



Stockton Unified School District

EDISON HIGH SCHOOL
Home of the Vikings



Essential Outcomes Chart: What is it we expect students to learn?

GRADE:	11-12	SUBJECT:	AP Spanish	SEMESTER:	1 & 2	TEAM MEMBERS:	C. Robles
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STANDARD DESCRIPTION	EXAMPLE RIGOR	PREREQUISITE SKILLS	COMMON ASSESSMENT	WHEN TAUGHT?	EXTENSION STANDARDS
<p>What is the essential standard to be learned? Describe in student-friendly vocabulary.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p>	<p>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</p>	<p>What assessment(s) will be used to measure student mastery?</p>	<p>When will this standard be taught?</p>	<p>What will we do when students have learned the essential standard(s)?</p>
<p>Overview of the AP Spanish format: The main goal of the AP Spanish Language course is for students to develop <u>communication skills and advanced proficiency in Spanish</u>. The emphasis is on <u>synthesizing</u> the four language skills of speaking, listening, reading and writing 100% in the target language.</p> <p>-Student will use authentic materials and sources within the context of a variety of pertinent thematic units (6 themes), in order to make connections, comparisons and explore cultural</p>	<p>Proficient students will be engage in the following 3 modes of communication:</p> <ul style="list-style-type: none"> • Interpersonal Communication: Students will engage in conversations and ask and respond to questions in a variety of mediums and settings to express feelings and emotions, provide and obtain information and express opinions. • Interpretative Communication: 	<p>The traditional prerequisite required for AP Spanish Language and Culture is completion of Spanish 3reg. or Native Speakers with a grade of B or better.</p> <p>*Incorporate interdisciplinary topics and reinforce their knowledge of other areas of study.</p> <p>*Students will develop increasing competence in manipulating multiple components of the language in order to comprehend and</p>	<p>The 4 different productive competencies:</p> <p>Interpersonal Writing: Email Reply Grammar structures</p> <p>Presentational Writing: Persuasive Essay Argumentative Essay 3 source integration</p> <p>Interpersonal Speaking: Conversation recordings</p> <p>Presentational Speaking: Cultural Comparison (2 minute recording) Presentations</p>	<p>Quarter 1</p> <p>Aug. 2 and 3</p>	<p>The above 3 modes of communication break down into the following Learning Outcomes, as outlined by the College Board and as specific to the AP Spanish Language and Culture Exam.</p> <p>-Students will be able to demonstrate competency in the following contexts:</p> <ul style="list-style-type: none"> • Spoken Interpersonal Communication • Written Interpersonal Communication

<p>perspectives as they communicate in Spanish.</p> <p>Textbook: Temas On-line Curriculum-(Vista Higher Learning) Current events from Spanish Speaking Countries- BBC Mundos, CNN espanol, Univision.com,</p>	<p>Students will understand and interpret diverse written and spoken target language on a variety of topics and in a variety of contexts.</p> <p>• <u>Presentational Communication:</u> Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a variety of contexts.</p>	<p>communicate successfully in Spanish.</p>			<ul style="list-style-type: none"> • Audio, Visual, and Audiovisual Interpretive Communication • Written and Print Interpretive Communication • Spoken Presentational Communication • Written Presentational Communication
<p>1) Las Familias y las comunidades- Families and Communities</p> <p>• Recommended Contexts: - Customs and Values - Education Communities - Family Structure - Global Citizenship - Human Geography - Social Networking</p> <p><u>Overarching Essential Questions:</u></p> <ul style="list-style-type: none"> • ¿Cómo se define la familia en distintas sociedades? <p>Translation: How is family defined in different societies?</p> <ul style="list-style-type: none"> • ¿Cómo contribuyen los individuos al bienestar de las comunidades? <p>Translation: How do individuals contribute to the</p>	<p>Proficient students will investigate the variety of family structures in the Spanish-speaking world. They will compare and contrast that to their own family and families in their community.</p> <p>Proficient students will read and/or listen to sources that reflect the individual's sense of belonging to a community and his/her contribution to the community. This will be compared to their own experiences.</p>	<p>Common Content Key Terms or Vocabulary for each unit theme: Academic Vocabulary Describe/explain Compare/Contrast Differentiate *Resumir (summarize) *Analizar (analyze) * Syntetizar (synthesize)</p> <p>Focused note taking Paragraph Summaries Organizer Summary</p> <p>Differentiated Critical Reading Strategies by demonstrating full understanding of the authors purpose</p>	<p>Informal & Formal Assessments</p> <ul style="list-style-type: none"> • Student Interactive Notebooks • Paragraphs • Differentiated Critical Reading • Formal/informal audio recordings • Class Presentations • Common Formative Assessments • Common Summative Assessments, 	<p>Quarter 1</p> <p>Aug.6/Sept.7</p>	<ul style="list-style-type: none"> • Projects that are standard specific with the 6 themes • Enrichment activities • Additional Critical Reading / literature readings related to the unit theme *El Hijo-Horacio Quiroga * el monstruo de dos cabezas- • Writing conventions • Graph Analysis using authentic audio , written, printed and visual activities

<p>welfare of their communities?</p> <p>•¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?</p> <p>Translation: What are the differences in the roles assumed by communities and families in different societies around the world?</p>	<p>Proficient students will learn about traditions and values that are passed on from generation to generation in the Spanish-speaking world. They will study the effect of these traditions and values on the communities where they are practiced as well as compare and contrast with their own traditions and community.</p>	<p>Vocabulary words from each unit theme found on VHL website</p>			<p>* Students plans and produces written presentational communications.</p> <p>* Students synthesizes information from a variety of authentic audio, visual, and audiovisual resources.</p> <p>*Students synthesizes information from a variety of authentic written and print resources.</p>
<p>2) La ciencia y la tecnología- Science and Technology</p> <p>• Recommended Contexts:</p> <ul style="list-style-type: none"> Access to Technology -Effects of Technology on Self and Society -Health Care and Medicine -Innovations -Natural Phenomena - Science and Ethics <p>Overarching Essential Questions:</p> <ul style="list-style-type: none"> •¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas? <p>Translation: What impact does the scientific and technical developments have in our lives?</p> <ul style="list-style-type: none"> •¿Qué factores han impulsado el desarrollo y la innovación 	<p>*Proficient students will investigate the use of, access to and effects of technology in the lives of young people in the Spanish-speaking world. They will compare and contrast this to technology in their own lives and those of the members of their community.</p> <p>*Students will look at technological innovations, their causes and effects both in their own community and the Spanish-speaking</p>	<p>Common Content Key Terms or Vocabulary for each unit theme:</p> <p>Academic Vocabulary</p> <p>Describe/explain</p> <p>Compare/Contrast</p> <p>Differentiate</p> <p>*Resumir (summarize)</p> <p>*Analizar (analyze)</p> <p>* Syntetizar (synthesize)</p> <p>Focused note taking Paragraph Summaries Organizer Summary</p> <p>Differentiated Critical Reading Strategies by demonstrating full understanding of the authors purpose</p>	<p>Informal & Formal Assessments</p> <ul style="list-style-type: none"> • Student Interactive Notebooks • Paragraphs • Differentiated Critical Reading • Formal/informal audio recordings • Class Presentations • Common Formative Assessments <p>Common Summative Assessments</p>	<p>Sept.10/Oct.26</p>	<ul style="list-style-type: none"> • Projects that are standard specific with the 6 themes • Enrichment activities • Additional Critical Reading / literature readings related to the unit theme <ul style="list-style-type: none"> * El monstruo de dos cabezas- *Nosotros, No-Jose Bernardo Adolph • Writing conventions • Graph Analysis using authentic audio activities

<p>en la ciencia y la tecnología? Translation: What factors have driven the development and innovation in science and technology? •¿Qué papel cumple la ética en los avances científicos? Translation: What is the role of ethics in scientific progress?</p>	<p>world. Based on those findings, they will predict future technological innovations and discuss why they think those will occur.</p> <p>* Students will discuss proper use of technology and the importance of ethical use of technology.</p>	<p>Vocabulary words from each unit theme found on VHL website</p>			
<p>3) Belleza y Estética- Beauty and Aesthetics • Recommended Contexts: -Architecture -Defining Beauty -Defining Creativity -Language and Literature -Visual and Performing Arts</p> <p>Overarching Essential Questions: •¿Cómo se establecen las percepciones de la belleza y la creatividad? Translation: How are the perceptions of beauty and creativity set? •¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana? Translation: How does the perception of beauty and aesthetics influence our everyday life? •¿Cómo las artes desafían y reflejan las perspectivas culturales?</p>	<p>Proficient students will discuss the current perception of beauty in our world. They will answer questions such as who establishes the definition, how is it done, does it change and how has it changed?</p> <p>Students will discuss the influences that the ideals of beauty have on their own lives as well as the lives of Hispanic young people.</p> <p>Students will study and compare the expression of the ideals of beauty in the arts from their own community as well as the Spanish-speaking world.</p>	<p>Common Content Key Terms or Vocabulary for each unit theme: Academic Vocabulary Describe/explain Compare/Contrast Differentiate *Resumir (summarize) *Analizar (analyze) * Syntetizar (synthesize)</p> <p>Vocabulary words from each unit theme found on VHL website</p>	<ul style="list-style-type: none"> • Student Interactive Notebooks • Paragraphs • Differentiated Critical Reading • Formal/informal audio recordings • Class Presentations • Tickets out the door • • Written Common Formative Assessments • Common Summative Assessments, 	<p>Oct. 29-dec. 7</p>	<ul style="list-style-type: none"> • Projects that are standard specific with the 6 themes • Enrichment activities • Additional Critical Reading / literature readings related to the unit theme *Poema “ Mientras por competir con tu cabello”- Luis de Góngora * El ahogado mas hermoso del mundo-

<p>Translation: How do the arts reflect, defy and challenge cultural perspectives?</p>					
<p><u>Semester 1 FINAL</u></p> <p><u>Students will demonstrate their master and proficiency in critical reading and writing strategies with all 3 themes studied in semester 1, through a class presentation and written final.</u></p>	<p>A proficient student will write strategies, integrate vocabulary, and sentence structure principles to write a composition in Spanish for their semester 1 Final.</p>	<p>Vocabulary from the 3 units studied during Quarter 1 and 2</p>	<ul style="list-style-type: none"> ● End of the Quarter project and presentations ● Semester 1 FINAL 	<p>Dec.12,13,14, And 17</p> <p>Dec. 20-21st</p> <p>Semester 1 ends</p>	<p>Proficient students who have mastered Units 1-3, will be ready to continue upon our Winter Break return. Students who demonstrate a lack of understanding will have a Winter packet to reinforce the skill they still need practice on.</p>
<p><u>4) Vida Contemporánea- Contemporary Life</u></p> <ul style="list-style-type: none"> ● Recommended Contexts: - Education and Careers -Entertainment -Travel and Leisure -Lifestyles -Relationships -Social Customs and Values -Volunteerism <p><u>Overarching Essential Questions:</u></p> <ul style="list-style-type: none"> ● ¿Cómo definen los individuos y las sociedades su propia calidad de vida? <p>Translation: How do individuals and societies define their own quality of life?</p> <ul style="list-style-type: none"> ● ¿Cómo influyen los productos culturales, las 	<p>Proficient students will research and discuss the importance of pastimes, hobbies and other entertainment avenues in maintaining a good quality of life. They will look at what qualifies as entertainment in the Spanish-speaking world and compare/contrast it to their community.</p> <p>Students will continue their study and discussion of the importance of continuing traditions into today's world. They will look at,</p>	<p>Common Content Key Terms or Vocabulary for each unit theme:</p> <p>Academic Vocabulary Describe/explain Compare/Contrast Differentiate *Resumir (summarize) *Analizar (analyze) * Syntetizar (synthesize)</p> <p>Vocabulary words from each unit theme found on VHL website</p>	<p>Informal & Formal Assessments</p> <ul style="list-style-type: none"> ● Student Interactive Notebooks ● Paragraphs ● Differentiated Critical Reading ● Formal/informal audio recordings ● Class Presentations ● Common Formative Assessments ● Common Summative Assessments, 	<p>Semester 2- Quarter 3 begins</p> <p>Jan.7-Feb. 12th</p>	<ul style="list-style-type: none"> ● Projects that are standard specific with the 6 themes ● Enrichment activities ● Additional Critical Reading / literature readings related to the unit theme *Chac Mool- *Poema 20, Me gusta cuando callas- Pablo Neruda ● Writing conventions *Persuasive writing *Argumentative essay ● Graph Analysis using authentic audio activities

<p>practicesy las perspectivas de la gente en la vida contemporánea? Translation: How do cultural practices and perspectives influence people in contemporary life? •¿Cuáles son los desafíos de la vida contemporánea? Translation: What are the challenges of contemporary life?</p>	<p>compare and contrast how cultural and historical traditions influence life in their community and the Spanish-speaking world. Students will determine what challenges they currently face and will face as they transition from their current stage in life into the future. They will compare and contrast challenges that they face with those faced by young people in the Spanish-speaking world</p>				
<p>5) Retos Globales- Global Challenges • Recommended Contexts: -Economic Issues -Environmental Issues -Philosophical Thought and Religion -Population and Demographics -Social Welfare -Social Conscience Overarching Essential Questions: •¿Cuáles son los desafíos sociales politicos y del medio ambiente que enfrentan las sociedades del mundo? Translation: What</p>	<p>Proficient students will investigate challenges present in modern society such as violence in the city, lack of public spaces for recreation and immigration. They will compare and contrast the manifestation of these challenges in the Spanish-speaking world and their community. Students will investigate and</p>	<p>Common Content Key Terms or Vocabulary for each unit theme: Academic Vocabulary Describe/explain Compare/Contrast Differentiate *Resumir (summarize) *Analizar (analyze) * Syntetizar (synthesize) Vocabulary words from each unit theme found on VHL website</p>		<p>Feb. 13-March 15th End of Quarter 3</p>	<ul style="list-style-type: none"> • Projects that are standard specific with the 6 themes • Enrichment activities • Additional Critical Reading / literature readings related to the unit theme • Writing conventions *Persuasive writing • Graph Analysis using authentic audio activities

<p>environmental, political, and social issues pose challenges to societies throughout the world?</p> <ul style="list-style-type: none"> •¿Cuáles son los orígenes de esos desafíos? <p>Translation: What are the origins of those issues?</p> <ul style="list-style-type: none"> •¿Cuáles son algunas posibles soluciones a esos desafíos? <p>Translation: What are possible solutions to those challenges?</p>	<p>discuss how the challenges in #1 came to exist. They will discover similarities and differences among the origins in their own community and the Spanish-speaking community.</p> <p>Students will research proposed solutions to these challenges in their own community and in the Spanish-speaking world. Students will also present any solutions that they believe would solve them.</p>				
<p>6) Las identidades personales- <u>Personal and Public Identities</u></p> <ul style="list-style-type: none"> • Recommended Contexts: -Alienation and Assimilation -Heroes and Historical Figures -National and Ethnic Identities -Personal Beliefs -Personal Interests -Self-Image <p>Overarching Essential Questions:</p> <ul style="list-style-type: none"> •¿Cómo se expresan los distintos aspectos de la identidad en divers as situaciones? <p>Translation: How are the various aspects of our</p>	<p>Proficient students will examine self-image and self-esteem as they are manifested in different situations. They will discover similarities and differences in their perceptions and those of Spanish-speaking young people.</p> <p>Students will study the influence of culture and language on identity in their own community and in the Spanish-speaking world.</p> <p>Students will reflect upon their sense of self</p>	<p>Common Content Key Terms or Vocabulary for each unit theme:</p> <p>Academic Vocabulary Describe/explain Compare/Contrast Differentiate *Resumir (summarize) *Analizar (analyze) *Syntetizar (synthesize)</p> <p>Vocabulary words from each unit theme found on VHL website</p>	<p>Informal & Formal Assessments</p> <ul style="list-style-type: none"> • Student Interactive Notebooks • Paragraphs • Differentiated Critical Reading • Formal/informal audio recordings • Class Presentations • Common Formative Assessments • Common Summative Assessments, 	<p>Quarter 4 Begins</p> <p>March 25- April 26th</p>	<ul style="list-style-type: none"> • Projects that are standard specific with the 6 themes • Enrichment activities • Additional Critical Reading / literature readings related to the unit theme *Los pajaros de-Ana Maria Matute *Mi raza- Jose Martí *Tres Heroes-Jose Marti *La balada de los dos abuelos- de Nicolás Guillen La Noche boca arriba- Una Carta a Dios-

<p>identity/personality expressed in various situations?</p> <ul style="list-style-type: none"> • ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo? <p>Translation: How does the identity of a person develop over time?</p> <ul style="list-style-type: none"> • ¿Cómo influyen la lengua y la cultura en la identidad de la persona? <p>Translation: How does the language and culture influence in the identity of the person?</p> <ul style="list-style-type: none"> • ¿Qué es un héroe? <p>Translation: What is a hero?</p> <ul style="list-style-type: none"> • ¿Cómo describirían su identidad nacional? <p>Translation: How would you describe your national identity?</p> <ul style="list-style-type: none"> • ¿Es la identidad étnica tan importante como la identidad nacional? <p>Translation: Is ethnic identity as important as national identity?</p> <ul style="list-style-type: none"> • ¿Cuáles son tus creencias personales? ¿Cómo se formaron? <p>Translation: What are your personal beliefs? How did they form?</p>	<p>and how it has developed since young childhood until today. They will also learn from elders in their family to learn about the transition of the sense of self into older adulthood.</p>				<ul style="list-style-type: none"> • Writing conventions *Persuasive writing * • Graph Analysis using authentic audio activities
<p><u>Final Project and Final Presentation</u></p> <p>Panorama & Flash Cultura: Students will critically read about the geography, the history, and the particular culture of Spanish speaking countries around the world.</p>	<p>A proficient student will demonstrate understanding of marking and charting different aspects of Spanish speaking countries' culture through readings and the class discussions while collaborating with peers.</p>	<ul style="list-style-type: none"> • Marking and charting • Making Inferences and analyzing • Graphic organizers • Comparing & contrasting different cultural aspects in Spanish speaking countries and the U.S. in their Focus notes 	<ul style="list-style-type: none"> • Informal observations/ticket out the door • End of the year project • Class presentations • Final exam 	<p>May 10th-May 24th</p> <p>Final presentations: May 28-31st</p>	<p>Proficient students will extend their knowledge by critically reading short articles and novel excerpts of Spanish speaking countries and well-known Spanish authors.</p>

<p>Students will Analyze a particular point of view, products and cultural experience reflected in a work of Spanish literature.</p> <p>Communication 1.1, 1.2, 1.3 Cultures 2.1, 2.2, 2.3 Connections 3.1, 3.2 Comparisons 4.1, 4.2 Literacy RL 9-10.6</p>		<ul style="list-style-type: none"> • A formal class presentation of their findings 			
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Following is one Sample Scoring Guideline, for the Interpersonal Writing component, as published by the College Board.

- 5 – Strong**
- Maintains the exchange with a response that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, request for details) with frequent elaboration
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax, and usage, with few errors
 - Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
 - Variety of simple and compound sentences, and some complex sentences
- 4 -Good**
- Maintains the exchange with a response that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, request for details) with some elaboration
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax, and usage
 - Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
 - Simple, compound, and a few complex sentences
- 3 - Fair**
- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
 - Provides required information (e.g., responses to questions, request for details)

- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
- Simple and a few compound sentences

2 - Weak

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

1-Poor

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments Suggested Scope and Sequence of Curriculum