

# **Southern Regional High School District Course of Study**

**Department:** World Language      **Course Number:** 5550

## **Course Title:**

**Spanish Language Advanced Placement  
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## **Essential Questions of the Course:**

1. What are the essential skills required to function in the target culture in a purposeful and natural manner?
2. How does one develop and refine these skills?
3. How does the Advanced Placement Spanish Language exam assess these skills?

## **Thematic Units:**

- Los viajes, el turismo y la inmigración
- El medio ambiente y la ecología
- Los derechos humanos
- Nuestros valores
- La alimentación y las comidas típicas
- Héroes, villanos e hispanos influyentes

## Unit of Study

**Unit Title: Structural Elements of the Target Language**

### Essential Questions of the Unit:

What are the structural components of the target language and how do I integrate them into purposeful and natural oral and written self-expression?

### Assessments:

1. Written and oral tests and quizzes (Interpretive and Presentational)
2. Grammatical and structural analysis of presentational tasks (written and oral)
3. Collaborative tasks (interpretive, interpersonal, and presentational)
4. Homework assignments

**Content:**

- Unit 1.1 Formation, application, and special uses of the indicative mood
- Unit 1.2 The subjunctive mood as used in noun clauses
- Unit 1.3 The subjunctive mood as used in adjective clauses
- Unit 1.4 The subjunctive mood as used in adverb clauses
- Unit 1.5 The subjunctive mood as used in “if” clauses
- Unit 1.6 The formation of the imperfect, perfect, and pluperfect subjunctive and the proper sequencing of tenses
- Unit 1.7 Participles and gerunds
- Unit 1.8 Formation and use of the imperative mood
- Unit 1.9 Idiomatic language
- Unit 1.10 Non-verbal structural conventions of the target language
- Unit 1.11 Formation and use of the passive voice

**Skills:**

- Narrating present, past and future actions and states of being.
- Expressing doubt, denial, disbelief, emotion, uncertainty, speculation and anticipation.
- Expressing the proper sequence of tenses in compound and complex sentences.
- Understanding the function of gerunds and participles in the target language and utilizing them correctly in target language self expression.
- Expressing varied degrees of command and order.
- Identifying selected idiomatic language structures and incorporating them into target language self expression
- Conforming to structural norms for use of pronouns, adjectives, adverbs, prepositions and conjunctions.

### **Purpose / Rational of the Unit:**

- To provide students with a systematic review of the structural components of the target language.
- To provide opportunity for manipulation of these structural conventions in both speaking and writing.
- To create original, purposeful and structurally accurate target language discourse.

### **New Jersey Core Curriculum Content Standards:**

7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

### **Time Frame of Unit:**

**12 to 14 weeks**

### **Instructional Activities:**

1. Diagnostic testing
2. Teacher-directed lecture
3. Contextual practice activities (oral and written)
4. Essays and thematic writings
5. Dialogues
6. Paraphrasing
7. Compare and Contrast different sources of information (orally and written)
8. Summarize and synthesize sources of information
9. Projects
10. Journal writings
11. Simulations
12. Letter writing (formal and informal)
13. Translation activities

### **Materials and Resources:**

1. Tests of grammar and structure
2. Text – A toda vela
3. Text – Conexiones, Comunicación y Cultura
4. Text – AP Test Prep (Duhl y Mercado-EMC)
5. Text – Triángulo
6. Literary selections, magazine, web and newspaper articles taken from target language sources
7. Television programs and video selections
8. Websites (including A.P. Central)
9. Visuals, realia, and props

## **Unit of Study**

**Unit Title: Unit 2, Refining Target Language Communicative Skills**

### **Essential Questions of the Unit:**

**How are target language communicative skills developed and refined?**

### **Assessments:**

**Guided thematic compositions, assessed using the A.P. rubric (presentational)**

**Written and oral tests and quizzes (interpretive and presentational)**

**Reading comprehension assessments (interpretive)**

**Listening comprehension assessments (interpretive)**

**Spontaneous and recorded speaking assessments (presentational)**

**Collaborative tasks (interpretive, interpersonal, and presentational)**

**Content:**

Unit 2.1 Guided compositions

Unit 2.2 Thematic essays

Unit 2.3 Paraphrasing

Unit 2.4 Expressing personal opinion

Unit 2.5 Decoding target language text

Unit 2.6 Introduction to Hispanic literature

Unit 2.7 Listening comprehension tasks

**Skills:**

- 1) Write essays and thematic tasks
- 2) Summarize and paraphrase
- 3) Discuss video and audio target language presentations
- 4) Express personal opinion in written and oral discourse
- 5) Manipulate thematic vocabulary
- 6) Group discussion and debate
- 7) Discuss universal themes in literature
- 8) Decode target language texts
- 9) Demonstrate comprehension of oral passages and presentations
- 10) Target language translation
- 11) Pose and respond to questions

**Purpose / Rational of the Unit:**

To provide students with an opportunity to identify and enhance written and spoken target language communicative skills

To propose, develop and support a specific thesis statement or opinion

To react to the spoken word in a purposeful and appropriate manner

**New Jersey Core Curriculum Content Standards:**

7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:**

12 to 14 Weeks

**Instructional Activities:**

1. Teacher directed thematic activities and tasks
2. Written or oral reaction to class discussion or literary selections
3. Summarize class discussion, literary selections or other target language text
4. Creative writing activities
5. Journal entries
6. Write formal and informal texts
7. Demonstrate comprehension of reading activities
8. Class discussion activities
9. Translation activities
10. Audio-taping activities
11. Extemporaneous speaking activities
12. Dialogues
13. Listening comprehension activities

**Materials and Resources:**

- 1) Text – A.P. Spanish, Preparing for the Language Exam
- 2) Text – Conexiones, Comunicación y Cultura
- 3) Literary selections, magazine, web and newspaper articles taken from target language sources
- 4) Television programs and video selections
- 5) Text – A toda vela
- 6) Text- AP Test Prep (Duhl y Mercado – EMC)
- 7) Text- Triángulo
- 8) A.P. practice resources provide by E.T.S.

## Unit of Study

**Unit Title: Unit 3-The Advanced Placement Spanish Language Exam**

### **Essential Questions of the Unit:**

What are the components, assessments tasks and time elements that comprise the Advanced Placement Spanish Language Test?

How can I best demonstrate my target language communicative skills?

How is the Advanced Placement Language Exam scored and how are these scores used in conjunction with colleges and universities?

### **Assessments:**

Successful completion of practice A.P. tests

Oral and written demonstrations of general knowledge relating to the test and testing procedures

**Content:**

Unit 3.1 What is the Advanced Placement Spanish Language Exam?

Unit 3.2 Understand and practice for the listening comprehension component of the exam

Unit 3.3 Understand and practice for the sentence completion component of the exam

Unit 3.4 Understand and practice for the reading comprehension component of the exam

Unit 3.6 Understand and practice for the interpretive and presentational writing components of the exam

Unit 3.7 Understand and practice for the presentational and interpersonal speaking components of the exam

**Skills:**

- 1) Comprehend recorded target language passages of varied length
- 2) Comprehend target language text
- 3) Accurately manipulate target language structural conventions both orally and in writing
- 4) Compose target language text in a variety of contextual situations
- 5) Express original discourse in the target language relating to a variety of prompts.

**Purpose / Rational of the Unit:**

To provide students with the opportunity to identify and practice the discrete tasks that are used evaluate target language proficiency

To provide students with opportunity to simulate and actual testing situation

**New Jersey Core Curriculum Content Standards:**

7.1 All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

**Time Frame of Unit:**

**6 to 8 weeks**

**Instructional Activities:**

- 1) Indoctrination relating to the testing format
- 2) Indoctrination relating to the rubric used in scoring the A.P. exam
- 3) Practice with and simulation of each testing component comprising the A.P. exam
- 4) Indoctrination relating to the purpose and distribution of test scores

**Materials and Resources:**

- 1) Text – AP Test Prep (Duhl y Mercado – EMC)
- 2) Text- A.P. Spanish, Preparing for the Language Exam
- 3) Specimen exams (available from E.T.S.)
- 4) Website – A.P. Central (student and teacher resources)

