

LEVEL: AP CREDITS: 5 GRADE: 11-12 PREREQUISITES: Spanish III
A or better

BASIC TEXT: ABRIENDO PASO: GRAMATICA Pearson Education, Inc. 2007.
ABRIENDO PASO: LECTURA Pearson Education, Inc. 2007.
AP SPANISH Pearson Prentice Hall 2007.

COURSE DESCRIPTION: This intensive Spanish course integrates the study of language, literature, and culture and prepares students for advanced language study at the university level. Writing, speaking, listening, and reading skills will be refined and knowledge of grammatical structure will be expanded. In addition, students will also be required to read numerous short stories of both Spanish and Latino authors. Extensive writing assignments and class discussions will center on the interpretation of literary themes. Contemporary domestic and international issues will also be discussed. Enrolled students will take the AP Spanish exam in May.

MISSION RELATED GOALS: Academic excellence
Intellectual curiosity
Respect for others
Self-confidence
Foster communication skills
Foster problem-solving skills
Successful contributing member of society

SCHOOLWIDE LEARNING EXPECTATIONS:
Academic – Communicates effectively, Solve complex problems, Works with others towards a common goal
Civic – Contributes to the community and global society
Social – Respects the rights of others

GENERAL PERFORMANCE OBJECTIVES: The student will be able to:

1. Listen to a variety of speakers from several different national and ethnic backgrounds and focus on content and meaning.
2. Optimize conversational skills within purposeful and authentic contexts which integrate new and previously learned material.
3. Approach the wealth of Hispanic literature knowing how to distinguish styles, genre and word patterns.
4. Understand other social, literary and cultural forces which influence a specific selection.

5. Write on a variety of topics of interest based on reactions to the literary or video selection studied.
6. Apply his emerging cultural understandings to his performance of reading, writing and conversational skills with a view to seeing him living in a truly global world of the 21st century.

MASSACHUSETTS FRAMEWORKS STRAND(S): Communication, Cultures, Comparison, Connections, Communities

MASSACHUSETTS FRAMEWORKS STANDARDS:

Standard 1 – Interpersonal Communication
Standard 2 – Interpretative Communication
Standard 3 – Presentational Communication
Standard 4 – Cultures
Standard 5 – Linguistic Comparisons
Standard 6 – Cultural Comparisons
Standard 7 – Connections
Standard 8 – Communities

UNITS AND THEMES COVERED AND TIME LINE:

I. Abriendo Paso: Gramática Unidad 1 “La narración y la descripción en el pasado”
14 days

How to:

- a. express happiness and unhappiness (the subjunctive tense)
contrast with present indicative, emphasize irregular verbs
- b. describe an ideal relationship
- c. read stories of love, marriage and life situations
- d. Write about a conflict you’ve had with a friend

II. A. Abriendo Paso: Gramática Unidades 4-5, “Expresar deseos” “Expresar emoción o probabilidad” 21 days

How to:

- a. express certainty (indicative mood)
- b. express doubt and disbelief (subjunctive mood)
- c. express surprise, possibility and impossibility
- d. write a report about a concert for a teen magazine

II. B. Abriendo Paso: Lecturas

Readings:

All Short Stories – Capítulos 1-11

III. A. Abriendo Paso: Gramática Unidad 6 “La narración y la descripción en el pasado (II)” 21 days

How to:

- a. use preterite to express emotional reaction
- b. use subjunctive to express disagreement and denial
- c. Use conditional for hypothetical statements

III B. Abriendo Paso: Lecturas

Readings:

All Poems – Capítulos 14-22

Within the readings, students will observe:

- a. the use of the preterit and imperfect tenses
- b. the use of the subjunctive tenses
- c. adjective agreement

III. C. WRITING IN RESPONSE TO LITERATURE

- a. write in the narrative voice
- b. practice different writing modes, summary, journal, creative
- c. write a creative piece about stereotype and conformity

IV A. Abriendo Paso: Gramática Unidad 2 “Diferencias y semejanzas” 21 days

How to:

- a. talk about accomplishments (preterit)
- b. talk about comparisons
- c. express cause and effect

IV B. Abriendo Paso: Lecturas

Readings:

De la prensa – Capítulos 23-26

V. A. Abriendo Paso: Gramática Pasos 1-5 “Repaso” 21 days

How to:

- a. point out problems and how to solve them (conditional)
- b. write about issues in your community (past subjunctive and contrary to fact)
- c. review of object and relative pronouns

V. B. Abriendo Paso: Lecturas

Readings:

Teatro – Capítulo 27

VI A. Abriendo Paso: Gramática Pasos 6-10 “Repaso” 21 days

How to:

- a. talk about former jobs and goals
- b. talk about career plans
- c. give advice about job interviews

- d. read about reality and fantasy

VI B. Abriendo Paso: Lecturas

Readings:

Más de Práctica Partes A y B

- a. Formal writing
- b. Formal oral presentation skills

SUGGESTED PROJECTS AND CULTURAL ACTIVITIES

1. Famous Hispanic celebrities
“Hispanos famosos”
2. Autobiographies
3. Illustrated fables or fairy tales
4. Poetry – chose a poet for research
5. Internet research, choose a problem in; the world, focusing on current events and technology
6. Different films that discuss the politics of Latin America and bring to light the plight of human rights and political freedom.

ASSESSMENT

1. Periodic structure quizzes
2. Unit tests on literature
3. Compositions
4. Oral presentations
5. Projects
6. Research

USE OF TECHNOLOGY

1. To utilize the accompanying audio CD rom program to reinforce listening comprehension
2. To integrate the film selections into the thematic units.
3. To use the internet for research projects
4. To use the smart board for speaking exercises.
5. To use video taping for skits and drama

MASSACHUSETTS EDUCATIONAL FRAMEWORKS

Students will be able to

1. communicate in Spanish
2. gain knowledge and understanding of other cultures
3. connect Spanish with other disciplines and acquire information
4. compare and develop insight into the nature of language and culture

5. perform outreach to the community within and beyond the school setting

SUGGESTED INSTRUCTIONAL STRATEGIES: Role playing; Think, pair, share; Modeling; Cooperative learning; Student presentation; Differentiated learning; Drills mastery; Games; Note taking; Use of manipulative and tools; Flash cards; Smart Board

SUGGESTED INTEGRATION:

1. Using Smart Board technology, the students will create a Power Point presentation on preparing the authentic foods of Latin America.

USE OF TOOLS/TECHNOLOGY:

1. Utilize the accompanying audio program to reinforce listening comprehension.
2. Integrate the video/DVD component as a means of unifying the skills acquisition.
3. Use the Smart Board and Power Point to reinforce vocabulary, grammar, outlining, paragraph construction, organizing, story development, etc.
4. To assign the production of a video/Power Point presentation as a culmination of a cooperative learning experience.

ASSESSMENTS TECHNIQUES:

1. Individualized quizzes in a contextualized format for each lesson.
2. Test per chapter evaluating all five learning skills.
3. Periodic oral/written assessments.
4. Projects.
5. Final Examination.