

# **Cedar Grove School District**

## **Cedar Grove, NJ**

**2017 | Grade 12**

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# **Advanced Placement Spanish Language and Culture**



*Approved by the Cedar Grove Board of Education  
March 2017*

Superintendent of Schools  
**Mr. Michael J. Fetherman**

Board of Education  
Mrs. Christine Dye, President  
Mr. Frank Mandala, Vice-President  
Mr. Peter Prvulovic  
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# Advanced Placement Spanish Language and Culture

## Course Description

### Course Overview

**AP Spanish Language and Culture** course is conducted almost entirely in Spanish. The students are encouraged to employ the language as soon as they enter the classroom (CR1). The AP Spanish Language and Culture course is organized around the **six Themes and Recommended Contexts** (provided by the College Board). They are encouraged to watch Spanish cable channels, listen to Spanish radio whenever possible, speak Spanish to their Latino classmates in school and at work, and set their cell phone language to Spanish (CR9). The primary goal of the AP Spanish Language and Culture program is to guide students as they continue to acquire linguistic proficiency and cultural sensitivity. By interweaving language and culture, the curriculum seeks to broaden student's communication skills, while at the same time deepening their appreciation of other cultures. Students explore the **Themes and Recommended Contexts** that challenge their own perspectives and practices. The course uses authentic material from print media (newspapers, online articles, and magazines), audio and video recordings as well as works by Hispanic writers from the United States, Latin America, and Spain.

Students will at times try to express themselves in English, but with circumlocution, encouragement, and positive feedback, the students become more comfortable expressing themselves in Spanish. To be more efficient and ensure complete understanding, some difficult grammar points are explained in English.

This course prepares students for the AP exam. Instructional procedures, techniques and methods will be differentiated, interactive and authentic. The students will be exposed to and will explore a variety of informational texts and electronic sources. Assessment will be ongoing and will include performance based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills.

### Learning Objectives

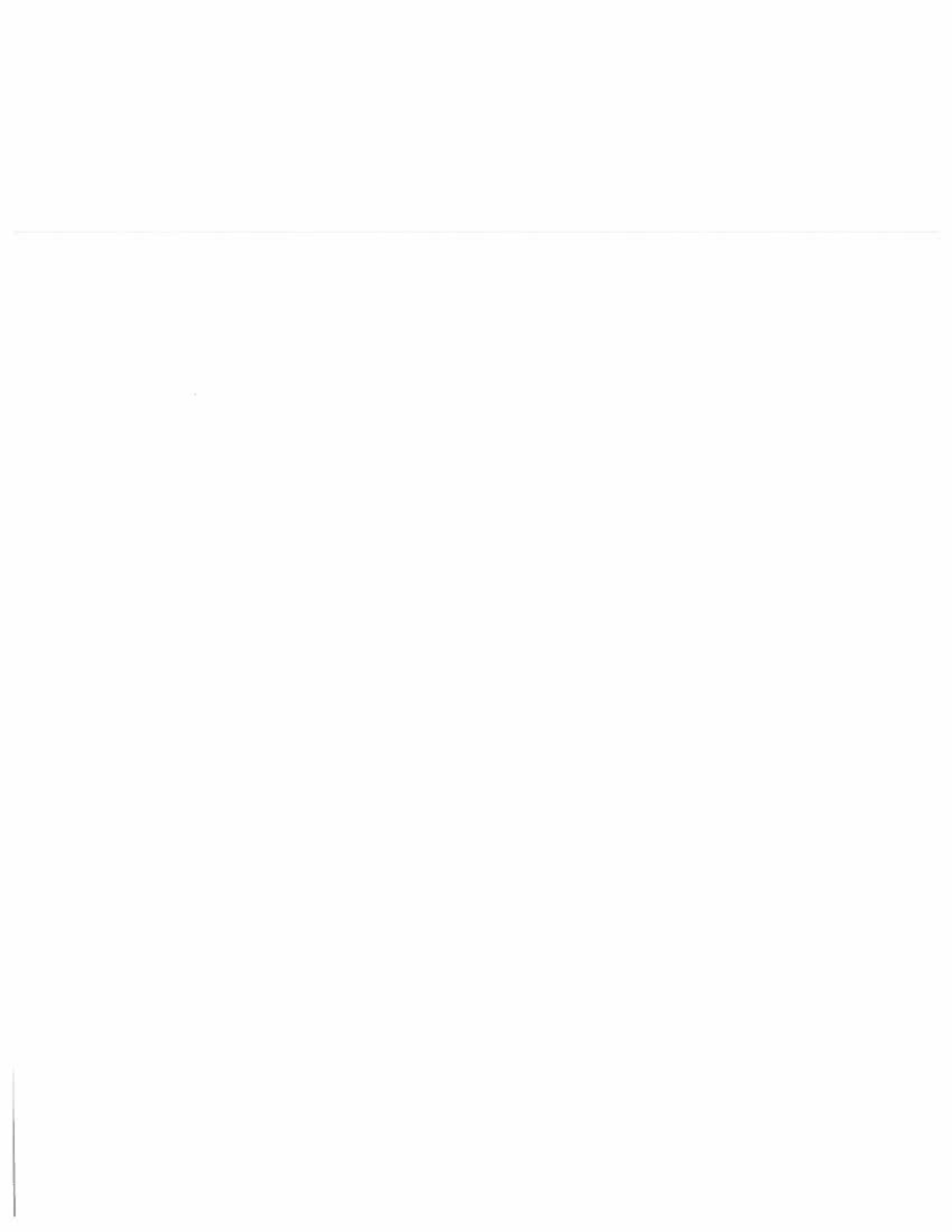
The three modes of communication (Interpersonal, Interpretive, and Presentational) as described in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* are the primary emphasis on the context and purpose of communication. The course strives to develop the student's proficiency in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. Students should know and be able to show their abilities in the modes listed below.

**Interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two way interactive communications are conversing face-to-face, exchanging personal letters or e-mail messages.

**Interpretive mode:** Students understand and interpret, within the appropriate cultural context, spoken and written communication. Examples of one way reading or listening include but are not limited to cultural interpretations of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines". (CR4a, CR4b).

**Presentational mode:** Students present through oral and/or written communication information, concepts, ideas, and opinions to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this mode of communication are making a presentation to a group or writing an article for the school newspaper.

As is aligned with the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, students should show an understanding of the five goal areas: Communication, Culture, Connections, Comparisons, and Communities.



# Advanced Placement Spanish Language and Culture Course Calendar

Unit:	Aug			Sep			Oct			Nov			Dec			Jan			Feb			Mar			Apr			May			Jun														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
(Summer Reading) / La Belleza y la Estética	■			■																																									
Informal/Formal Language, Speaking and Writing				■			■																																						
Formal Writing							■			■																																			
Formal Speaking										■			■																																
Reading Comprehension from Varied Media													■			■																													
Midterm Preparation - Practice AP Testing																■			■																										
Formal Writing - Contemporary Issues																			■			■																							
Synthesis of All Skills																						■			■																				
Review and AP Exam																									■			■																	
Post AP Exam																															■			■											



# (Summer Reading) / La Belleza y la Estetica

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

#### B. Interpersonal Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some

formal settings.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

-Synthesize written and oral text.

-Identify some cultural perspectives.

-Narrate and describe across a wide-range of topics.

-Compare and contrast.

-Offer and support opinions.

-Persuade someone to change a point of view.

-Offer advice.

- 7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

 <http://learningsite.waysidepublishing.com/login/index.php>

 <https://www.vhlcentral.com/>

 [http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLEXecsumm\\_rev.pdf](http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLEXecsumm_rev.pdf)

## Enduring Understandings

- Language fluency includes understanding not only the meaning, but also the appropriate syntax and morphology. Fluency also includes understanding that people from different cultures sometimes say, write and do things in a different way.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- The content of the world languages classroom encompasses the entire learning experience.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Language reflects and is influenced by the culture in which it is found.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Member of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.

## Essential Questions

- How does one establish perceptions of beauty and creativity?
- How do the ideals of beauty and esthetics influence everyday life?
- How do the arts challenge and reflect cultural perspectives?

## Content

(Beauty and Esthetics) Students will know and understand more about:

- A. New vocabulary development.
- B. What permits us to perceive beauty.
- C. What is the importance of style in the social life of people.
- D. Why literature is fundamental in the contemporary world.
- E. Why it is important to have public institutions that support and promote the arts.
- F. Why some architectural works appear to be more beautiful to some people but not to others.

## Skills

Students will:

- Increase listening comprehension through authentic resources.
- Build cultural understanding.
- Develop writing skills.
- Develop speaking skills.
- Develop vocabulary.
- Develop grammatical accuracy.
- Discuss and practice strategies for success in each skill.

- G. Is creativity innate or not?
- H. Spelling and punctuation.

## Stage 2: Assessment Evidence

### Assessments

#### **Selected summer readings - Comprehension**

##### **Summative: Other written assessments**

Multiple choice questions on assigned summer readings on Beauty and Esthetics.

#### **Vocabulary Test**

##### **Summative: Written Test**

Students are tested on new vocabulary they have put into their vocabulary notebooks. The vocabulary is from the assigned readings.

#### **Guided Persuasive Essay**

##### **Formative: Other written assessments**

Using strategies discussed in class, students will write their first persuasive essay on given prompt.

#### **Guided Email Response**

##### **Formative: Other written assessments**

Using strategies discussed in class, students will write their first email response.

#### **Listening Comprehension**

##### **Formative: Other written assessments**

Students will listen to authentic audio resources and answer multiple choice questions to monitor listening comprehension.

#### **Day to Day Conversation**

##### **Formative: Other oral assessments**

Students will be monitored in their day to day conversations and discussions. Attention is paid to pronunciation and syntax.

## Stage 3: Learning Plan

### Learning Activities

- Note taking, outlining information, and using graphic organizers to extrapolate details and main ideas
- Readings comprehension with multiple choice questions
- Readings with audio and multiple choice questions
- Audios with multiple choice questions
- Journal entry - students will write weekly journal entries on topics of their choice or given topics.
- Day-to-day conversation
- Simulated conversation - conversation with Marilyn Monroe
- Guided Persuasive essay - Example: Se debe definir el ideal de belleza femenina por la apariencia y el peso? (Should the ideal of feminine beauty be defined by appearance and weight?)
- E-mail response
- Vocabulary notebook
- Review of grammar points - spelling and punctuation (grammar instruction is ongoing)
- Speaking prompt (2 minutes) - Cultural comparison Example: Compare a sad time in the U.S. with what occurred in Spain from 1936 to 1939. Did some unforgettable art or music develop as a

### Resources

*Triángulo Aprobado.* Barbara Gatski and John McMullan, Wayside Publishing, 2013

*Temas.* Parthena Draggett, Cole Conlin, Max Ehram, Elizabeth Millan, Vista Higher Learning Inc., 2014

*AP Spanish Language and Culture Exam Preparation.* Jorge Frisancho, María T. Redman, Marta Lucia Restrepo Bravo, Vista Higher Learning Inc., 2014

*AP Spanish Preparing for the Language and Culture Examination.* Jose M. Diaz, Pearson Education Inc., 2014

#### **Sources for authentic listening can include:**

- BBC Mundo
- CNN en Español
- Radio Naciones Unidas
- Univisión
- Telemundo
-  <http://www.audacity.com>

result of this time, for example, a painting like "Guernica" or a well known songs?





# Informal/Formal Language; Speaking and Writing

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

#### C. Presentational Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

## Enduring Understandings

Successful communication is knowing how, when and why to convey a message to different audiences.

## Essential Questions

- What are the elements of communicative competence?
- How do I acquire the necessary skills to communicate competently?

## Content

- A. First and second paragraph of body of the essay (approximately 80 words)
- B. Use of appropriate register, greetings, and closure for informal speaking (30 second presentation on familiar topic)
- C. E-mail messages (approximately 30 words)
- D. Role play e.g. simulated telephone conversations
- E. Practice informal imperative and present subjunctive correctly in writing exercises.

## Skills

- A 1. Write cohesive first and second paragraphs of essay on familiar subject.
- B 1. Develop control of grammar and syntax, and communicate fluidly for 30-second presentation.
- B 2. Develop control of grammar and syntax and communicate fluidly.
- C, E 1. Use the informal imperative and present subjunctive correctly.

## Stage 2: Assessment Evidence

### Assessments

#### Formative: Narrative Writing Assignment

Students will develop 1st and 2nd paragraphs on description of people, places, objects, and daily activities. Assessments on fluidity, content, grammar, spelling, and agreement.

#### Formative: Other oral assessments

Students participate in simulated telephone conversation. Assessments on content, grammar, agreement.

#### Summative: Lab Assignment

students will participate in a simulated telephone conversation in the language lab.

#### Summative: Narrative Writing Assignment

students submit final draft of 1st and 2nd paragraphs for assessment of grammar, syntax, spelling, agreement, and content.

#### Summative: Written Test

Students will be tested on current grammar point(s).

## Stage 3: Learning Plan

## Learning Activities

- Informal writing - e-mail 30 words
- Informal speaking - class discussions, short presentations (30 seconds)
- Listening and reading comprehension to help develop writing and speaking
- Homework review

## Resources

*Abriendo Paso Gramática*. José M. Diaz, María F. Nadal, Stephen J. Collins, Pearson Prentice Hall, 2005

*Triángulo A Propósito*. Barbara Gatski and John McMullan, Wayside Publishing, 2006

*Abriendo Puertas: Lenguaje*. Judy Amen, McDougall Littell, 2007

### Sources for authentic listening can include:

- BBC Mundo
- CNN en Español
- Radio Naciones Unidas
- Univisión
- Telemundo



# Formal Writing

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
  - Identify some cultural perspectives.
  - Narrate and describe across a wide-range of topics.
  - Compare and contrast.
  - Offer and support opinions.
  - Persuade someone to change a point of view.
  - Offer advice.
- 7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
  - 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
  - 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
  - 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
  - 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

## Enduring Understandings

Language learning involves acquiring strategies to fill communication gaps.

## Essential Questions

How does content help one respond to important questions that extend my learning beyond the classroom?

## Content

- A. Writing the third and conclusion paragraph of a narrative essay.
- B. Note taking skills using authentic recorded spoken sources.
- C. Comprehension in a variety of settings.
- D. Practice spoken Spanish through simulated telephone conversations, simulated voicemails, and classroom conversations.
- E. Practice using the future tense correctly in writing exercises. Continue with other uses of the subjunctive.

## Skills

- A 1. Identify and summarize the main points and significant details.
- A 2. Integrate skills by identifying and summarizing main points and making appropriate inferences and predictions from a written source and spoken source.
- B 1. Identify and summarize the main points and significant details.
- C-D 1. Predict outcomes from an everyday conversation or reading on a familiar topic.
- C-D 2. Practice correct Spanish grammar, syntax, pronunciation.
- E 1. Use the future tense and more uses of the subjunctive correctly.

## Stage 2: Assessment Evidence

### Assessments

#### Formative: Other written assessments

Students will develop 2 paragraphs of the body of an essay using authentic written and spoken sources. Assessments on fluidity, content, grammar, spelling, and agreement.

#### Formative: Other oral assessments

Students participate in simulated telephone conversation and paraphrase understood information from authentic spoken sources. Assessments on content, grammar, agreement.

#### Formative: Narrative Writing Assignment

Students will develop the body of the essay on description of people, places, objects, and daily activities. Assessments on fluidity, content, grammar, spelling, and agreement.

#### Summative: Written Test

Students will be tested on current grammar point(s).

## Stage 3: Learning Plan

### Learning Activities

Informal writing - e-mail or letter minimum 40 words  
Informal speaking - class discussions, short presentations (50 seconds)  
Listening and reading comprehension to help develop writing and speaking  
Homework review

### Resources

*Abriendo Paso Gramática*. José M. Diaz, María F. Nadal, Stephen J. Collins, Pearson Prentice Hall, 2005

*Tranquilo A Propósito*. Barbara Gatski and John McMullan, Wayside Publishing, 2006

*Abriendo Puertas: Lenguaje*. Judy Armen, McDougall Littell, 2007

#### Sources for authentic listening can include:

- BBC Mundo
- CNN en Español
- Radio Naciones Unidas
- Univisión
- Telemundo



# Formal Speaking

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other

content areas, and some unfamiliar topics.

- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

-Synthesize written and oral text.

-Identify some cultural perspectives.

-Narrate and describe across a wide-range of topics.

-Compare and contrast.

-Offer and support opinions.

-Persuade someone to change a point of view.

-Offer advice.

- 7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

## Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Cultural perspectives are gained by using the language and through experience with its products and practices

## Essential Questions

- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How is language a product of culture?

## Content

- A. Comprehension in a variety of settings
- B. Simulated telephone conversations, simulated voicemails, and classroom conversations
- C. Correct sequence of learned tenses and the conditional tense

## Skills

- A-C 1. Predict outcomes from an everyday conversation or reading on a familiar topic or unfamiliar topic.
- A-C 2. Practice correct Spanish grammar, syntax, pronunciation.
- A-C 3. Use correct sequence of tenses and correctly use the conditional tense.

## Stage 2: Assessment Evidence

### Assessments

#### Summative: Other oral assessments

Students will prepare a spontaneous one minute presentation on a selected topic.

#### Formative: Other oral assessments

Students will listen to authentic sources and answer comprehension multiple choice questions. Students will prepare a one minute oral presentation on a selected topic.

#### Formative: Lab Assignment

Students will participate in simulated telephone conversations.

#### Summative: Written Test

Students will be tested on the current grammar point(s).

## Stage 3: Learning Plan



## Learning Activities

Informal speaking - class discussions, short presentations (50 seconds)  
Oral presentation on chosen topic (1 minute) using written and spoken sources  
Listening and reading comprehension to help develop writing and speaking  
Review of grammar exercises

## Resources

*Abriendo Paso Gramática*. José M. Diaz, María F. Nadal, Stephen J. Collins, Pearson Prentice Hall, 2005  
*Triángulo A Propósito*. Barbara Gatski and John McMullan, Wayside Publishing, 2006  
*Abriendo Puertas: Lenguaje*. Judy Amen, McDougall Littell, 2007  
*AP Spanish Preparing for the Language Examination*. José M. Diaz, Margarita Leicher-Prieto, Gilda Nissenberg, Pearson Prentiss Hall, 2007

### Sources for authentic listening can include:

- BBC Mundo
- CNN en Español
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- Univisión
- Telemundo



# Reading Comprehension from Varied Media

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

## Enduring Understandings

Learning a different language and culture helps us to understand why people of a different culture think and act in different ways than our own culture.

## Essential Questions

- When does accuracy matter?
- How are cultural perspectives (attitudes, values and beliefs reflected in a culture's literature?

## Content

- A. Comprehension through reading authentic materials: short stories, literature excerpts; news articles.
- B. Practice spoken Spanish through simulated telephone conversations, simulated voicemails, and classroom conversations.
- C. Continue practice with the conditional tense and practice the correct use of the past subjunctive tense in writing/speaking exercises.

## Skills

- A-1. Synthesize and infer meaning from a authentic reading on a familiar or unfamiliar topic.
- B-2. Practice correct Spanish grammar, syntax, pronunciation.
- C-3. Use correctly the past subjunctive tense.

## Stage 2: Assessment Evidence

### Assessments

#### Summative: Written Test

Students will be tested on the current grammar point.

#### Formative: Other written assessments

Students will answer comprehension questions after reading authentic materials.

## Stage 3: Learning Plan

### Learning Activities

1. Reading comprehension to help develop fluency in writing and speaking.
2. Informal speaking - class discussions.
3. Review of grammar exercises.
4. Listening comprehension using authentic sources.

### Resources

- Abriendo Paso Gramática*. José M. Diaz, María F. Nadal, Stephen J. Collins, Pearson Prentice Hall, 2005
- Triángulo A Propósito*. Barbara Gatski and John McMullan, Wayside Publishing, 2006
- Abriendo Puertas: Lenguaje*. Judy Amen, McDougall Littell, 2007
- AP Spanish Preparing for the Language Examination*. José M. Diaz, Margarita Leicher-Prieto, Gilda Nissenberg, Pearson Prentiss Hall, 2007

**Sources for authentic listening can include:**

- BBC Mundo
- CNN en Español
- Radio Naciones Unidas
- Univisión
- Telemundo



# Midterm Preparation - Practice AP Testing

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
  - Synthesize written and oral text.
  - Identify most supporting details in written and oral text.
  - Infer meaning of unfamiliar words in new contexts.
  - Infer and interpret author's intent.
  - Identify some cultural perspectives.
  - Identify the organizing principle in written and oral text.
- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
  - 7.1. AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
  - 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
  - 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
  - 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
  - Identify some cultural perspectives.
  - Narrate and describe across a wide-range of topics.
  - Compare and contrast.
  - Offer and support opinions.
  - Persuade someone to change a point of view.
  - Make and change plans.
  - Offer advice.
  - Handle a situation with a complication.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
  - 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

#### C. Presentational Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
  - Identify some cultural perspectives.
  - Narrate and describe across a wide-range of topics.
  - Compare and contrast.
  - Offer and support opinions.
  - Persuade someone to change a point of view.
  - Offer advice.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
  - 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

## Enduring Understandings

Language learning involves acquiring strategies to fill communication gaps.

## Essential Questions

What strategies does one need to communicate in linguistically and culturally appropriate ways?

## Content

A. Incorporate all of the interpretive, interpersonal and presentational modes; speaking, writing, reading and listening.

## Skills

A 1. Practice all of the interpretive, interpersonal and presentational modes; speaking, writing, reading and listening in preparation for the AP exam.

## Stage 2: Assessment Evidence

### Assessments

#### Summative: Other written assessments

Students will take as the midterm an actual AP exam (modified due to time constraints)

#### Summative: Other oral assessments

Students will take as the midterm an actual AP exam (modified due to time constraints)

## Stage 3: Learning Plan

### Learning Activities

Reading comprehension to help develop fluency in writing and speaking  
 Informal speaking - class discussions, short presentations  
 Oral presentation on chosen topic (1.5 minutes) using written and spoken sources  
 Listening comprehension

### Resources

 <http://www.apcentral.collegeboard.com>  
 ">[www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

*Abriendo Paso Gramática*. José M. Diaz, María F. Nadal, Stephen J. Collins, Pearson Prentice Hall, 2005

*Triángulo A Propósito*. Barbara Gatski and John McMullan, Wayside Publishing, 2006

*Abriendo Puertas: Lenguaie*. Judy Armen, McDougall Littell, 2007

*AP Spanish Preparing for the Language Examination*. José M. Diaz, Margarita Leicher-Prieto, Gilda Nissenberg, Pearson Prentiss Hall, 2007

Sources for authentic listening can include:

- BBC Mundo
- CNN en Español
- Radio Naciones Unidas



# Formal Writing - Contemporary Issues

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.
- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.
- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

#### C. Presentational Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

## Enduring Understandings

The content of the world languages classroom encompasses the entire learning experience.

## Essential Questions

- How do I know that I am getting better in using language in real-world situations?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?

## Content

- A. 200 word essay referencing authentic written and spoken sources
- B. Informal writing
- C. Comprehension in a variety of settings
- D. Practice spoken Spanish through simulated telephone conversations, simulated voicemails, and classroom conversations
- E. Grammar review

## Skills

- A 1. To express in written form information, opinions or feelings in formal/informal discourse on a variety of everyday and/or informational topics.
- B-C 1. Recognize the innuendos and idiomatic forms of written and spoken Spanish through authentic materials.
- D 1. Express one's ideas orally while paying attention to the conventions of the language.
- D 2. Recognize the innuendos and idiomatic forms of written and spoken Spanish.
- D 3. Express oneself both in formal and informal discourse in a variety of everyday topics while recognizing the appropriateness of target language.
- D, E. 4. Use nouns, articles, pronouns, interrogatives, and exclamations correctly.

## Stage 2: Assessment Evidence

### Assessments

#### **Summative: Extended Essay**

Students will write a 200 word essay on a given topic synthesizing written and oral sources.

#### **Formative: Other written assessments**

Students will write a 60 word email or letter structured around given familiar components or unfamiliar components.

#### **Summative: Oral Report**

Students will be assessed on proper Spanish grammar, syntax, spelling and correct verb tense usage of a 2 minute presentation on given and/or chosen topic.

#### **Formative: Other oral assessments**

Students will be assessed on their grammar, pronunciation, verb usage and syntax in their daily communication in the target language.

#### **Summative: Written Test**

Students will be tested on the current grammar points.



## Stage 3: Learning Plan

### Learning Activities

- Informal writing - e-mail, letter, or article, 60 words.
- Formal 200 word essay incorporating 3 authentic sources on a familiar or non-familiar topic.
- Informal speaking - class discussions/debates
- Listening and reading comprehension to help develop writing and speaking
- Homework review

### Resources

*Abriendo Paso Gramática*. José M. Diaz, María F. Nadal, Stephen J. Collins, Pearson Prentice Hall, 2005

*Triángulo A Propósito*. Barbara Gatski and John McMullan, Wayside Publishing, 2006

*Abriendo Puertas: Lenguaje*. Judy Armen, McDougall Littell, 2007

*AP Spanish Preparing for the Language Examination*. José M. Diaz, Margarita Leicher-Prieto, Gilda Nissenberg, Pearson Prentiss Hall, 2007

#### Sources for authentic listening can include:

- BBC Mundo
- CNN en Español
- Radio Naciones Unidas
- Univisión
- Telemundo



# Synthesis of All Skills

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Intermediate-Mid

#### A. Interpretive Mode

##### Linguistic:

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

- 7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

#### NJ: Advanced-Low

#### B. Interpersonal Mode

##### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
  - Identify some cultural perspectives.
  - Narrate and describe across a wide-range of topics.
  - Compare and contrast.
  - Offer and support opinions.
  - Persuade someone to change a point of view.
  - Offer advice.
- 7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
  - 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
  - 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
  - 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
  - 7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

## Enduring Understandings

- Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.

## Essential Questions

- How does content help me respond to important questions that extend my learning beyond the classroom?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

## Content

- A. Writing - 200 word minimum essay on familiar or unfamiliar topic, incorporating 3 authentic sources
- B. Writing - 60 word minimum formal or informal email or letter
- C. Speaking - 2 minute impromptu verbal presentation using 2 or 3 authentic sources
- D. Reading and Listening - reading and listening comprehension exercises on familiar and unfamiliar topics.
- E. Grammar review

## Skills

- A,D-1.Synthesize information from various sources.
- A,C,D-2.Analyze as a part of the reading process.
- A,B -3. Express ideas accurately and fluently in writing.
- A,C,D -4. Apply reading and listening strategies.
- D-5. Analyze as a part of the listening process.
- C-6. Express ideas accurately and fluently when speaking.
- A,B,E-7. Use cardinal and ordinal numbers, indefinite and negative words, GUSTAR and verbs like gustar correctly.

## Stage 2: Assessment Evidence

### Assessments

#### Summative: Other written assessments

Reading comprehension questions.

#### Summative: Extended Essay

200 word essay incorporating 3 sources.

#### Summative: Lab Assignment

Simulated telephone conversation

#### Summative: Other written assessments

60 word informal writing exercise.

**Summative: Other oral assessments**

2 minute oral presentation

**Summative: Written Test**

test on current grammar review

## Stage 3: Learning Plan

### Learning Activities

Write formal essay writing using 3 authentic sources and applying reading and listening strategies.

Write formal or informal email or letter according to certain criteria.

Listen to authentic recordings or live speakers in the target language.

Day to day conversation.

Minimum 2 minute speaking prompts.

Grammar review.

### Resources

*Abriendo Paso Gramática*. José M. Diaz, María F. Nadal, Stephen J. Collins, Pearson Prentice Hall, 2005

*Triángulo A Propósito*. Barbara Gatski and John McMullan, Wayside Publishing, 2006

*Abriendo Puertas: Lenguaje*. Judy Armen, McDougall Littell, 2007

*AP Spanish Preparing for the Language Examination*. José M. Diaz, Margarita Leicher-Prieto, Gilda Nissenberg, Pearson Prentiss Hall, 2007

**Sources for authentic listening can include:**

- BBC Mundo
- CNN en Español
- Radio Naciones Unidas
- Univisión
- Telemundo



# Review and AP Exam

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

## C. Presentational Mode

### Linguistic:

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

## Enduring Understandings

How can one express one's ideas accurately and fluently in writing and sufficiently improve interpersonal and presentational writing skills to be able to pass the AP Spanish Language exam.

## Essential Questions

How can one use what they have learned to help one succeed on the AP exam?

## Content

- A. Use writing strategies.
- B. Authentic readings and listening activities.
- C. Discussions/questions about readings and listening activities with objective of checking comprehension.
- D. Daily conversational Spanish.
- E. Any necessary grammar review.

## Skills

- A-1. Writing an essay; email letter
- B-2. Reading authentic materials for accurate comprehension
- B-3. Listening to authentic materials which use a variety of regional dialects.
- C,D-4. Speaking with fluency, accuracy in structure and syntax, using a rich vocabulary and using appropriate pronunciation
- E-5. Use adverbs and POR and PARA correctly.

## Stage 2: Assessment Evidence

### Assessments

#### Summative: Lab Assignment

students participate in a simulated telephone conversation.

#### Summative: Extended Essay

students write a minimum 200 word essay on a familiar topic

#### Summative: Other oral assessments

students give an impromptu 2 minute presentation

## Stage 3: Learning Plan

### Learning Activities

- Read articles and literary excerpts for comprehension

### Resources

*Abriendo Paso Gramática*. José M. Diaz, María F. Nadal, Stephen J. Collins, Pearson Prentice Hall, 2005

- Listen to authentic recordings for comprehension
- Classroom interactions; topic conversations
- Topic writing; 60 words
- Grammar review

*Triángulo A Propósito*. Barbara Gatski and John McMullan, Wayside Publishing, 2006

*Abriendo Puertas: Lenguaje*. Judy Amen, McDougall Littell, 2007

*AP Spanish Preparing for the Language Examination*. José M. Diaz, Margarita Leicher-Prieto, Gilda Nissenberg, Pearson Prentiss Hall, 2007

**Sources for authentic listening can include:**

- BBC Mundo
- CNN en Español
- Radio Naciones Unidas
- Univisión
- Telemundo



# Post AP Exam

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Advanced-Low

#### A. Interpretive Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

#### B. Interpersonal Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

#### C. Presentational Mode

**Linguistic:**

The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.



- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

## Enduring Understandings

Language reflects and is influenced by the culture in which it is found.

## Essential Questions

- Does language and culture effect what is produced in cinema?
- How do television and movies reflect and affect the societies in which they originate?

## Content

- A. Discussions and conversations about arts and leisure in contemporary issues.
- B. Watch movies in the target language that are significant culturally and socially to contemporary issues.

## Skills

- B-1. Understand target language and nuances.
- B-2. Predict outcomes.
- A-3. Practice Spanish

## Stage 2: Assessment Evidence

### Assessments

#### Summative: Other written assessments

Students will respond to comprehension questions about a movie. Students will respond to various grammar topics addressed during the year.

#### Summative: Other written assessments

Students will write a paper comparing or contrasting movies they have seen in class after the AP exam.

## Stage 3: Learning Plan

### Learning Activities

- Comprehension of target language through cinema.
- Note taking.
- Repeat the story.
- Peer editors make corrections

### Resources

**Movies may include but are not limited to:**

- *The Motorcycle Diaries*
- *La Misma Luna*
- *El Norte*
- *In the time of Butterflies*
- *Salvador*
- *Valentin*
- *Casi Casi*