

# Wallenpaupack Area School District Planned Course Curriculum Guide

**Department  
World Language Department**

**Name of Course  
AP Spanish**

**Course Description:**

This class concludes the three-year sequence of Spanish Language courses offered at the high school. Completion of levels 1 through 3 is required prior to this course. The course is a semester-long course, completed in 20 weeks of ninety-minute classes on a four by four block schedule. All students are expected to take the AP Spanish Language and Culture exam. The course is conducted entirely in Spanish, offering students opportunities to demonstrate their proficiency across the modes of communication in the Intermediate to Pre-Advanced range. Students develop a strong command of the Spanish language by integrating the three modes of communication: Interpretive, Interpersonal, and Presentational. All students broaden their knowledge of the various cultures that comprise the Spanish-speaking world through the thematic approach of the AP Spanish Language and Culture course.

**Initial Creation Date (if applicable) and Revision Dates:**

August 2025

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: AP Spanish</b>	<b>GRADE/S: 11-12</b>
<b>UNIT 1: ¿La imaginación o la realidad?</b>	<b>TIMEFRAME: Estimated 4 weeks</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b>  <b>World-Readiness Standards for Learning Languages (ACTFL)</b>  <b>Communication:</b>  <b>1.1 1.2 1.3</b>  <b>Culture</b>  <b>2.1</b>  <b>Connections</b>  <b>3.1</b>  <b>Comparisons</b>  <b>4.1 4.2</b></p>
<p><b>UNIT OBJECTIVES (SWBATS):</b> Student-centered questions: ¿Cuáles son algunas leyendas o cuentos que has leído o escuchado que usan la imaginación para desafiar a la realidad? ¿Cómo te afectan personalmente? ¿Conoces leyendas o cuentos parecidos del mundo hispanohablante? Students read the following stories and discuss their distinguishing features. Students are provided with advance organizers that provoke critical thinking about the contexts. Each story is a guided lesson with pre-reading, while reading, and post reading strategies, as well as vocabulary activities and interpersonal writing and speaking. There is considerable classroom discussion to clarify meaning before moving on to the next story:</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b> After the first reading, students research information and readings on magical realism and contemporary Latin American writers (Borges, Cortázar, and García Márquez). Students identify elements of magical realism and its importance in Latin American literature. Students complete a Venn diagram comparing two of the three Cortázar readings and identifying elements of magical realism. Research and discussion: Students research authentic articles that discuss dreams, what provokes them, and what they mean. They present findings during a class discussion and provide evidence through citing sources.</p>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> Written Interpersonal Communication: Students write a journal entry about a dream they've had, which they then share with a classmate who interviews them and asks clarifying questions via the journal, then interprets the dream and provides feedback in his/her journal, focusing on the essential question, ¿Cómo influye tu sistema de creencias o tu forma de pensar en la imaginación y la interpretación de la realidad? [CR3b] Spoken Presentational Communication: Using Audacity, voice recording software, students give a presentation about the meaning of dreams, citing information from authentic texts and classroom discussion to address the questions, ¿Por qué es necesario soñar y qué representan los sueños? [CR5a] Written Presentational Communication: As a final assessment to the unit, students complete a written assessment in which they compare dreams and magical realism, while citing evidence from the unit, both from researching magical realism and dreams, as well as from the Cortázar readings. Focus should be on answering the essential question, ¿Cómo influye el</p>

sistema de creencias o la forma de pensar de la persona en la imaginación y la interpretación de la realidad?

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):** Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

**RESOURCES (Technology Based Resources, Text Resources, etc.):** Continuidad de los parques, Cortázar Casa Tomada, Cortázar La noche boca arriba, Cortázar, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

**KEY VOCABULARY:** Personal and Public Identities

**Wallenpaupack Area School District Curriculum**

**COURSE:** AP Spanish

**GRADE/S:** 11-12

**UNIT 2:** La belleza de la patria

**TIMEFRAME:** Estimated 4 weeks

**PA COMMON CORE/NATIONAL STANDARDS:**

**World-Readiness Standards for Learning Languages (ACTFL)**

**Communication:**

**1.1 1.2 1.3**

**Culture**

**2.1**

**Connections**

**3.1**

**Comparisons**

**4.1 4.2**

**UNIT OBJECTIVES (SWBATS):** Student-centered questions: Essential Questions: • ¿Cómo las bellas artes desafían y reflejan las perspectivas culturales? • ¿Cómo se establecen las percepciones de la belleza y la creatividad? • ¿En qué maneras diferentes se manifiesta el patriotismo? ¿Es diferente para los inmigrantes? • ¿Cómo definen los individuos y las sociedades su propia calidad de vida?

Student-centered questions: ¿Cuáles experiencias has tenido con el arte que reflejan el patriotismo? ¿Conoces algunas obras de arte del mundo hispanohablante que reflejan este patriotismo?

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:** Students discuss the meaning and feelings about the concept of patria. [CR3a] Students read Versos Sencillos, Martí [CR4b \*See attached Curricular Requirements table below\*] (can also be accessed at [Albalearning.com](http://Albalearning.com) to focus on interpretive listening) and cite the importance of this literary product in showing the perspective of José Martí

and his contemporaries. They answer the question, ¿Cómo refleja la belleza en la literature el perspectiva propio, especialmente en el caso del patriotismo? Students research internet sites (including articles, videos, interviews) about Cubans who left their homeland to seek a better life and discuss with classmates the pros and cons of their decisions. [CR3a], [CR4a] & [CR4b] They follow this by listening to Mi Tierra by Gloria Estefan and discuss the similarities and differences in writing to those of Guantanamera by Celia Cruz. [CR4a] & [CR5b] Students prepare a VoiceThread presentation on one of the songs as compared to an American song that they find patriotic in some way. They compare and contrast how each product reflects patriotism and the imagery used. [CR5a], [CR7] & [CR8] Students compare cultural products in art that also reflect patriotism and discuss the different perceptions of beauty in each. [CR7] Possible examples: Washington Crossing the Delaware, Diego Rivera's Sueño de una tarde dominical en la alameda central, Goya's Dos de mayo and Tres de mayo. [CR8]

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):** Spoken Interpersonal Communication: Students interview a Spanish speaker who left another country to move to the U.S., using questions developed by the students under the guidance of the teacher. Topics may include the decision to move, difficulties and assimilation, preservation of cultural roots, family issues, and the like. This interview is conducted in Spanish and may be done with someone in their family, their community, or via Skype if needed. [CR3a] Written Interpersonal Communication: In this assessment, students write an email to another student about their interviews. Both emails should include questions searching for more information and understanding. [CR3b] Spoken Presentational Communication: Students present a cultural comparison based on the songs from Estefan/Cruz and a "patriotic" American singer. They focus on the question, ¿Qué opinión tiene la gente en tu comunidad sobre la conexión entre el arte y el patriotismo? [CR5a]

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):** Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

**RESOURCES (Technology Based Resources, Text Resources, etc.):** Continuidad de los parques, Cortázar Casa Tomada, Cortázar La noche boca arriba, Cortázar, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

**KEY VOCABULARY:** The Beauty of One's Homeland

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE:</b> AP Spanish	<b>GRADE/S:</b> 11-12
<b>UNIT 3:</b> La mexicanidad pasada y presente	<b>TIMEFRAME:</b> Estimated 4 weeks

**PA COMMON CORE/NATIONAL STANDARDS:**  
**World-Readiness Standards for Learning Languages (ACTFL)**  
**Communication:**  
**1.1 1.2 1.3**  
**Culture**

2.1

Connections

3.1

Comparisons

4.1 4.2

**UNIT OBJECTIVES (SWBATS):** ¿Cómo contribuyen los acontecimientos e individuos históricos al bienestar de las comunidades? • ¿Cómo cambian los papeles que asumen las comunidades y las familias como resultado de los acontecimientos históricos? • ¿Cómo definen los individuos y las sociedades su propia calidad de vida? • ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?

Student-centered questions about students' knowledge of historical events in their own society and how they have affected community and family traditions and values, helping to define contemporary society: ¿Por qué tuvo lugar la revolución americana? ¿Cómo era la vida de las familias antes de esa revolución? ¿Cuáles son unas prácticas y/o algunos productos de esa guerra en la vida contemporánea?

**INSTRUCTIONAL STRATEGIES/ACTIVITIES** Class discussion about important events of the Mexican Revolution (pre- and post- as well). Students read México excerpt from Nuevas Vistas Curso Dos text and discuss the role of traditions and values in contemporary Mexican society. [CR3a] & [CR4a] Students examine Diego Rivera's art reflecting Mexico's history and discuss Rivera's philosophy in painting them as a record of Mexican society. [CR3a] & [CR4a] Interpretive listening: El Anillo del General Macías, Niggli. Discussion of how war affects families, human emotions, and quality of life. [CR4a] Students make comparisons to other Hispanic cultures or their own, found in literature or art, that show similar influences of war. Students read excerpt from Máscaras mexicanas, Paz. Discuss why Paz chose this title. [CR2c] & [CR4b] Students discuss and analyze the following stanza by Alfonso Reyes and explain how it applies to communities of the world: Y es tanta la tiranía de esta disimulación que aunque de raros anhelos se me hincha el corazón, tengo miradas de reto y voz de resignación. [CR4b] Students present about current events and use the content of the presentations in a discussion about Mexico asking, ¿Cómo contribuyen los individuos hoy en día al bienestar de las familias y comunidades mexicanas? [CR5a]

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):** Written and Print Interpretive Communication: Students formulate short answer written responses to El Anillo del General Macías focusing on cause and effect questions. Students consider the following essential question as they formulate their responses: ¿Cómo definen los individuos y las sociedades su propia calidad de vida? [CR2c] & [CR4b] Spoken Presentational Communication: After reading Máscaras mexicanas and exploring Mexico's pre and post revolution history, students compare México's past and that of another Hispanic culture (or our own), citing similar past or current challenges as they consider and respond to the essential questions: ¿Cómo contribuyen los acontecimientos e individuos históricos al bienestar de las comunidades? ¿Cómo cambian los papeles que asumen las comunidades y las familias como resultado de los acontecimientos históricos? ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea? [CR5a] Spoken Interpersonal Communication: Students consider the essential question, ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea? Students discuss the question citing evidence from the unit as they comment, ask questions, draw conclusions, make predictions, and the like. [CR3a] & [CR7]

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):** Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

**RESOURCES (Technology Based Resources, Text Resources, etc.):** Continuidad de los parques, Cortázar Casa Tomada, Cortázar La noche boca arriba, Cortázar, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

**KEY VOCABULARY:** What it means to be Mexican then and now

Wallenpaupack Area School District Curriculum

**COURSE:** AP Spanish

**GRADE/S:** 11-12

**UNIT 4:** La vida en un mundo de tecnología

**TIMEFRAME:** Estimated 4 weeks

**PA COMMON CORE/NATIONAL STANDARDS:**

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture

2.1

Connections

3.1

Comparisons

4.1 4.2

**UNIT OBJECTIVES (SWBATS):** Essential Questions: • ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas? • ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología? • ¿Qué papel cumple la ética en los avances científicos?

**INSTRUCTIONAL STRATEGIES/ACTIVITIES** Student-centered questions: ¿Qué aparatos tecnológicos empleas todos los días? ¿Si tuvieras que escoger sólo un útil tecnológico y rendir todos los otros, cuál sería y por qué lo escogerías? ¿Cómo afectaría esta decisión tu vida y qué desafíos tendrías sin los otros aparatos tecnológicos? Class discussion of the most important technological tool that is part of the students' lives or that of family members. [CR3a] Students read the latest news in technological advancement at NCYT: <http://noticiasdelaciencia.com> Assign students articles and Podcasts by topics (ciencia, tecnología, medio ambiente, salud, psicología) and share their learning with the class in short oral presentations with a visual stimulus and VoiceThread. [CR2b] & [CR5a] Students listen to and read news about stem cell research and come prepared for a class debate on the pros and cons of stem cell research. They bring evidence from [www.bionetonline.org/castellano/content/scintro.htm](http://www.bionetonline.org/castellano/content/scintro.htm) and [www.rtve.es/noticias/celulas-madre/](http://www.rtve.es/noticias/celulas-madre/) or other sources to back up their opinion. [CR2b]

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):** Integrated Assessment: Step One: Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication: Students research a health, educational, emergency, or societal issue or tool that has been improved by technology. They plan a presentation of their findings by considering the essential questions and comparing how the issue or tool has changed life compared to 25 years ago. Students must include graphs, tables, statistics, etc. as visuals for the class. In planning their presentations, students address: ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas? ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología? ¿Qué papel cumple la ética en los avances científicos? [CR4a] & [CR4b] Step Two: Spoken Presentational Communication, Written Presentational Communication, Spoken Interpersonal Communication: Students present findings to the class through a multimedia presentation using Prezi or other tool. Students take notes on an advanced organizer to be used in step three. Peers ask student presenters questions for clarification or where information for the organizer is missing. [CR3a] & [CR5a] Step Three: Written Interpersonal Communication: Students choose the two scientific and/or technological advancements presented that they believe are the most important and explain why in a class Blog or journal. They must read previous entries first, react to them, and add their choices with rationale as they consider these essential questions: ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas? ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología? ¿Qué papel cumple la ética en los avances científicos? [CR3b]

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):** Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

**RESOURCES (Technology Based Resources, Text Resources, etc.):** Continuidad de los parques, Cortázar Casa Tomada, Cortázar La noche boca arriba, Cortázar, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

**KEY VOCABULARY:** Life in a world of technology

**Wallenpaupack Area School District Curriculum**

**COURSE:** AP Spanish

**GRADE/S:** 11-12

**UNIT 5:** El futuro de nuestro mundo

**TIMEFRAME:** Estimated 4 weeks

**PA COMMON CORE/NATIONAL STANDARDS:**

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture

2.1

Connections

3.1

**Comparisons**

**4.1 4.2**

**UNIT OBJECTIVES (SWBATS): Essential Questions:** • ¿Cuáles son los desafíos económicos y medioambientales de Latinoamérica que presentan desafíos mundiales? • ¿Cuáles son los orígenes de esos desafíos? • ¿Cuáles son algunas posibles soluciones a esos desafíos?

**INSTRUCTIONAL STRATEGIES/ACTIVITIES** Students research and bring in an article about a current environmental issue in a Spanish-speaking country that affects the world as a whole (show the diversity and importance of environmental issues in Latin America). [CR4b] Students read *El oro negro* and discuss the current situation of Spanish-speaking countries' nationalization of their oil and its global impact. [CR2c] & [CR3a] Students read *La fiesta del árbol*, Mistral, and discuss the message in her essay with another student. [CR2c] & [CR3a] Students listen to: Banco Mundial: enfoques exitosos en América Latina para proteger la biodiversidad at radio ONU: [www.unmultimedia.org/radio/spanish/2012/10/bancomundial-enfoques-exitosos-en-america-latina-para-protegerla-biodiversidad/](http://www.unmultimedia.org/radio/spanish/2012/10/bancomundial-enfoques-exitosos-en-america-latina-para-protegerla-biodiversidad/) [CR2a] They take notes on the state of the environment in the Latin American countries or zones presented and discuss their findings in class with other classmates, making comparisons among the environmental issues, efforts to protect biodiversity, and how it affects the entire world. [CR3a] Students listen to songs from Maná's CD *Amazonía*, and also to their song *¿Dónde jugarán los niños?* [CR2a] Students write their reactions to the messages of the songs in a blog, and then they respond to at least one classmates' responses, asking more questions and requesting clarification, if needed. [CR3b] Students research other Hispanic celebrities who contribute to initiatives for the protection of the Earth. In class discussion is held comparing these celebrities to those of the U.S. and their social conscience and influence in working toward saving our planet. [CR8]

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):** Audio, Visual, and Audiovisual Interpretive and Written and Print Interpretive Communication Spoken Presentational: Students read, listen to, and interpret various authentic texts about the environment, then present them to the class as a formative assessment. [CR4a], [CR4b] & [CR5a] Spoken Interpersonal Communication: Students participate in a Socratic discussion about environmental issues. Each student must formulate three well-thought questions that prompt peers to evaluate, predict, and propose solutions to current environmental issues which may or may not also be tied to economic concerns. Students respond to each other's questions. This is a studentled discussion. The teacher evaluates students and gives constructive feedback. [CR3a] Written Presentation Communication: Using AP Exam format based on authentic readings and audio dealing with three different cultures of the Spanish-speaking world (not already used during the unit), students will interpret and synthesize information about the environment, then present in writing an analysis presenting a cultural and grammatical comparison in which they address the essential questions: ¿Cuáles son los desafíos económicos y medioambientales de Latinoamérica que presentan desafíos mundiales? ¿Cuáles son los orígenes de esos desafíos? ¿Cuáles son algunas posibles soluciones a esos desafíos? [CR5b] & [CR8]

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):** Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

**RESOURCES (Technology Based Resources, Text Resources, etc.):** Continuidad de los parques, Cortázar Casa Tomada, Cortázar La noche boca arriba, Cortázar, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

**KEY VOCABULARY:** The future of our world

<b>Curricular Requirements</b>	<b>Page(s)</b>
CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.	1
CR2a Instructional materials include a variety of authentic audio and video recordings.	10, 12
CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.	2, 8, 12
CR2c Instructional materials include a variety of authentic literary texts.	2, 4, 6, 7, 10
CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	2, 4, 5, 6, 7, 8, 9, 10, 11
CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	3, 5, 9, 10
CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.	4, 6, 9, 11
CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.	2, 4, 6, 7, 9, 10, 11
CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	2, 3, 4, 5, 6, 7, 8, 9, 11
CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	3, 4, 11
CR6a The course explicitly addresses the Global Challenges theme.	10
CR6b The course explicitly addresses the Science and Technology theme.	7
CR6c The course explicitly addresses the Contemporary Life theme.	5
CR6d The course explicitly addresses the Personal and Public Identities theme.	2
CR6e The course explicitly addresses the Families and Communities theme.	5
CR6f The course explicitly addresses the Beauty and Aesthetics theme.	3
CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	4, 7
CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.	4, 10, 11
CR9 The course prepares students to use the target language in real-life settings.	1