



World Language Department Curriculum Guide

Spanish 5 Language and Culture – AP

| Course Description |
|---|
| <p>This course is conducted solely in Spanish. Proficiency is enhanced through the study of advanced grammar, culture, vocabulary, poetry, film, expository assignments, and extensive oral practices. This class will place special emphasis on the four major skills evaluated on the AP exam – speaking, reading, listening, and writing. The understanding and appreciation of Hispanic culture is enhanced through the study of history, customs, and culture of various Hispanic nations. Authentic aural activities are integrated in the course via podcasts and streaming radio newscasts via the Internet. Any student who enrolls in an AP course is required to take the AP exam in May of the school year.</p> <p>As cited directly from the AP Spanish Language and Culture Course Description from the College Board, “The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.”</p> <p>AP Spanish strives to cover all six themes central to the AP Spanish Curriculum: Science and Technology, Global Challenges, Beauty and Aesthetics, Personal and Public Identities, Families and Communities, and Contemporary Life. The course focuses on the culture, geography, history, literature, politics and current events of the Spanish-speaking world - Spain, Central America, the Southern Cone, the Andean Countries, and the Caribbean Islands – and looks to compare and contrast them with our own communities. Students strive to be proficient at the Intermediate-High/Advanced-Low level in Spanish as defined by ACTFL for the exam in May.</p> <p>In order to accomplish the curriculum and the preparation for the exam, students apply all of the tenses and major grammar concepts of the Spanish language through performance tasks. Emphasis will also be placed on the expectations of the AP Spanish exam: Presentational Speaking and Writing (Interpersonal Speaking, Cultural Comparison, Argumentative Essay and Email reply) and Interpretive Texts: Print and Audio. We listen to native speakers via podcasts, taped narratives, cultural videos and authentic music. The course regularly integrates authentic media, text and audio sources such as YouTube, CNNespañol.com, El País.com and bbcmunido.com. Practice for the exam is incorporated thematically within the units of study.</p> <p>For purposes of equity and access, all students have an account with the College Board, through which they can watch daily instructional videos and participate in authentic, simulated practices similar to those they will encounter on the AP Exam. The target proficiency level for students in this course is Intermediate High.</p> |

| Course Requirements |
|---|
| <p>The following are considered when enrolling in Spanish 5 – AP:</p> <ol style="list-style-type: none"> Performance in Spanish 4 – H in reading, writing, speaking, listening, grammar and cultural knowledge Willingness to speak exclusively in the target language Teacher recommendation Passion and interest in his/her/their growth as a language student Completion of summer work |



Communication Standards (Intermediate High)

1. **Interpretive Communication** - In narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of personal, general, or public interest, relying upon understanding of short paragraphs containing multiple time frames, consisting of straightforward or descriptive language, students:
 - a. Analyze traits of multiple cultures and communities. (IH.1.a)
 - b. Analyze the main message or story line and some supporting details. (IH.1.b)
2. **Interpersonal Communication** - In conversations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students:
 - a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IH.2.a)
 - b. Understand, answer, and ask a wide variety of questions across time frames. (IH.2.b)
 - c. Initiate, maintain, and end conversations across time frames by understanding and creating language that conveys authentic, personal meaning. (IH.2.c)
 - d. Provide advice or propose solutions to individual or societal issues. (IH.2.d)
 - e. Provide descriptions, narrations, and comparisons across time frames. (IH.2.e)
3. **Presentational Communication** - In presentations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon circumlocution, in such a way that speakers/signers of the language usually understand, students:
 - a. Demonstrate understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. (IH.3.a)
 - b. Present information, raise awareness, and express preferences. (IH.3.b)
 - c. Apply authentic resources to state and support a viewpoint. (IH.3.c)
 - d. Produce descriptions, narrations, and comparisons across time frames. (IH.3.d)
4. **Intercultural Communication** - In interactions in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students:
 - a. Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. (IH.4.a)
 - b. Adapt language and behavior to communicate appropriately in most formal and informal settings. (IH.4.b)
 - c. Communicate in a manner that is clear and inoffensive to the audience/interlocutor. (IH.4.c)
 - d. Demonstrate awareness of cultural diversity and bias. (IH.4.d)

Linguistic Cultures Standards (Intermediate High)

5. **Cultures** - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities. (IH.5.a)
 - b. Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities. (IH.5.b)
 - c. Analyze and explain manifestations of intercultural harmony and/or conflict over time. (IH.5.c)



Linguistic Cultures Standards (Intermediate High, continued)

6. **Comparisons** - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
- Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 - Comparing how products, practices, and perspectives reciprocally affect one another over time. (IH.L.6.a.1)
 - Taking the perspective of those from different cultures to build empathy. (IH.6.a.2)
 - Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 - Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. (IH.6.b.1)
 - Comparing language forms. (IH.6.b.2)
 - Analyzing and explaining how time frames are expressed. (IH.6.b.3)

Lifelong Learning Standards (Intermediate High)

7. **Connections** - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
- Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IH.7.a)
 - Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IH.7.b)
8. **Communities** - In a wide variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
- Apply cultural and linguistic skills to participate in the school, local, and global community by:
 - Partnering with individuals and organizations to further investigate and enjoy target-language cultures. (IH.8.a.1)
 - Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to real issues facing the community. (IH.8.a.2)
 - Become lifelong learners by:
 - Using languages for enjoyment and enrichment and researching further opportunities to do so. (IH.8.b.1)
 - Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IH.8.b.2)
 - Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition. (IH.8.b.3)
 - Identifying challenges and strategies for growth and reflecting upon progress. (IH.8.b.4)



Subject: Spanish Language and Culture – AP

| Units | Essential Questions | Key Activities May Include: |
|---|---|--|
| Tema 1: Las familias y las comunidades (Families and Communities) September - October | <ul style="list-style-type: none"> What are our customs and values? What do educational communities look like? What is the structure of a family? What is global citizenship? How is human geography affected? How is social networking accomplished? | <ul style="list-style-type: none"> Listening to an audio about youth orchestra in Venezuela Watching a video about ecotourism and contamination in Lago Atitlán, Guatemala Writing an email about the dangers of the Web Reading an article on initiatives in Colombia to protect youth from dangers of drug-related violence |
| Tema 2: La ciencia y la tecnología (Science and Technology) October - November | <ul style="list-style-type: none"> Who has access to technology? How does technology affect health? What do scientific morals and ethics look like? How is healthcare and medicine changing? How do natural phenomena impact communities? | <ul style="list-style-type: none"> Recording a cultural comparison on the connection between human rights and sustainability Debating the ethical concerns of GMOs and discussing their impact on agriculture Responding to 5 conversational questions on holistic medicine Writing an email reply on the dangers of cybermedicine and self- diagnosis |
| Tema 3: La belleza y la estética (Beauty and Aesthetics) November - December | <ul style="list-style-type: none"> How is beauty defined in a culture? How do we define creativity? What are current designs and styles? What are key architectural treasures? What are examples of visual and performing arts? What is the importance of language and literature to a culture? | <ul style="list-style-type: none"> Researching and presenting an architectural treasure from Spain/Antoni Gaudí Watching a beauty pageant “Miss Perú” Writing an argumentative essay on whether or not graffiti is a form of art Learning key vocabulary related to fashion and design, clothing types |
| Tema 4: La vida contemporánea (Contemporary Life) January | <ul style="list-style-type: none"> What do we do in our free time for enjoyment or entertainment? What are key lifestyle choices? How do we define social customs and values in a community? Who do we choose to be in relationships with? How are careers and educational choices changing over time? | <ul style="list-style-type: none"> Exploring recipes like Mexican Mole Colorado Tlaxcalteca and its Arabic, Spanish and indigenous roots Interpreting an article on vegetarianism Discussing the way in which technology is affecting current careers in the U.S. and Spain |



| Units | Essential Questions | Key Activities May Include: |
|--|--|---|
| Tema 5: Los desafíos mundiales (Global Challenges) February - March | <ul style="list-style-type: none"> What are the current economic crises facing the U.S. and Latin America? What are current natural disasters? How does religion and philosophical thought impact human behavior? How is population growth affecting our environment and access to resources? What drives social consciousness and welfare, and who is responsible? | <ul style="list-style-type: none"> Answering audio questions on earthquakes in Mexico City Reading an article on deglaciation in the Chilean/Peruvian Andes Interpreting graphs and tables on the growth of the middle classes in Latin America and Caribbean Discuss approaches to global pandemics |
| Tema 6: Las identidades personales y públicas (Personal and Public Identities) March - May | <ul style="list-style-type: none"> What factors impact assimilation and alienation in a culture? Who are our key historical figures or heroes? How important is self-image and personal beliefs? How are national and cultural identities defined and formed? | <ul style="list-style-type: none"> Watching a short film about South American liberator San Martín by Juan Bautista Stagnaro Listening to an audio about the assimilation of Spaniards in Florida Answering 5 conversational questions about Catalán identity in Spain Recording a cultural comparison on national heroes |
| AP Spanish Language and Culture Exam | | |

| Textbook |
|--|
| <ul style="list-style-type: none"> <i>Temas - AP Edition</i>, by Elizabeth Millán Draggett, Cole Conlin, and Max Ehram; published by Vista Higher Learning |