

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

Spanish AP Language & Culture

Course Description

AP Spanish 5, taught completely in Spanish, is the equivalent of a freshman college level course. It is designed to develop students' reading, writing, speaking, and listening skills and to prepare them for the Spanish Language AP exam given by the College Board in May. Students performing well on this exam may receive college standing and/or credits. Readings include selected short works by Spanish and Latin American authors as well as articles of current cultural interest from newspapers and periodicals. Mastery of grammar, syntax, and idiomatic expression at more sophisticated levels of speaking and writing will be emphasized. With successful completion of the course, students will be at the Advanced Low level of the ACTFL Performance Standards.

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

Student Skills

- Students can comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).
- Students can make interdisciplinary and cultural connections.
- Students can interpret the content of written or audio text (words).
- Students can make meanings from words and expressions.
- Students can communicate interpersonally by speaking with others and by writing to others.
- Students can communicate through spoken presentations and through written presentations



Concepts

Essential Questions

Key Activities May Include:

Families in Different Societies

- What constitutes a family? How have families changed over time?
- What are some aspects of family values and family life?
- What challenges do families face?

- Read ads for family-oriented events in community activities and reflect on values expressed by the ways families spend time together
- Write a letter to hospitality students in Bogotá .
- Conversation on the unit topic of family roles and responsibilities
- Write an essay comparing cultures describing family structure, values, and/or challenges facing families in their assigned countries.
- Express desires, doubt, the unknown, emotions and the abstract.

The Influence of Language and Culture on Identity

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

- Discuss how your identity develops and/or changes as you age.
- Debate the merits of cultural assimilation.
- Discuss what is national identity and make a list of the class identity
- Read stories of undocumented workers
- Watch videos of the guarani culture and language
- Watch a video on different cultures and make comparisons
- Read about heroes and historical figures, authors and compare to Borges
- Write a chronicle of a current "historical" event.



Concepts

Essential Questions

Key Activities May

Include:

Influences of Beauty and Art

- How do ideals of beauty and aesthetics influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

- Listen to a podcast on the correlation between beauty and self-esteem and discuss.
- View and summarize documentary “Perú dedicado a los textiles Marca Perú. [National Geographic](#)”.
- Interpret a painting or art- Plaza Botero de Medellín.
- Write a formal e-mail - Arte en el tiempo de los ‘Selfies’ [El país](#)
- Record a 2-minute cultural comparison about art and related events.
- Describe events that have happened.
- Describe works of art.

How Science and Technology Affect Our Lives

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

- Read “Transporte de Medellín es un Modelo para toda Latinoamérica [El colombiano.com](#)
- Read and Mini-debate: Students read about the disadvantages of technology and the impact of technology on workers.
- Interpret a graphic/map/chart: Energías limpias en México [Secretaría de Energía 2017](#)
- Write an argumentative essay based on 3 sources to argue whether the use of robots in factories is beneficial.
- Record a 2-minute cultural comparison about factors that contribute to the quality of life in a Spanish community and your own.
- Talk about other people’s opinions about technology.



Concepts	Essential Questions	Key Activities May Include:
<p>Factors That Impact the Quality of Life</p>	<ul style="list-style-type: none"> · How do aspects of everyday life influence and relate to the quality of life? · How does where one lives impact the quality of life? · What influences one's interpretation and perceptions of the quality of life? 	<ul style="list-style-type: none"> • Present in a roundtable forum where they would most like to live in that country and why. • Interpret and discuss a graphic/map/chart: Los mejores (y peores) países para nacer -mujer Statista • Students interview community members • Interview a person who has lived in the Spanish-speaking world about the quality of life there. • Read about a rural and an urban vacation destination and have a mini-debate about which is better for vacation and which environment is better for living. • View a website asking readers to define the perfect community and write a post -email- in response. • Make future plans and express hypothetical events.
<p>Environmental, Political, and Societal Challenges</p>	<ul style="list-style-type: none"> · How do environmental, political, and societal challenges positively and negatively impact communities? · What role do individuals play in addressing complex societal issues? · How do challenging issues affect a society's culture? 	<ul style="list-style-type: none"> • Read and interpret the article "Efectos económicos de la violencia en Latinoamérica." El País. • Read "Cambio climático: Los 6 gráficos (Estudiar 1 y 6) BBC Mundo and write an argumentative essay based on an article and chart • Respond to prompts related to a job interview with the director of a community center that helps victims of an earthquake in Perú. • View a video about sustainable family agricultural practices In Latin America, write and present a comparison with corporate farming practices. • Discuss conditional situations to make positive changes in the society.

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.

