



West Windsor-Plainsboro Regional School District
AP Spanish Language and Culture
Curriculum

Unit 1: Las familias y las comunidades Families and Communities

Content Area: World Language

Course & Grade Level: Spanish AP, 9-12

Summary and Rationale

As a teen in today's world I am developing my identity. How does my family, my community, my education and my environment shape my present and my future?

Recommended Pacing

30 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
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7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

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**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Standard: Global and Cultural Awareness

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience

Interdisciplinary Standards (Social Studies)

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryC A.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE .14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Educational communities, social networks, human geography, traditions and values, global citizenship and family structure play a major role in their identity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How is the concept of family defined in different societies? ● How do members of a community contribute to its general welfare? ● How do community and family roles vary in different societies? 	
Objectives	
<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Narrate a past event by contrasting the preterit and imperfect tenses ● Use ser and estar to describe themselves and others ● Describe what is happening in their lives by using progressive forms ● Use adjectives to describe themselves and others ● Use prepositions to connect ideas when describing who they are <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the impact of culture in educational systems ● Assess the degree to which social networks are transforming our world ● Identify the importance of the environment in shaping a community ● Determine which traditions and values make up their identity and that of their community • Give examples of the rights and responsibilities of a global citizen ● Explain how families shape their identity and their community 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
Resources	
<p>Core Resource: https://apclassroom.collegeboard.org/</p> <p>Suggested Resources:</p>	

Nuevas Vistas

Temas

Imaginación y fantasía

Abriendo Paso: Lectura

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AP Spanish: Preparing for the Language Examination

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Unit 2: Science and Technology

Content Area: World Language

Course & Grade Level: Spanish AP, 9-12

Summary and Rationale

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Recommended Pacing

30 days

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Instructional Focus

Unit Enduring Understandings

Science and technology have a huge influence on who they are, their health, their morals and their natural environment.

Unit Essential Questions

- How do scientific and technological developments impact our lives?
- How is scientific and technological innovation affected by human needs ?
- How important is the role of ethics in scientific developments?

Objectives

- Students will know how to:**
- Refer to present, past and future actions using adverbs, conjunctions and adverbial phrases
 - Refer to previously mentioned people or objects using relative pronouns
 - Use the passive voice to express their point of view
 - Use the future and conditional to make predictions and speculate
- Students will be able to:**
- Discuss how technology has changed their way of interacting with the world
 - Reflect on the impact of technology on their health.
 - Talk about the moral dilemmas that accompany scientific and technological development
 - Compare and contrast the use of technology in different cultures
 - Analyze the effects of new technology on the environment

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

Resources

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Suggested Resources:

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Unit 3: Beauty and Aesthetics

Content Area: World Language

Course & Grade Level: Spanish AP, 9-12

Summary and Rationale

As a teen in today's world I am developing my identity. How do the Arts and our society's ideal of beauty shape my present and my future?

Recommended Pacing

30 days

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Instructional Focus

Unit Enduring Understandings

The Arts and the perceptions of beauty and creativity in society play a major role in their identity.

Unit Essential Questions

- How are the perceptions of beauty and creativity established?
- How are the ideals of beauty and aesthetics reflected in our daily routine?
- How do the Arts challenge and reflect our cultural perspectives?

Objectives

- Students will know how to:**
- Use adjectives to describe artistic manifestations
 - Express emotions, doubt, will, and denial by using the present subjunctive in noun clauses
 - Talk about something that is uncertain or indefinite using the present subjunctive (subjunctive + adjectival clauses)
 - Describe how, why, when, or where an action takes place by using the present subjunctive in adverbial clauses
- Students will be able to:**
- Discuss the cultural aspects that influence the perception of beauty
 - Reflect on the connection between fashion and personal attitudes and values
 - Talk about the importance of language and literature in a country’s culture
 - Give examples of how creativity is manifested in our daily lives
 - Analyze the effects of political circumstances and personal experiences on artistic expression

Evidence of Learning

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Short story "Chac Mool" by Carlos Fuentes

Short story "Dos palabras" by Isabel Allende

Unit 4: Contemporary Life

Content Area: World Language

Course & Grade Level: Spanish AP, 9-12

Summary and Rationale

As a teen in today's world I am developing my identity. How do my education, leisure, personal relationships, lifestyle and cultural traditions shape my present and my future?

Recommended Pacing

30 days

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Instructional Focus

Unit Enduring Understandings

- Education, entertainment, leisure, and personal relationships and traditions define their quality of life.

Unit Essential Questions

- How do individuals and societies define quality of life?
- How do cultural products, practices, and perspectives influence contemporary life?
- How does contemporary life pose challenges?

Objectives

Students will know how to:

- Use the conditional tense and the imperfect subjunctive to talk about hypothetical situations
- Use the future tense to talk about future actions, probability, and command
- Use different sequences of tenses in complex sentences

Students will be able to:

- Discuss how our schools today can prepare students for the challenges and opportunities of the future
- Reflect on the connection between cultural perspectives and leisure activities
- Talk about the benefits of traveling to get to know other people and cultures
- Give examples of how the different stages of life define our relationships
- Measure the importance of social, cultural, and economic aspects in an individual's lifestyle

Evidence of Learning

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Unit 5: Global Challenges	
Content Area: World Language	
Course & Grade Level: Spanish AP, 9-12	
Summary and Rationale	
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Recommended Pacing	
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7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard: Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.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.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	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.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Instructional Focus

Unit Enduring Understandings

- Social, political, and environmental developments pose a challenge to the world.

Unit Essential Questions

- How do social, political, and environmental developments challenge the world?
- How were those challenges created?
- How can we find solutions for those challenges?

Objectives

<p>Students will know how to:</p>
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- Use infinitives and participles to talk about global challenges
- Use auxiliary verbs to express attitudes and beliefs

<p>Students will be able to:</p>

- Discuss the role of multinational enterprises in the development of a global economy
- Reflect on the connection between human activities and the environment
- Talk about the global challenges caused by the changes in human population
- Give examples of how the government and individuals can contribute to the social welfare of a community
- Identify what kind of charitable organizations exist currently

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

Resources

Core Resource:

<https://apclassroom.collegeboard.org/>

Suggested Resources:

Nuevas Vistas

Temas

Imaginación y fantasía

Abriendo Paso: Lectura

Triángulo

AP Spanish: Preparing for the Language Examination

Relatos simbólicos

Encuentros maravillosos

Momentos cumbres de las literaturas hispánicas (AP Central)

A variety of recordings and news broadcasts taken from different sources

Authentik: en español magazine

Internet resources

Short film "Pecera"

Unit 6: Personal and Public Identities

Content Area: World Language

Course & Grade Level: Spanish AP, 9-12

Summary and Rationale

As a teen in today's world I am developing my identity. How do language and culture influence my identity?

Recommended Pacing

30 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.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.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.

7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author’s purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard:

Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
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7.1.AL.PRSNT.5:	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.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Language, culture, and national and ethnic identities have great influence in the development of someone's personal identity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do different situations influence our identity? ● How do language and culture influence a person's identity? ● How does a person's identity develop through time? 	
Objectives	
<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Use the pronoun "se" to talk about feeling, states, and to talk about impersonal statements ● Use indirect speech to report what other speakers have said <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss the importance of the integration of all ethnic backgrounds in the cultural development of society ● Reflect on the most influential factors that determine our identity ● Talk about the connection between our personal interests and our identity and daily life ● Give examples of the factors that affect a person's self-image and self-esteem ● Determine the qualities that make a person a hero 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	

Resources

Core Resource:

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