**Curriculum**

**AP Spanish Language and Culture**

**Course Overview**

Students who enroll in this course will possess a strong command of grammar and considerable competence in listening, reading, speaking, and writing. The course takes a holistic approach to language proficiency and studies structures in context. Students engage in an exploration of culture in both contemporary and historical contexts and develop their awareness and appreciation of cultural products (eg. books, films and music), practices (patterns of interaction) and perspectives (values, attitudes). A variety of authentic texts will be used to allow students to respond confidently and convincingly to written and spoken materials and develop a true appreciation and awareness of Hispanic peoples and cultures. The course is structured around 6 themes (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will learn to communicate to a specific purpose and audience, using correct register and format for a variety of text types such as emails, formal /informal letters, journals, articles, interviews, speeches etc., as well as debate activities, research and oral presentations.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

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By the end of this course, students will be able to:

Standard 1

1-1 Use verbal and written exchanges to share information about past experiences, significant details related to topics that are of common interest.

1-2 Use and respond to culturally appropriate non-verbal cues (eg. gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.

Standard 2

2-1 Understand the main ideas, themes and basic details from diverse, authentic, ability appropriate spoken media (television, radio, film, live presentation) on topics of personal interest or interest to peers in a Hispanic cultural context.

2-2 Understand the content of ability appropriate primary sources on familiar topics (personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements)

2-3 Use context clues (known language, diagrams, text features and graphics) to decode unfamiliar words and phrases in complex messages or texts.

2-4 Understand the main ideas, themes, principal characters and significant details of ability appropriate authentic literature (narratives, short stories, poems and plays)

Standard 3

3-1 Summarize orally or in writing the content of various texts (authentic articles from magazine or newspaper, literary excerpts from classical works, audio or video documents, and visual works)

3-2 Use a dictionary or thesaurus written entirely in the Spanish language to select appropriate words for use in preparing oral and written reports.

3-3 Use language, content, style of speech (advanced grammatical structures; specialized vocabulary (political, historical, environmental; humour; sarcasm; irony; idiomatic speech

Standard 4

4-1 Draw conclusions about the relationship and mutual influence between perspectives and practices in Spanish and other Hispanic cultures.

4-2 Know significant political, military, intellectual, and cultural figures and how they shaped historical events and Spanish cultural traditions.

4-3 Know graphic and statistical information about the Spanish and native cultures (population, income)

Standard 5

5-1 Understand that an idea may be expressed in multiple ways in the Spanish language.

5-2 Understand that the ability to comprehend a language surpasses the ability to produce it.

5-3 Develop a strong understanding of and confident in using Spanish syntax and vocabulary.

Standard 6

6-1 Be able to understand radio broadcasts/podcasts, presentations and films on a variety of themes.

6-2 Use Spanish to speak and write about topics related to other disciplines such as Art, Global Issues, Health, Science and Technology

**Performance Indicators**

**General Performance Indicators to be Develloped over the course of the year:**

The AP Spanish Language and Culture course aims to develop student abilities through six primary skill areas. For each area thee is a set of performance indicators, which identify what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in each area.

**Spoken Interpersonal Communication**

▶The student engages in the oral exchange of information, opinions, and

ideas in a variety of time frames in formal situations.

▶The student engages in the oral exchange of information, opinions, and

ideas in a variety of time frames in informal situations.

▶The student elicits information and clarifies meaning by using a variety

of strategies.

▶The student states and supports opinions in oral interactions.

▶The student initiates and sustains interaction through the use of

various verbal and nonverbal strategies.

▶The student understands a variety of vocabulary, including idiomatic

and culturally appropriate expressions.

▶The student uses a variety of vocabulary, including idiomatic and

culturally appropriate expressions on a variety of topics.

▶The student self-monitors and adjusts language production.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content across disciplines.

**Written Interpersonal Communication**

▶The student engages in the written exchange of information, opinions,

and ideas in a variety of time frames in formal and informal situations.

▶The student writes formal and informal correspondence in a variety of media using appropriate formats and conventions.

▶The student elicits information and clarifies meaning by using a variety

of strategies.

▶The student states and supports opinions in written interactions.

▶The student initiates and sustains interaction during written

interpersonal communication in a variety of media.

▶The student understands and uses a variety of vocabulary, including idiomatic

and culturally appropriate expressions on a variety of topics..

▶The student self-monitors and adjusts language production.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Audio, Visual, and Audio-visual Interpretive Communication**

▶The student demonstrates comprehension of content from authentic audio, audio-visual and visual resources.

▶The student demonstrates understanding of a variety of vocabulary,

including idiomatic and culturally authentic expressions.

▶The student understands the purpose of a message and the point of

view of its author.

▶The student identifies the distinguishing features (e.g., type of resource,

intended audience, purpose) of authentic audio, visual, and audio-visual

resources.

▶The student demonstrates critical viewing or listening of audio, visual,

and audio-visual resources in the target cultural context.

▶The student monitors comprehension and uses other sources to

enhance understanding.

▶The student examines, compares, and reflects on products, practices,

and perspectives of the target culture(s).

▶The student evaluates similarities and differences in the perspectives

of the target culture(s) and his or her own culture(s) as found in audio,

visual, and audio-visual resources.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content across disciplines.

**Written and Print Interpretive Communication**

▶The student demonstrates comprehension of content from authentic

written and print resources.

▶The student demonstrates understanding of a variety of vocabulary,

including idiomatic and culturally authentic expressions.

▶The student understands the purpose of a message and the point of

view of its author.

▶The student identifies the distinguishing features (e.g., type of resource,

intended audience, purpose) of authentic written and print resources.

▶The student demonstrates critical reading of written and print

resources in the target cultural context.

▶The student monitors comprehension and uses other sources to

enhance understanding.

▶The student examines, compares, and reflects on products, practices,

and perspectives of the target culture(s).

▶The student evaluates similarities and differences in the perspectives of

the target culture(s) and his or her own culture(s) as found in written

and print resources.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Spoken Presentational Communication**

▶The student produces a variety of creative oral presentations (e.g.,

original story, personal narrative, speech, performance).

▶The student retells or summarizes information in narrative form,

demonstrating a consideration of audience.

▶The student creates and gives persuasive speeches.

▶The student expounds on familiar topics and those requiring research.

▶The student uses reference tools, acknowledges sources, and cites them

appropriately.

▶The student self-monitors and adjusts language production.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Presentational Communication**

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**Theme/ Unit Specific Performance Indicators**

**Personal and Public Identities/ las identidades personales y públicas**

To develop a vocabulary base specific to the topic studied

**Contemporary Life / La vida contemporánea**

To develop a vocabulary base specific to the topic studied

To examine how peoples lives have changed over the course of the time and compare Hispanic societies to that of our own

**Families and communities / las familias y las comunidades**

To develop a vocabulary base specific to the topic studied

To examine the role of family in different societies

To explore the roles of family members with a focus on grandparents and to compare that to their own society

To further their understanding of how the roles that families and communities assume differ in societies around the world

**Global Challenges / Los desafíos globales**

To develop a vocabulary base specific to the topic studied

**Science and Technology / La ciencia y tecnología**

To develop a vocabulary base specific to the topic studied

To understand

**Beauty and Aesthetics / La belleza y la estética**

To develop a vocabulary base specific to the topic studied

Students will explore a Spanish artist of their choice

**Assessments**

**Core Topics**

**AP Spanish Language and Culture Core Topics**

**1. Global Challenges / Los desafíos mundiales**

**Overarching Essential Questions:**

• What environmental, political, and social issues propose challenges

 to societies throughout the world?

• What are the origins of those issues?

• What are possible solutions to those challenges?

**2. Science and Technology / La ciencia y la tecnología**

**Overarching Essential Questions:**

• What environmental, political, and social issues propose challenges to societies throughout the world?

• What are the origins of those issues?

• What are possible solutions to those challenges?

**3. Contemporary Life/ La vida contemporánea**

**Overarching Essential Questions:**

• 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?

**4. Personal and Public Identities / Las identidades personales y**

 **públicas**

**Overarching Essential Questions:**

• How are aspects of identity expressed in various situations?

• How do language and culture influence identity?

• How does one’s identity develop over time?

**5. Families and Communities / La familia y las comunidades**

**Overarching Essential Questions:**

• 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?

**6. Beauty and Aesthetics /La belleza y la estética**

**Overarching Essential Questions:**

• 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?

**Specific Content**

**Specific content**

Under the core topics two or three themes will be chosen to develop those particular topics:

Global Challenges/ Los desafíos mundiales

* Economic issues/ Los temas económicos
* Environmental Issues / Los temas del medio ambiente
* Philosophical thought and Religion / El pensamiento filosófico y la religión
* Social Welfare / El bienestar social
* Social Conscience / La conciencia social
* Population and Demographics / La población y demografía

Science and Technology/ La ciencia y la tecnología

* Access to technology/ El acceso a la tecnología
* Effects of technology of Self and Society/Los efectos de la tecnología en el individuo y en la sociedad
* Health Care and Medicine/ El cuidado de la salud y la medicina
* Innovations /Las innovaciones tecnológicas
* Natural Phenomena / Los fenómenos naturales
* Science and Ethics / La ciencia y la ética

Contemporary Life/ La vida contemporánea

* Entertainment / el entretenimiento y la diversion
* Education and Careers / La educación y las carreras profesionales
* Relationships/ Las relaciones personales
* Social Customs and Values / Las tradiciones y los valores
* Travel and Leisure / los viajes y el ocio
* Volunteerism / El trabajo voluntario
* Lifestyles / Los estilos de vida

Families and Communities/ Las famlilias y las comunidades

* Education Communities / Las comunidades educativas
* Global Citizenship / La ciudadanía global
* Family Structure / La estructura de la familia
* Customs and Values / Las tradiciones y los valores
* Human Geography / La geografía humana
* Social Networking / Las redes sociales

Personal and Public Identities/ Las identidades personales

* Alienation and Assimilation / La enajenación y la asimilación
* Heroes and Historical Figures / Los héroes y los personajes históricos
* National and Ethnic Identities / La identidad nacional y la identidad étnica
* Personal Beliefs / Las creencias personales
* Personal Interests / Los intereses personales
* Self-Images / La autoestima
* Architecture / La arquitectura
* Defining Beauty / Definiciónes de la belleza
* Defining Creativity / Definiciones de la creatividad
* Language and Literature / El lenguaje y la literatura
* Fashion and Design / La moda y el diseño
* Visual and Performing Arts / Las artes visuales y escénicas

**Resources**