

NORTHERN YORK COUNTY SCHOOL DISTRICT



Advanced Placement Spanish Language

May 2013

NORTHERN YORK COUNTY SCHOOL DISTRICT
ADVANCED PLACEMENT SPANISH LANGUAGE

I. Philosophy/Overview

This course is the culmination of Spanish language study at the high school level. It utilizes vocabulary and grammatical structures studied in Spanish I, II, III, and IV as a foundation for advanced study. This course concentrates on vocabulary acquisition, pronunciation refinement, oral fluency and grammatical knowledge. This course is conducted entirely in Spanish and students are continually encouraged to practice the target language with their teacher and classroom peers. All written exchanges between students and teacher, including e-mail correspondences, will be conducted entirely in Spanish. Language components, as outlined in the ACTFL National Foreign Language Standards are addressed in this course. The curriculum is structured around six themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, beauty and aesthetics. This course will prepare students to use the Spanish language in real-world settings.

II. Core Concepts

This course will consider the interconnectedness of the six themes listed above as they are woven between the ACTFL National Foreign Language Standards of communication, cultures, connections, comparisons, and communities. Students will be asked to reflect upon and demonstrate spoken and written interpersonal, interpretive, persuasive, and presentational communication about historical, contemporary, and future perspectives in a contextual setting. Through the use of authentic materials (various authentic audio, video, and written texts) and teacher-developed resources, students will be encouraged to consider themes throughout history and cultures. Students will have the opportunity to make comparisons between languages and cultures. In addition, students will engage in cultural events conducted in the Spanish language.

Students will use Spanish to answer the following thematic essential questions throughout the course:

A. Theme: Global Challenges

- ☐ What environmental, political, and social issues pose challenges to societies throughout the world?
- ☐ What are the origins of those issues?
- ☐ What are possible solutions to those challenges?

Contextual evidences: economic issues, environmental issues, philosophical thought and religion, population and demographics, social welfare, social conscience.

B. Theme: Science and Technology

- ☐ How do developments in science and technology affect our lives?
- ☐ What factors have driven innovation and discovery in the fields of science and technology?
- ☐ What role do ethics play in scientific advancement?

Contextual evidences: access to technology, effects of technology, health care and medicine, innovations, natural phenomena, science and ethics.

C. Theme: Contemporary Life

- ☐ How do societies and individuals define quality of life?
- ☐ How is contemporary life influenced by cultural products, practices, and perspectives?
- ☐ What are the challenges of contemporary life?

Contextual evidences: education and careers, entertainment, travel and leisure, lifestyles, relationships, social customs and values, volunteerism.

D. Theme: Personal and Public Identities

- ☐ How are aspects of identity expressed in various situations?
- ☐ How do language and culture influence identity?
- ☐ How does one's identity develop over time?

Contextual evidences: alienation and assimilation, heroes and historical figures, national and ethnic identities, personal beliefs, personal interests.

E. Theme: Families and Communities

- ☐ What constitutes a family in different societies?
- ☐ How do individuals contribute to the well-being of communities?
- ☐ How do the roles that families and communities assume differ in societies around the world?

Contextual evidences: customs and values, education communities, family structure, global citizenship, human geography, social networking.

F. Theme: Beauty and Aesthetics

- ☐ How are perceptions of beauty and creativity established?
- ☐ How do ideals of beauty and aesthetics influence daily life?
- ☐ How do the arts both challenge and reflect cultural perspectives?

Contextual evidences: architecture, defining beauty, defining creativity, fashion and design, language and literature, visual and performing arts.

III. Procedures for Assessment and Evaluation

Students will show evidence of mastery of the thematic essential questions through their use of the target language. The assessment tools include, but are not limited to: homework, class work, quizzes, chapter tests, speaking and listening presentations (formal and informal), writing and reading samples (formal and informal), PowerPoint presentations, and simulated AP-format questions. In addition to informal teacher assessments throughout the chapter, students will be given a summative evaluation at the end of each unit following the guidelines and rubrics required by the College Board.

Grading System:

93-100	=	A	(excellent progress)
85-92	=	B	(above average progress)
77-84	=	C	(average progress)
70-76	=	D	(below average progress)
Below 70	=	F	(failing)
Unfinished	=	I	(some incomplete work)

IV. Text and Resources

Buen Viaje, Glencoe Spanish 3. Glencoe McGraw-Hill
 Tesoro literario, Nivel Avanzado, Glencoe Spanish

Authentic Materials (Audio, Video and Written texts):

Radio Naciones Unidas – <http://www.un.org/radio.es/>

BBC en español- <http://news.bbc.co.uk/hi/spanish/news/>

CNN en español- <http://cnn.com/espanol/>

Univisión- <http://www.univision.com>

El País- <http://elpais.com/>

Nuevos Horizontes- <http://web.aces.uiuc.edu/newhorizons/search.cfm>

Periódicos de España- <http://www.prensaescrita.com/espana.php>

Periódicos de Hispanoamérica- <http://www.prensaescrita.com/america/php>

Grammar/AP Practice- <http://www.colby.edu/~bknelson/ecercises/index.html>

http://www.niles-hs.k12.il.us/davmal/clases/AP/free_response/free_response.htm

Listening Practice- University of Texas- <http://www.laits.utexas.edu/spe/int22.html>

Northern York County School District Curriculum	
Course Name	Advanced Placement Spanish
Grade Level	Grade 11-12
Credits	1.00 Credits (1.12)
Instructional Procedures	

Unit 1	ESPAÑA			
Time Frame	3-4 weeks			
1.1	Theme: Global Challenges			
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
Past tense Globalization	<p>What environmental, political, and social issues pose challenges to societies throughout the world?</p> <p>What are the origins of those issues?</p> <p>What are possible solutions to those challenges?</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students</p>	<p>http://www.laits.utexas.edu/spe/adv27.html - Alberto R., Pamplona, España (Para matricularse)</p> <p>http://www.radialistas.net/clip.php?id=1800164 - ¿Marido o torturador?</p> <p><i>Mueron cinco inmigrantes-</i> Diario de Mallorca</p>	<p>El pretérito (regular e irregular)</p> <p>Sustantivos</p> <p>Pronombres</p> <p>demonstrativos y posesivos</p> <p>Globalization</p>

		<p>present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p>		
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Unit 2	Países andinos			
Time Frame	3-4 weeks			
2.1	Themes: Beauty and Aesthetics/Families and Communities			
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
<p>Past tense</p> <p>Subjunctive</p> <p>Generations</p>	<p>What constitutes a family in different societies?</p> <p>· How do individuals contribute to the well-being of communities?</p> <p>· How do the roles that families and communities assume differ in societies around the world?</p> <p>How are perceptions of beauty and creativity established?</p> <p>· How do ideals of beauty and aesthetics influence daily life?</p> <p>· How do the arts both challenge and reflect cultural perspectives?</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding</p>	<p>http://www.laits.utexas.edu/spe/adv06.html - Mónica V., La Paz, Bolivia (Información sobre mi familia)</p> <p>http://www.laits.utexas.edu/spe/adv24.html -Regina R., Lima, Perú (Mantenerse en forma)</p> <p><i>Nuevas explosiones en volcán Tungurahua provocan temor entre los pobladores</i>- El Universo, V.H. Cevallos</p> <p><i>Ayacuchana cumplió 110 años</i>- La República</p>	<p>El imperfecto</p> <p>· El imperfecto vs. el pretérito</p> <p>· El subjuntivo (con expresiones impersonales/ en cláusulas nominales)</p> <p>Generational Conflicts</p>

		<p>of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
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Unit 3	El Cono sur			
Time Frame	3-4 weeks			
3.1	Themes: Beauty and Aesthetics/Personal and Public Identities			
Key Concepts	Essential Questions	*ACTFL National Foreign Language	Resources/Text	Key Vocabulary /Terminology

		Standards		
<p>“To be”</p> <p>“To like”</p> <p>Subjunctive</p> <p>Aesthetics</p>	<p>How are perceptions of beauty and creativity established?</p> <ul style="list-style-type: none"> · How do ideals of beauty and aesthetics influence daily life? · How do the arts both challenge and reflect cultural perspectives? <p>How are aspects of identity expressed in various situations?</p> <ul style="list-style-type: none"> · How do language and culture influence identity? · How does one’s identity develop over time? 	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p>	<p>http://web.aces.uiuc.edu/newhorizons/search.cfm - April 15, 2007 (Gabriela Mistral, Chilean Poet)</p> <p><i>Ejecutivos en manga corta</i>- Clarín</p> <p><i>Cuando hay que dejar el hogar</i>- El Mercurio</p>	<p>Ser/Estar</p> <p>Verbos con complementos indirectos</p> <ul style="list-style-type: none"> · Gustar/Faltar · Negativas y afirmativas <p>El subjuntivo (con expresiones de emoción/ de duda/ en cláusulas adverbiales)</p> <p>Body Image Advertisement Media</p>

		<p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
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Unit 4	La América Central			
Time Frame	3-4 weeks			
4.1	Themes: Contemporary Life/Science and Technology			
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
Future	How do societies and individuals define quality of	Standard 1.1: Students engage in conversations,	http://www.laits.utexas.edu/spe/sup01.html – Idalia	El futuro y la condicional

<p>Past subjunctive</p> <p>Culture</p>	<p>life?</p> <ul style="list-style-type: none"> · How is contemporary life influenced by cultural products, practices, and perspectives? · What are the challenges of contemporary life? <p>How do developments in science and technology affect our lives?</p> <ul style="list-style-type: none"> · What factors have driven innovation and discovery in the fields of science and technology? · What role do ethics play in scientific advancement? 	<p>provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign</p>	<p>T., Monterrey, México (La vida sin electricidad)</p> <p>http://www.radialistas.net/clip.php?id=1300048 – “Sácame de aquí” (Los derechos de los monos) <i>Anuncios sociales</i>- La Prensa</p> <p><i>Amigos con “cédula”</i>- Al Día</p>	<ul style="list-style-type: none"> · Los pronombres · El imperfecto del subjuntivo <p>Pop Culture Youth Culture</p>
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		<p>language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p>		
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Unit 5	México			
Time Frame	3-4 weeks			
5.1	Theme: Families and Communities			
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
<p>Perfect tenses</p> <p>Commands</p> <p>Progressive tenses</p> <p>Subjunctive</p>	<p>What constitutes a family in different societies?</p> <p>How do individuals contribute to the well-being of communities?</p> <p>How do the roles that families and communities assume differ in societies around the world?</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students</p>	<p>http://www.colby.edu/~bknelson/SLC/mana/mana_splash.html - ¿Dónde jugarán los niños? (Maná)</p> <p><i>¿Mis padres no me gustan?</i>- El Mexicano</p>	<ul style="list-style-type: none"> · Los tiempos perfectos · El imperativo · Los tiempos progresivos · Los pronombres · El subjuntivo <p>Role of Families in society</p>

		<p>present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
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Unit 6	El Caribe y Venezuela y Colombia			
Time Frame	3-4 weeks			
6.1	Themes: Beauty and Aesthetics/Personal and Public Identities/Global Challenges			
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
Reciprocal Comparisons Subjunctive “For” “Hacer”	How are perceptions of beauty and creativity established? How do ideals of beauty and aesthetics influence daily life? How do the arts both challenge and reflect cultural perspectives? How are aspects of identity expressed in various situations? · How do language and culture influence identity? · How does one’s identity develop over time? What environmental,	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	http://web.aces.uiuc.edu/newhorizons/search.cfm - April 21, 2002 (Commentary on Guerilla conflict Columbia) http://www.laits.utexas.edu/spe/sup08.html - Clarena L. Columbia (Avoiding the stereotype of drugs and war in Columbia) http://www.colby.edu/~bknelson/SLC/juan/index.html - La historia de Juan (Juanes) <i>Educación llega a la cárcel de San Fco. De Macorís y Salcedo-</i> Listín Diario, Francisco Taveras Ortíz <i>Maestros de éste y otros</i>	Los verbos reflexivos y recíprocos El comparativo y superlativo El subjuntivo Cláusulas con si Por y para Hace y hacía

	<p>political, and social issues pose challenges to societies throughout the world?</p> <ul style="list-style-type: none"> · What are the origins of those issues? · What are possible solutions to those challenges? 	<p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p><i>mundos- El Colombiano</i> <i>La Gasolina- El</i> <i>Colombiano</i></p>	
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Unit 7	Los Estados Unidos
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Time Frame	3-4 weeks			
7.1	Themes: Families and Communities/Global Challenges			
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
<p>Multiculturalism</p> <p>Passive voice</p>	<p>What constitutes a family in different societies?</p> <ul style="list-style-type: none"> · How do individuals contribute to the well-being of communities? · How do the roles that families and communities assume differ in societies around the world? <p>What environmental, political, and social issues pose challenges to societies throughout the world?</p> <ul style="list-style-type: none"> · What are the origins of those issues? · What are possible solutions to those challenges? 	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p><i>La casa en Mango Street</i>- Sandra Cisneros <i>Confirmado: un millón de hispanos</i>- Hoy <i>Inesperada tormenta en Lancaster</i>- La Opinión</p> <p>http://web.aces.uiuc.edu/newhorizons/search.cfm- April 27, 2003 (Impact of the war in Iraq)</p> <p>http://web.aces.uiuc.edu/newhorizons/search.cfm - February 19, 2006 (L.A. Times Journalist talks about the top 10 U.S. cities for Hispanics)</p>	<p>Los adverbios</p> <p>La voz pasiva</p> <p>Multiculturalism</p>

		<p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
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*Standards For Foreign Language Learning describe what students should know and be able to do in foreign language education. These standards focus on the five C's of foreign language education; Communication, Cultures, Connections, Comparisons, and Communities. National Standards in Foreign Language, Council on the Teacher of Foreign Languages, Alexandria, VA