv8hzakouo
- https://www.ver-taal.com/noticias_20100409_cirugiaplasticajovenes.htm
- https://www.ver-taal.com/cultura_20110804_leon3.htm
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Customs and Beliefs

Time frame: 8 blocks

AP Themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Explain the origins of the customs and beliefs of the Hispanic world
- Express how our customs and beliefs affect scientific and technological development and advancement
- Express how people’s customs and beliefs influence their daily life
- Express how various beliefs manifest themselves in our customs
- Express how a person’s beliefs develop throughout time
- Express how the arts reflect a culture’s customs and beliefs
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit’s themes and objectives
- Read about and practice the following vocab expansion: idiomatic phrases
- Read and analyze the textbook passage on attitudes toward death
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue between native speakers on sad moments
- Watch and analyze a short film titled “Juanito bajo el naranjo”
- Presentation of the following grammar concepts: the past, present perfect, and pluperfect tenses of the subjunctive mood, the subjunctive as used with impersonal expressions, and affirmative and negative words
- Practice the above grammar concepts by completing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze “El Aventurero” by Igor Delgado Senior, including a biography of the author and how the work informs us on Hispanic customs
- Read about strategies for following/maintaining a conversation
- Read about strategies for describing landscapes and objects when writing
- Presentation of the cultural spectacle of bullfighting, including images and videos, key vocabulary, and an overview of the structure of an event
- Read/analyze an article about the banning of bullfighting in Catalonia, and its subsequent overturning in the Constitutional Tribunal of Spain, as well as view/analyze a graphic of how members of the Catalan Parliament voted
- Complete two practice ‘simulated conversation’ activities in pairs
- Prepare and record a short cultural presentation, based on two sources
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of celebrations in Spain and the US

- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): a civic (non-religious) celebration and typical foods
- Watch/analyze a cultural video about 'las fallas' in Valencia, Spain and a news segment about the tradition of the Christmas lottery in Spain
- Watch/analyze a video about traditions and customs in Venezuela
- Watch/analyze a segment from a documentary about textiles in Peru
- Complete a full-length practice AP exam in class

Extensions:

- Discuss and practice uses of the past subjunctive and the conditional
- Write a paragraph describing either: (1) a scene to be used in a stage production of a fairy tale or (2) a house/apartment that is for sale or rent
- Write a dialogue in which the participants discuss their favorite holidays
- Write a paragraph about their perspective with regard to superstitions
- Respond to a survey that asks questions about their family's customs
- Write a letter to congratulate a family member on her newborn child
- Write a persuasive paragraph about events that use animals for entertainment, arguing why it should or should not be permitted

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher's Resource Guide, Heinle Cengage Learning, 2014
- <https://www.mtholyoke.edu/courses/rdiaz/span209/EI%20aventurero.pdf>
- <https://www.youtube.com/embed/9nckD1TnmGk>
- <https://www.youtube.com/embed/xewd-EkNRps>
- https://www.abc.es/espana/catalunya/abci-diez-anos-estocada-mortal-parlament-corridas-toros-cataluna-202007280034_noticia.html
- http://www.ver-taal.com/cultura_20080419_fallas.htm
- https://www.ver-taal.com/noticias_20171103_loteriadenavidad.htm
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Economic Aspects of Spanish America

Time frame: 6 blocks

AP Themes: Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Explain the economic challenges that Spanish-speaking countries face, the origins of those challenges, and some possible solutions to them
- Express how the economy influences the products, practices and perspectives of contemporary Spanish-speakers
- Express how the economy affects national identity
- Explain the role of the economy in the human geography of Latin America
- Express how literature reflects and challenges perspectives of poverty
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice the following vocab expansion: regionalisms
- Read and analyze the textbook passage on yesterday and today's economy
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue between native speakers about moving
- Watch and analyze a video about the indigenous population in Mexico, D.F.
- Presentation of the following grammar concepts: the subjunctive in adjective clauses, the subjunctive and indicative as used in indefinite expressions, the uses of 'por' and 'para', and prepositional pronouns
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze "Es que somos muy pobres" by Juan Rulfo, including a biography of the author and how the work informs us on Hispanic societies
- Read about strategies for involving others in a conversation
- Read about strategies for narration when writing
- Discuss, first in pairs, then as a class, problems of contemporary life
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a simulated conversation, in the style of the AP exam
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of poverty in Latin America and its solutions
- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): economy & climate change
- Study/analyze a graphic showing each Latin American country's GDP
- Watch/analyze a TED talk about the need to switch to a circular economy

- Read/analyze an article about how Central America is the region of the world most affected by climate change
- Read/analyze an article about economic effects of violence in Latin America
- Listen to and analyze the song “Canción para un niño en la calle” by Mercedes Sosa, with René Pérez, and discuss how the lyrics inform us about the reality of poverty in many Spanish-speaking countries

Extensions:

- Discuss and practice avoiding common errors with prepositions
- Write a paragraph about the benefits of living either in a city or the country
- Write a paragraph about a notable event from their past, such as the best birthday they ever had or some tragic event that they experienced
- Write a dialogue taking place between a job interviewer and a candidate
- Write creative phrases to be put on posters that will be used at a demonstration on the International Day of Poverty
- Write a paragraph describing a drawing of an urban and a rural scene
- Research and find an article or video about a technological advance in a Spanish-speaking country and write a paragraph summarizing the findings
- Research and find an article or video about what a Spanish-speaking country has done to combat climate change and write a paragraph summarizing the findings

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher’s Resource Guide, Heinle Cengage Learning, 2014
- <https://es.statista.com/estadisticas/1065726/pib-por-paises-america-latina-y-caribe/>
- <https://www.youtube.com/embed/5lAvcQsdt5E>
- https://www.abc.es/natural/cambioclimatico/abci-centroamerica-region-mas-afectada-cambio-climatico-201807230922_noticia.html
- https://elpais.com/internacional/2013/01/24/actualidad/1359057966_585913.html
- <https://www.youtube.com/embed/leGcAajj7hs>
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Revolutionary Movements of the 20th Century

Time frame: 8 blocks

AP Themes: Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Explain the causes of the revolutionary movements of the 20th century
- Explain the social injustices that exist and provoke revolutions
- Express how a revolution affects the lives of the citizens
- Express ideas on how sociopolitical problems can be solved without conflict
- Explain how Latin American revolutions compare to those of other countries
- Explain the role that education plays in political movements
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice the following vocab expansion: suffixes
- Read and analyze the textbook passage on revolutions of the 20th century
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue about a kidnapping
- Watch and analyze a video about the farmworker's rebellion in Chiapas
- Presentation of the following grammar concepts: the subjunctive in adverbial clauses (part 1), reciprocal pronouns, the use of reflexive verbs for unexpected events, and the passive voice
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze "Un día de estos" by Gabriel García Márquez, including a biography of the author and how the work exemplifies Hispanic societies
- Read about strategies for interrupting a conversation
- Read about strategies for expository writing
- Discuss, first in pairs, then as a class, government efforts to curb birth rates
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a short cultural presentation, based on two sources
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of violence in the search for political power
- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): politics and technology
- Study/analyze a chart showing dictatorships in Latin American countries since 1945 & a map showing US interventions in Latin America since 1950
- Listen to and analyze the song "Octavo día" by Shakira, and discuss how the lyrics inform us on the political and religious reality of today's world

- Read/analyze an article and set of graphs on why Costa Rica has been continuously rated the happiest country in Latin America
- Read/analyze a blog post about what constitutes the 'perfect community'
- Complete a full-length practice AP exam in class

Extensions:

- Discuss and practice hispanohablantes grammar
- Write a paragraph about the next set of elections using adverbial phrases
- Write a paragraph about an awful day, using reflexive constructions
- Write a paragraph about an experience traveling, using the passive voice
- Write a summary of a speech they would give at a youth conference about what would make the world a better place to live
- Write a letter to the principal about changes they would like to see at school
- Write a list of places that a tourist in our community should visit, each with a brief description of what the place is and why it should be visited
- Write a detailed paragraph about a drawing of a poor neighborhood with political-based graffiti on some of the exterior walls
- Research recent dictators of Latin America and write a paragraph about the good (if there were any) and bad aspects of one of the dictatorships

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher's Resource Guide, Heinle Cengage Learning, 2014
- <https://elordenmundial.com/mapas/dictaduras-en-america-latina/>
- <https://elordenmundial.com/mapas/intervencionismo-estadounidense-latinoamerica/>
- <https://www.youtube.com/embed/9rME7ZWJCw8>
- <https://cnnespanol.cnn.com/2017/03/20/por-que-costa-rica-sigue-siendo-el-pais-mas-feliz-de-latin-oamerica/>
- <http://blog.es.idealist.org/que-es-para-ti-la-comunidad-perfecta/>
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Education in the Hispanic World

Time frame: 6 blocks

AP Themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Explain the educational challenges faced by Hispanic societies and express some possible solutions to those challenges
- Express the impact that technological development has on our schools and schools in the Hispanic world
- Explain how the educational systems of Spanish-speaking countries compare with the educational system in the United States
- Express how educational products, practices and perspectives of a given country affect the daily life of its citizens
- Explain how education influences one's identity and how it contributes
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice the following vocab expansion: Latin lexemes
- Read and analyze the textbook passage on education in the Hispanic world
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue between native speakers about a class
- Watch and analyze a short film entitled "Lo importante"
- Presentation of the following grammar concepts: the subjunctive in adverbial clauses (part 2), adverbs, and comparatives and superlatives
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze the short story "La lengua de las mariposas" from *Que me quieres, amor?* by Manuel Rivas, including a biography of the author and how the work informs us about Hispanic societies
- Read about strategies for maintaining control of a conversation
- (Prepare a dialogue in pairs to present to the class that makes use of the above strategies for speaking)
- Read about strategies for using citations when writing
- Discuss, first in pairs, then as a class, causes of distraction
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a simulated conversation, in the style of the AP exam
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of the integration of the arts in education

- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): languages and education
- Read/analyze a government website about bilingual education in Chile
- Watch/analyze a short documentary about bilingual education in Mexico
- Study/analyze a graphic showing the top rated universities in Latin America
- Watch/analyze a promotional video for the Pies Descalzos Foundation and a news segment about Shakira inaugurating two new foundation schools

Extensions:

- Discuss and practice the invariability of adverbs
- Write a paragraph about the differences between the school described in the unit's dialogue recording and schools in our community
- Write a paragraph about Spanish-speaking countries educational systems
- Write a paragraph comparing universities in Spanish-speaking countries to universities in the United States
- Write a short essay about your educational history to apply for a scholarship
- Write a list of differences and similarities between the US and Mexico
- Write a detailed paragraph about a drawing in a university's student building
- Write a paragraph about the importance of learning about history and why literature can help us to do so, at times more effectively than textbooks
- Write a paragraph about how the experiences of Moncho (the boy from this unit's literary selection) will likely impact his future political ideologies
- Write a paragraph about the benefits of being bilingual and about the benefits/disadvantages of bilingual education

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher's Resource Guide, Heinle Cengage Learning, 2014
- http://porte-normandie-lyc.spip.ac-rouen.fr/IMG/pdf_la_lengua_de_las_mariposas.pdf
- <https://www.youtube.com/embed/luGjXQ1ZTvQ>
- <https://peib.mineduc.cl/educacion-intercultural-bilingue/>
- <https://vimeo.com/61198284>
- <https://es.statista.com/grafico/16658/universidades-latinoamericanas-en-el-qs-world-univeristy-rankings/>
- <https://www.youtube.com/embed/3AlmvniVM0Y&t=2s>
- <https://www.youtube.com/embed/YNttJl6ks5Q>

- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: Cities in the Hispanic World

Time frame: 8 blocks

AP Themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Explain the challenges that urban areas face in the Hispanic world, the origins of those challenges and some of their potential solutions
- Express the impact that technological development has on the quality of life in cities and urban areas within and outside of the Hispanic world
- Express urban factors that have led to a push for technological changes
- Express the impact that urban migration has had on families and communities in the Hispanic world
- Partake in interpretive, presentational and interpersonal modes of communication on topics related to the unit of study

Core Activities: Students will complete/participate in the following:

- Presentation of core vocabulary related to the unit's themes and objectives
- Read about and practice vocabulary for words with multiple meanings
- Read and analyze the textbook passage on the Hispanic city and urban life
- Give a short presentation that compares a topic from the Spanish-speaking world (chosen from a list and related to the unit) to their own community
- Listen to and analyze a dialogue between native speakers in a café
- Watch and analyze a short film titled "Barcelona Venecia"
- Presentation of the following grammar concepts: 'si' ("if") clauses, verbs that require a preposition, and diminutives and augmentatives
- Practice the above grammar concepts by competing written exercises, as well as by having discussions in pairs or small groups that require them
- Write a 1-paragraph essay about topic from the Spanish-speaking world (chosen from a list of potential composition topics related to the unit)
- Read and analyze "Los mejor calzados" by Luisa Valenzuela, including a biography of the author and how the work informs us on Hispanic societies
- Read about strategies for circumlocution when speaking
- (Prepare a dialogue in pairs to present to the class that makes use of the above strategies for speaking)
- Read about strategies for synthesis when writing
- Discuss, first in pairs, then as a class, urban and rural life
- Complete two practice 'simulated conversation' activities in pairs
- Prepare and record a short cultural presentation, based on two sources
- Write an email reply (in the formal register) to an email prompt
- Write a 5-paragraph argumentative essay based on two print sources and one audio source on the topic of the quality of life in large cities
- Research and add content to the following pages of the final culture project (a Google Site on a Spanish-speaking country): capital and another city

- Listen to and analyze the song “Desapariciones” by Rubén Blades, including how the work informs us on Hispanic societies
- Study/analyze a table about how having a museum night in Buenos Aires increased the number of touristic visits to the city
- View/analyze photos of a silo that has been converted into a piece of art
- Read/analyze an opinion piece about ‘art in the times of selfies’
- Read/analyze an set of articles about transportation in Medellín (Colombia) and the preferred method of transportation in Cartagena (Colombia)
- Read/analyze an article about the impact of green spaces in urban areas
- Read/analyze a commercial website offering architecture tours of Barcelona
- Complete a full-length practice AP exam in class

Extensions:

- Discuss and practice rules for accentuation (accent markings)
- Write a paragraph about what they would do if they were to visit a city in a Spanish-speaking country (they should pick a concrete city)
- Write a paragraph to describe someone or something using as many descriptive adjectives, diminutives and augmentatives as possible
- Write a paragraph describing an event using circumlocution phrases
- Write a poem about urban life, following a schematic for a cinquain
- Write a dialogue between a couple where one person argues to move to a city and the other person argues staying in a rural area
- Write a detailed paragraph describing a drawing of a city block
- Research and write a paragraph about murals in Hispanic cities
- Research and write a paragraph about architecture in a Hispanic city

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of cultural concepts, literature, etc.
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- [Cumbre: Curso AP de la lengua española](#), Heinle Cengage Learning, 2014
- [Cumbre: Student Activities Manual](#), Heinle Cengage Learning, 2014
- [Cumbre: Teacher’s Resource Guide](#), Heinle Cengage Learning, 2014
- https://www.youtube.com/embed/UMdZ_8N7Blw
- http://red.ilce.edu.mx/sitios/el_otono_2014/entrale/escriptoras_hispano01/cluisav.htm
- <https://dialnet.unirioja.es/descarga/articulo/6358786.pdf>
- https://elpais.com/elpais/2019/07/05/album/1562332943_052224.html
- https://elpais.com/elpais/2019/07/13/opinion/1563031011_048266.html
- <https://www.elcolombiano.com/antioquia/movilidad/transporte-de-medellin-modelo-para-toda-latinoamerica-JD7234281>

- <https://www.eluniversal.com.co/cartagena/este-es-el-medio-de-transporte-preferido-por-los-cartageneros-271165-LCEU385428>
- https://tendencias21.levante-emv.com/los-espacios-verdes-urbanos-mejoran-las-relaciones-sociales_a45123.html
- <https://www.youtube.com/embed/CTiKan8UdAw>
- <https://www.viajarabarcelona.org/tours-y-visitas-guiadas-para-grupos/tour-arquitectura-contemporanea-en-barcelona/>
- Various teacher-created materials

Assessments:

- Vocabulary quiz and grammar quiz
- Mini-presentation on a cultural comparison
- Mini-composition about the units themes
- Argumentative essay
- Participation in class/group/partner discussions
- Ongoing final culture project

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: AP Exam Test Preparation

Time frame: 8 blocks

AP Themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, Global Challenges

Essential content/objectives: At end of the unit, students will be able to:

- Interpret written and audio sources of information and answer multiple-choice questions about them or a combination of both types of sources
- Write an email reply in the formal register
- Write a 5-paragraph argumentative essay based on a variety of print, graphic and auidial information sources
- Engage in a simulated conversation in the informal register
- Give a brief presentation comparing a Hispanic community with their own
- Express important facets of a Spanish-speaking country's cultural products, practices an perspectives and compare them to their own community

Core Activities: Students will complete/participate in the following:

- A presentation to the class about a Spanish-speaking country's: recent news, history, geography, demographics, political situation, languages, education system, capital city and other cities, scientific or technological advances, status with regard to climate change, religions, religious celebrations/holidays, civic celebrations/holidays, fine arts artists, musical artists, traditional handicrafts, architecture, and literature
- A review of test-taking strategies found in the *Student Activities Manual* and the *Fast Track to a 5* test prep book
- Several practice exam style activities to prepare for the AP exam; the exact activities will be selected based on student's needs and will vary each year, but could include answering multiple-choice questions about print sources, answering multiple-choice questions about auidial sources, answering multiple-choice questions based on a combination of print and auidial sources, writing email replies, writing argumentative essays, engaging in simulated conversations and giving brief cultural comparison presentations

Extensions:

- Peruse and answer questions about other students' final projects
- Review cultural information from the 10 units of the textbook

Remediation:

- Online flashcards for vocabulary development
- Additional grammar practice (online or by request from the teacher)
- Additional speaking practice (on hablame.org)
- Additional writing practice prompts (from the teacher)
- Additional reading/listening practice (from news sites or the teacher)
- After-school help from the teacher and/or tutoring

Instructional Methods:

- Direct instruction of test-taking skills, as needed.
- Partner and small group discussions, conversations, etc.
- Whole class discussion of cultural concepts, test-taking skills, etc.
- Individual practice to complete practice test activities, etc.

Materials & Resources:

- Cumbre: Curso AP de la lengua española, Heinle Cengage Learning, 2014
- Cumbre: Student Activities Manual, Heinle Cengage Learning, 2014
- Cumbre: Teacher's Resource Guide, Heinle Cengage Learning, 2014
- Fast Track to a 5: Preparing for the AP* Spanish Language and Culture Examination, Cengage Learning, 2014
- Various teacher-created materials

Assessments:

- Presentation of final culture project
- Practice exam activities

Curriculum Scope & Sequence

Planned Course: AP Spanish Language and Culture

Unit: U.S. Latinx Culture

Time frame: 6 blocks

Essential content/objectives: At end of the unit, students will be able to:

- Explain how individuals of Latin American descent helped shape the US from its founding up until the times of westward expansion
- Explain the immigration patterns of Latin Americans and US Americans of Latin American descent, as well as their causes, during the times of the Spanish-American War, the Great Depression and both World Wars
- Explain the situation of individuals of Latin American descent in the United States during the post World War II era
- Explain how the “Chicano” identity was formed and the role that the farm workers movements of the 1960s and 1970s
- Explain how and why the immigration of individuals from Latin America to the United States has changed since the 1980s

Core Activities: Students will complete/participate in the following:

- Watch and analyze (via written responses to both short- and long-answer questions and class discussions) the six episodes of the PBS series Latino Americans, as well as the additional information on the PBS companion site

Extensions: Write a paragraph about the history of immigration to the US from a specific Spanish-speaking country in Latin America

Remediation: Additional lessons and activities found on the PBS companion website

Instructional Methods:

- Direct instruction of vocabulary, grammar concepts and language skills
- Partner and small group discussions, conversations, peer edits, etc.
- Whole class discussion of the episode content
- Individual practice to complete grammar exercises, compositions, spoken recordings and presentations, etc.

Materials & Resources:

- <https://www.pbs.org/latino-americans>
- Various teacher-created materials

Assessments: Mini comprehension quizzes about each episode