In accordance with The Ewing Public Schools’ Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>1</td>
</tr>
<tr>
<td>Course Description and Expectations</td>
<td>2</td>
</tr>
<tr>
<td>Methods of Evaluation</td>
<td>4</td>
</tr>
<tr>
<td><strong>Scope of Essential Learning:</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1: Orígenes de una cultura</td>
<td>6</td>
</tr>
<tr>
<td>Unit 2: La religión en el mundo hispánico</td>
<td>9</td>
</tr>
<tr>
<td>Unit 3: La familia y el hispano</td>
<td>12</td>
</tr>
<tr>
<td>Unit 4: Aspectos económicos de Hispanoamérica</td>
<td>15</td>
</tr>
<tr>
<td>Unit 5: Los avances en tecnología</td>
<td>17</td>
</tr>
</tbody>
</table>
Preface

This curriculum guide is intended to provide vertical and horizontal framework for the World Languages program of the Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher’s knowledge of the students’ level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teachers in their preparation of instructional activities and teachers should feel free to integrate other resources, where appropriate, as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skill developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.
Course Description and Expectations

The AP Spanish language course is designed to be comparable in content and difficulty to that of a third year college Spanish course. The overall objective of the course is to provide students with the opportunity to develop the speaking, listening, writing and reading skills necessary to demonstrate an advanced level of Spanish proficiency across three communicative modes (interpretive, interpersonal and presentational).

The five goal areas of the *Standards for Foreign Language in the 21st Century* will be emphasized to allow students to demonstrate an understanding of the culture(s) (Cultures), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities/Communication).

The course is conducted exclusively in Spanish and the students are expected to speak in the target language at all times. Students will gain knowledge and practice in the target language through the use of authentic materials, and will read, listen, write and speak about social and cultural topics.

*Cumbre* will be used as the primary textbook. Supplemental materials will be chosen from magazines, newspapers, internet websites, CDs, and DVDs to allow the students opportunities to practice at a native-speaker level. In addition, *AP Spanish, Preparing for the Language Examination* textbook will be used to offer concentrated practice to develop the abilities required for the AP Spanish Language and Culture Exam.

Students will be expected to accomplish the following objectives:

- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken as well as a written source on an academic or cultural topic related to the Spanish speaking world.
- Write a cohesive and coherent analytical or persuasive essay in reaction to a text on a personal, academic, cultural or social issue, with control of grammar and syntax.
- Describe, narrate and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation for two or three minutes using all major time frames (past, present and future).
- Use information from sources provided to present a synthesis and express an opinion.
- Communicate via formal and informal written correspondence.
- Initiate, maintain and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Use language that is semantically and grammatically accurate according to a given context.
Students will be able to:

- Talk about themselves, their family and friendships at an intermediate to pre-advanced level.
- Express their feelings and opinions about relationships and social issues.
- Discuss current affairs, national as well as international, such as the impact of technology on the environment, the influence of past cultures on current societies, religion, the family network, customs and traditions, education and financial concerns.
- Make comparisons about religious beliefs, traditions and educational goals in Spanish speaking countries and the United States.
- Compare and contrast the expectations of the genders within the Spanish community and the United States.
Methods of Evaluation

All students will complete an initial assessment in each of the three communicative modes – interpersonal, interpretive and presentational - to be used as the basis of evaluating learning and improvement throughout the course. Each marking period, students will be evaluated to determine the level of proficiency using quizzes, tests, projects, written papers, class discussions, listening comprehension activities and appropriate performance assessments. Students will receive a grade based on the following areas:

**Homework:** Given on a daily basis and worth 5% of overall grade.
**Speaking** (daily use, discussions, dialogues and presentations): Worth 40% of overall grade.
**Writing** (quizzes, tests, essays and projects): Worth 55% of overall grade.

For every unit, students will research and present a current event article dealing with a specific topic discussed in the unit. Students are expected to speak for two to three minutes relating the key points and giving their opinions about the information discussed in the article. In addition to the oral presentation, students will submit the original article with a written assessment about the article, giving their personal view of the information and how it relates to their own life.

Throughout the semester, students will be given audio, oral and written practice exercises to prepare them for the AP Spanish Language and Culture Exam.

Materials and Resources

**Texts:**
- *Cumbre curso AP* de la lengua española. Heinle, Cengage Learning (2014)

**Resources:**
- *Una Vez Más:* Couch, McCann, Rodríguez-Walter and Rubio-Maroto; Pearson (2009)

**Movie:**
- *La misma luna,* 2007
Internet Sites:

- http://www.studyspanish.com
- http://www.webquest.org
- http://www.bbc.español.com
- http://www.onlinenewspapers.com
- http://www.univision.com
- http://www.audioforum.com
- http://www.elmundo.es
- http://www.thinkspanish.com
- http://www.spanishnewsnetwork.com
- http://www.unmultimedia.org/radio/spanish
- http://www.telecinco.es/informativos
- http://www.nacion.com
- http://www.ciudadseva.com
- http://www.eltiempo.com/noticias/avances-tecnologicos
Unidad 1: Orígenes de una cultura

Themes:

- Beauty and Aesthetics
- Families and Communities
- Contemporary Life
- Personal and Public Identities

Recommended Contexts:

- Defining Creativity
- Customs and Values
- Lifestyles
- National and Ethnic Identities

Essential Questions:

- ¿Cuáles son algunos aspectos que incluye el concepto de cultura?
- ¿Cómo expresa una región o un país su cultura? ¿A través de qué medios la expresa?
- ¿Cómo influyen las costumbres de civilizaciones anteriores en la vida de hoy?

As an introduction to the unit, students write their opinion to the following questions. This will be followed by a class discussion and lead in to the reading Influencias en la cultura española.

- ¿Cuáles son algunos elementos que influyen una cultura? ¿Cuáles son los más importantes?

Activity #1 (Print and Written Interpretive Communication, Spoken Interpersonal Communication and Spoken Presentational Communication)

After discussing the key points, students will be arranged in small groups and be given the following questions to discuss. Each student will be expected to state and support an opinion. A class discussion will follow and one person from each group will state the main ideas/opinions of the group.

- ¿Cuáles son algunos símbolos de una cultura avanzada?
- ¿Qué condiciones son necesarias para que una cultura adopte palabras de otra cultura?
- ¿Hay influencias de otras culturas en la cultura norteamericana? ¿Cuáles son?
Activity #2 (Audio Interpretive Communication, Spoken Interpretive Communication and Written Interpretive Communication)

After listening to a dialogue about the influences of other languages on the Spanish language, students will respond to comprehension questions. Following the comprehension check, students will work in groups of three to analyze the influence of the Spanish language on the English language. Students will list the influences in three areas: geography, food and places in the United States. Groups will compare their information with another group.

Activity #3 (Audiovisual Interpretive Communication, Written and Spoken Interpersonal Communication)

• Además del idioma de un país, ¿es la danza una expresión de la cultura de una región?

Students will watch a video interview of María Rosa, director of the Spanish Ballet, explaining the origin of the flamenco dance and music. Following the video, students will complete comprehension questions, and then discuss the influence dance and music have on a culture. In groups of three or four, students will compare the classical dances seen in the video with those of the United States. Students will identify other types of dances from the Hispanic community.

Speaking Assessment (Spoken Presentational Communication): Students research authentic articles about a particular type of dance from either the United States or a Spanish speaking country, and present the history of the dance and its influence on the people where it is popular, and in the United States, to the class for discussion.

Activity #4 (Print and Written Interpretive Communication, Spoken Interpretive Communication, Spoken Interpersonal Communication)

• ¿Es la literatura una ventana a tiempos pasados? ¿Cómo se refleja la cultura de un país a través de la literatura? ¿Son algunos temas todavía importantes hoy?

Before reading El conde Lucanor, students will state personal opinions about several statements dealing with marriage and discuss the idea of prearranged marriages. After completing the reading, students will answer general comprehension questions, and identify the Medieval customs and attitudes presented in the story and discuss possible relevance to current societal attitudes.

Expansion question: ¿Cómo reaccionaría o qué haría una mujer moderna en la misma situación a la mujer del cuento?

Written assessment (Written Interpersonal Communication): Students will write a one page essay in reaction to the question, supporting their opinion.
Concluding Activity – AP exam practice: ¿Debe Cataluña defender su lengua?
(Personal and Public Identities)

(Print and Written Interpretive Communication, Audio Interpretive Communication, Written Presentational Communication)

After reading two newspaper articles and listening to a dialogue about the languages of Spain, students will write a persuasive essay of at least 200 words in length to answer the question, supporting their opinion utilizing information from all three sources.

Throughout the unit, students will complete vocabulary building activities such as word associations, identifying cognates, and using context clues. A review of the present tense and noun-adjective agreement will be incorporated as needed.
Unidad 2 – La religión en el mundo hispánico

Themes:

• Families and Communities
• Global Challenges
• Personal and Public Identities

Recommended Context:

• Philosophical Thought and Religion
• Customs and values
• Personal beliefs

Essential Questions:

• ¿Es tener una religión un aspecto importante del individuo?
• ¿Cuál debe ser el papel de la religión en la sociedad?
• ¿Es la religión un aspecto importante en tu vida?

Students will respond to the following question: ¿Es la religión un aspecto importante en tu vida? A discussion will follow in which students share their opinions and then identify the different religions that exist in the United States. Students will then identify the religion that is most practiced in the Hispanic community, el catolicismo, and continue with the reading: La religión católica.

Activity #1 (Written and Print interpretive Communication and Spoken Interpersonal Communication)

Students identify the ways the Catholic religion has influenced the Hispanic culture. Class discussion of reasons why people look at religion as an important part of life. Students express personal feelings about the importance of religion in their own life.

Activity #2 (Audio interpretive Communication, Spoken Interpersonal Communication and Spoken Presentational Communication)

After listening to an authentic dialogue between a mother and her son, students respond to questions identifying the main ideas. Students discuss the importance of religion in a society, and compare the role of religion in the United States with that of the Hispanic countries.

Students create an original skit between a parent and a child in which the parent explains to the child the importance of attending mass.
**Speaking assessment:** Students research internet sites (including articles, videos, interviews, etc.) about the issue of separation of Church and State, in the United States as well as in the Spanish speaking countries, and debate with classmates the pros and cons of having such a separation.

**Activity #3 (Audio, Visual and Audiovisual Interpretive Communication and Spoken Interpersonal Communication)**

Students watch interviews from three people from different countries as they speak about their attitude toward death and the different ways they confront it. Students first answer comprehension questions, and then make comparisons between the ways death is dealt with in the different countries. Discuss similarities and differences with the way death is dealt with in the United States.

Students express and discuss personal dealings with death, seeking information from each other and asking for clarification of points of view.

**Activity #4 (Printer Interpretive Communication, Spoken Interpretive Communication, Written Interpretive Communication, Written and Spoken Presentational Communication)**

Students read, analyze and compare the following poems for their effectiveness in expressing the authors’ feelings on life and death.

- *Coplas por la muerte de su padre (trozo)* by Jorge Manrique
- *Sonetos* by Sor Juana Inés de la Cruz
- *Lo fatal* by Rubén Darío
- *Salmo I (trozo)* by Miguel de Unamuno

- ¿Es la poesía la única forma para expresar sus ideas sobre la muerte y la religión?

Students participate in a student-led discussion focusing on different ways to express feelings. Compile a list of ways in which people express themselves and compare cultural products in the arts that reflect them. Students will create an original work (poem, song, art, etc.) that expresses a personal feeling or emotion, and present it to the class.

**Closing Essay (Written Presentational Communication)**

Students research the topic of Euthanasia using internet sources and write a persuasive essay in favor of or against Euthanasia providing evidence to support their opinion through citing sources.

Throughout the unit, students will complete vocabulary building activities such as synonym-antonym use, review of cognates and context clues to comprehend
information. A review of the preterit and imperfect tenses, reflexive verbs, future and conditional tenses as well as object pronoun use and differences between SER and ESTAR will be incorporated as needed.
Unidad 3 – La familia y el hispano

Themes:

• Families and Communities
• Contemporary Life

Recommended Contexts:

• Social Customs and Values
• Family Structure
• Education and Careers

Essential Questions:

• ¿Es la familia una parte importante en la sociedad hispánica?
• ¿Cuáles son problemas contemporáneos que existen en las familias hispánicas?
• ¿Hay diferencias entre la familia hispánica y la familia norteamericana?

Activity #1 (Print Interpretive Communication, Spoken Interpretive Communication, Print and Spoken Presentational Communication)

Before beginning the reading La familia en el mundo hispánico, students will discuss family relationships and structure. In groups of three, students will list the traits of the “typical” American family structure, and continue with a student-led class discussion of the traits identified. After reading, students complete comprehension activities consisting of true-false statements and open-ended questions.

Students identify current problems that Hispanic families face and their impact on society. In pairs, students select a problem, research its impact on society, and prepare a Power Point or Prezi to present information to class.

Activity #2 (Spoken Interpretive Communication, Written Interpretive Communication, Spoken Interpersonal Communication)

Students listen to an authentic dialogue on the topic of dating in a Hispanic family. After completing comprehension questions, students compare and contrast how dating is addressed in an American family and in a Hispanic family.

Create an original skit in which a parent and child are talking about a problem. Students choose to create the situation based on an Hispanic family or an American family´s perspective.
Students create an email to a friend describing the problem they are having with their parent(s), stating their feelings about the problem and asking for recommendations to solve the problem.

**Activity #3** (Print Interpretive Communication, Spoken Interpretive Communication, Written Interpretive Communication)

Students further explore the problems young people face when dealing with family issues by presenting a current event after researching information from newspapers, magazines or videos on the internet to answer the following questions: ¿Cuáles son otros dilemas familiares? ¿Cómo se resuelven los problemas? ¿Son problemas sólo para las familias hispánicas? ¿Cómo afectan a la sociedad?

Students submit a copy of the original information as well as a summary in addition to presenting the information to the class.

**Activity #4** (Audiovisual Interpretive Communication, Spoken Interpretive Communication, Written and Spoken Presentational Communication, Spoken Interpersonal Communication)

Students watch the videoclip *Tres generaciones de una familia ecuatoriana*, answer comprehension questions and state what they would do or how they would feel if they had to work in a family business.

Assignment: Explore the community for evidence of a family-owned business, especially of a Hispanic family. Interview the owner to find out the following information: what kind of business is it, how long has it been in existence, which family members work there, and what are the possible problems of owning a family business? Students will report their findings to the class and submit a brief written report of the information.

**Activity #5** (Spoken Interpretive Communication, Written Presentational Communication)

After watching the movie *Bajo la misma luna*, students create a movie review describing the main plot, underlying family problems/dilemmas, the family structure and their personal opinion of the movie.

**Concluding activity – AP exam practice:** ¿Cuál es la mayor tensión que sufre la familia contemporánea? (Las familias y las comunidades)

(Print and Written Interpretive Communication, Audio Interpretive Communication, Written Presentational Communication)

After reading two newspaper articles and listening to a dialogue about the problems facing families today, students will write a persuasive essay of at least 200 words in
length to answer the question, supporting their opinion utilizing information from all three sources.

Throughout the unit, students will complete vocabulary building activities such as the use of prefixes to create antonyms and continue to review synonym-antonym use, cognates and context clues to comprehend information. A review of the perfect tense and progressive tenses as well as the differences between HACER and HABER will be incorporated as needed.
Unidad 4 – Aspectos económicos de Hispanoamérica

Themes:

• Global Challenges  
• Personal and Public Identities  
• Science and Technology

Recommended Contexts:

• Economic Issues  
• Population and Demographics  
• Social Welfare  
• Alienation and Assimilation  
• National and Ethnic Identities

Essential Questions:

• ¿Qué pueden hacer los gobiernos mundiales para resolver el problema de la pobreza?  
• ¿Cuáles son los problemas económicos que enfrentamos hoy día?  
• ¿Qué harías tú para ayudar al nivel local y nacional?

Activity #1 (Print Interpretive Communication, Spoken Interpersonal Communication, Spoken Presentational Communication)

To prepare for the reading La economía de ayer y de hoy, students discuss the current economic problems facing our country. After identifying the THREE most important issues, students will prepare a list of reasonable solutions (at the local as well national levels) and discuss the probability of success.

After reading and checking comprehension, the class will be divided in two groups and students prepare to debate the following question: ¿Debe el gobierno de los Estados Unidos ayudar a los países del Tercer Mundo? Students use internet sites to research information from online sources to support opinions.

Activity #2 (Spoken Interpretive Communication, Spoken Interpersonal Communication)

After listening to a dialogue between two people and answering comprehension questions, students discuss the problems of unemployment and its effect on the family. Students state the effects of possible unemployment on their family and themselves.

Students role play various situations in which they initiate, maintain and conclude a conversation dealing with unemployment issues.
Activity #3 (Spoken Interpretive Communication, Spoken Interpersonal Communication)

Students watch the videoclip La vida de la población indígena en la Ciudad de México, complete multiple-choice comprehension questions, and students identify the causes of poverty, discuss the possible solutions and answer the following questions: ¿Crees que es la responsabilidad del gobierno ayudar a los pobres? ¿Cómo crees que se debe reformar la asistencia social? stating reasons for or against it.

Activity #4 (Print Interpretive Communication, Spoken Interpretive Communication, Written Presentational Communication)

Students read the article La pobreza, el mayor problema mundial taken from La Nación Online, Buenos Aires, and the article Aspectos de la pobreza, and listen to the audio text taken from Crónica de hoy, Ciudad de México titled De los 12,3 millones de esclavos que hay en el mundo, 1,3 millones son latinoamericanos, and using information from all three sources, write a persuasive essay answering the following questions: ¿Crees que la pobreza es un problema serio en Latinoamérica? ¿Qué se puede hacer para ayudar a los pobres?

Activity #5 (Spoken Interpretive Communication, Spoken Presentational Communication)

Students explore the UNESCO website, read about its goals and initiatives in Spanish-speaking countries seeking information to answer the following question: Además de la pobreza, ¿cuáles son otros problemas que afectan los países y sus ciudadanos en Latinoamérica? and participate in a class discussion summarizing their findings.

Students research local and national community programs, and create a multimedia presentation using PowerPoint or Prezi to answer the following question: ¿Cómo puedes tú ser un ciudadano responsable para ayudar en tu comunidad?

Throughout the unit, students will complete vocabulary building activities focusing on the use of regionalisms. A review of subjunctive mood, the differences between por and para, and prepositional pronouns will be incorporated as needed.
Unidad 5 – Los avances en tecnología

Themes:

- Science and Technology
- Contemporary Life

Recommended Contexts:

- Effects of Science and Technology on Self and Society
- Innovations
- Science and Ethics

Essential Questions:

- ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestra vida?
- ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?
- ¿Qué papel cumple la ética en los avances científicos?

Activity #1 (Written Interpersonal Communication, Spoken Interpersonal Communication)

Students write responses to the following questions: ¿Qué aparatos y aplicaciones tecnológicas empleas todos los días? ¿Qué harías si tuvieras que escoger solamente uno entre ellos y rendir los demás, cuál sería y por qué? ¿Cómo sería tu vida sin el uso de esa tecnología? In groups of three, students discuss their responses and list the THREE most important technological advances that have had a profound impact on society, and express opinions on what life would be like without them.

Activity #2 (Print Interpretive Communication, Written Interpretive Communication, Spoken Interpersonal Communication)

Students read the article El gadget que te avisa cuando te roban la cartera published in Muy Interesante by Javier Flores and complete multiple-choice comprehension questions in AP Exam format. Discuss in small groups the overall advantages and disadvantages of the gadget and the possible effects this type of gadget would have on society.

Activity #3 (Print Interpretive Communication, Written Interpretive Communication, Spoken Interpretive Communication, Spoken Interpersonal Communication)

After reading the article NAO el robot más famoso llega a México written by Daniel Diosdado Rivera, students listen to a recorded interview adapted from the video titled NAO el robot humanoide of Miguel Ángel Ramírez about the NAO robot that can be
used to help children with autism. Following the reading and the three-minute recording, students complete a multiple-choice comprehension activity in AP Exam format. Students express their opinions about the usefulness of the robot and are presented with the following question ¿Habrá otros avances recientes que puedan impactar su vida? as a lead in to the research and presentational activity that follows.

Activity #4 (Print Interpretive Communication, Written and Spoken Presentational Communication)

Students explore the website http://www.eltiempo.com/noticias/avances-tecnologicos to select an article of personal interest about current technological advancements and prepare a multimedia presentation to introduce this advancement to the class. The presentation must include a brief summary of the information, who would benefit from its use, and explain why they believe it is important.