

**Randolph Township Schools  
Randolph High School**

**AP Spanish Language and Culture  
Curriculum**

*“The limits of my language means the limits of my world.”*  
-Ludwig Wittgenstein

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**Randolph Township Schools  
Department of World Languages  
AP Spanish Language and Culture**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Department of World Languages**  
**AP Spanish Language and Culture**

**Introduction**

“All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities” (New Jersey World Language Standards).

The Randolph Department of World Languages believes that the study of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's own language and culture.

AP Spanish Language and Culture is designed as the culmination of students’ Spanish studies at Randolph High School. At this point, students have already learned the structures and vocabulary necessary to communicate within the intermediate range of Spanish. In AP Spanish, students will review and refine those grammatical structures, as well as learn new vocabulary through their exposure to authentic material, in an effort to achieve an intermediate-high range of proficiency. AP Spanish focuses on improving students’ ability to communicate both orally and in writing on a variety of topics, make comparisons between native language and target language and between cultures, and use the target language in real life settings. Students are required to show awareness of the products, practices and perspectives of the target cultures. This course is designed to prepare students to successfully pass the AP Spanish Language and Culture examination. This AP Spanish Language and Culture course is conducted exclusively in Spanish. Students are required to speak in the target language. The course provides students with an immersion experience that expands to the home through the use of our online book component and multiple internet resources in order to help students reach fluency. This course is based on the exploration of the six AP Spanish themes required by College Board.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Curriculum Pacing Chart**  
**AP Spanish Language and Culture**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>UNIT NUMBER</b>	<b>CONTENT - UNIT OF STUDY</b>
<b>5 weeks</b>	<b>I</b>	<b>Personal and Public Identities / Las identidades personales y públicas</b>
<b>4 weeks</b>	<b>II</b>	<b>Families and Communities / Las familias y las comunidades</b>
<b>5 weeks</b>	<b>III</b>	<b>Beauty and Aesthetics / La belleza y la estética</b>
<b>5 weeks</b>	<b>IV</b>	<b>Science and Technology / La ciencia y la tecnología</b>
<b>9 weeks</b>	<b>V</b>	<b>Global Challenges / Los desafíos mundiales</b>
<b>4 weeks</b>	<b>VI</b>	<b>Contemporary Life / La vida contemporánea</b>
<b>6 weeks</b>	<b>VII</b>	<b>Global Simulation Project</b>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**UNIT I: Personal and Public Identities**

<p><b>STANDARDS / GOALS:</b>  The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p><b>Interpretive:</b>  7.1.IH.A.1  Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2  Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3  Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4  Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5  Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7  Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	An individual's cultural identity is expressed through dress, language, religious affiliations and customs practiced.	<ul style="list-style-type: none"> <li>How are aspects of identity expressed in various situations?</li> </ul>
	Language and culture influence the groups with which one associates and to which one relates.	<ul style="list-style-type: none"> <li>How do language and culture influence identity?</li> </ul>
	Assimilation into a new culture can be a difficult and lengthy process.	<ul style="list-style-type: none"> <li>How does one's identity develop over time?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>There is great cultural, ethnic and racial diversity in the Spanish-speaking world.</p> <p>Indigenous groups are perceived as the "other" by mainstream Hispanic cultures.</p> <p>Hispanic immigrants to the United States identify themselves using a variety of labels that are more complex than mainstream denominations.</p> <p>Immigrants from different parts of the world have been a contributing factor in establishing personal and national identities in Spanish-speaking countries.</p>	<p><b>Students will be able to:</b></p> <p>Explain the historical foundations of modern multiculturalism in the Spanish-speaking world.</p> <p>Research and present a current event related to the Spanish-speaking world.</p> <p>Describe the tension between alienation and assimilation endured by marginal groups.</p> <p>Debate on the topic of how indigenous groups are perceived.</p> <p>Simulate situations that illustrate the multiple ways in which Spanish speakers in the United States identify themselves.</p> <p>Compare and contrast aspects of immigrant experiences in the United States with the experiences of immigrants to Spanish-speaking countries.</p>

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b> 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentational:</b> 7.1.IH.C.1 Explain and compare how a cultural Perspective led to the development of a cultural Product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared Virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>Certain historical figures represent the values and beliefs of their cultures.</p> <p><b>Vocabulary:</b> Alienation, assimilation, identity, nationalism, patriotism, pluriculturalism, beliefs, values, custom, heroes and historical figures.</p>	<p>Identify key historical figures and analyze the relationship between their contributions and their societies' values and beliefs.</p>
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<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• E-mailing a friend who is having concerns about his/her perceived identity answering all of his/her questions.</li> <li>• Recording a simulated conversation related to personal and public identities.</li> <li>• Writing an essay related to personal and public identities.</li> <li>• Recording a cultural comparison comparing groups that fight to preserve their way of life in a Spanish speaking country and in the students' own community.</li> <li>• Completing a reading comprehension on "Mi raza" and answering multiple choice questions.</li> <li>• Completing an audio comprehension portion of "José Martí, símbolo de Cuba y de América" and answering comprehension questions.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In class speaking activities</li> <li>• Total Physical Response (TPR)</li> <li>• Simulated conversations</li> <li>• Circling question technique</li> <li>• Authentic readings</li> <li>• Authentic listening samples</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• 2-minute oral presentations including cultural comparisons</li> <li>• Self-assessment / peer assessment</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**Unit I: Personal and Public Identities**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<b>Unit I: Personal and Public Identities</b> <ul style="list-style-type: none"> <li>National identity and ethnic identity</li> <li>Alienation and assimilation</li> <li>Heroes and historical figures</li> </ul>	<b>Suggested Resources:</b> <i>Temas AP Spanish Language and Culture</i> <i>Triángulo Aprobado</i> VHLCentral.com Geo-political maps Reproduced photograpgs Article from <a href="http://mexico.cnn.com">http://mexico.cnn.com</a> , “Los hispanos no se identifican con las etiquetas sociales.” Article and video clips from <a href="http://www.bbcmundo.com">www.bbcmundo.com</a> : “La generación de hispanos”, “EEUU y la educación: la batalla de una familia de emigrantes” Article in <a href="http://www.eluniverso.com">www.eluniverso.com</a> : “Sesenta por ciento de los hijos de inmigrantes se identifican como españoles” Article from <a href="http://www.elnuevoherald.com">www.elnuevoherald.com</a> : “Cien latinos Miami” Youtube videos: “El reto de ser joven latino en EEUU”, “Ser latino en U.S.A.: los jóvenes” Song: “Latinos en Estados Unidos” by Celia Cruz Other online articles as they may be published Song: “Clandestino” by Manu Chao

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**UNIT II: Families and Communities**

<p><b>STANDARDS / GOALS:</b>  The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p><b>Interpretive:</b>  7.1.IH.A.1  Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2  Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3  Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4  Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5  Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7  Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	The composition of the family structure may vary among cultures and change over time.	<ul style="list-style-type: none"> <li>What constitutes a family in different societies?</li> </ul>
	Individual family members contribute to the family structure and are models for the larger community outside the home.	<ul style="list-style-type: none"> <li>How do individuals contribute to the well-being of communities?</li> </ul>
	Communities and a sense of belonging play an important role in the survival of indigenous peoples.	<ul style="list-style-type: none"> <li>How do the role that families and communities assume differ in societies around the world?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Family/community structures have changed over time as countries have become more industrialized.</p> <p>The family unit is a community and its members contribute to that community.</p> <p>Students are members of a school community and their actions impact that community.</p>	<p><b>Students will be able to:</b></p> <p>Describe how the family structure of industrialized societies has changed over the last few centuries.</p> <p>Evaluate their own role within their family.</p> <p>Assess the roles of family members in Hispanic communities and compare to the roles of their family members.</p> <p>Debate on the role of family members in societies.</p> <p>Evaluate their role within the school community.</p> <p>Assess actions taken by students in Spanish-speaking countries and compare them to their own student experiences.</p>

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b> 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentational:</b> 7.1.IH.C.1 Explain and compare how a cultural Perspective led to the development of a cultural Product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared Virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>Different ethnic communities have different structures dictated by their needs.</p> <p><b>Vocabulary:</b> Childhood and adolescence, friendship and love, social relationships, customs, citizenship, family, communities</p>	<p>Explain how certain Spanish-speaking families/communities are organized and why.</p> <p>Research and present a current event related to the families and communities.</p> <p>Compare and contrast family structures within the Hispanic world and with their own family structure.</p>
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<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• E-mailing the director of “Evalmimaestro”, portraying your ideal professor and answering all of his / her questions.</li> <li>• Recording a simulated conversation related to families and communities.</li> <li>• Writing an essay related to families and communities.</li> <li>• Recording a reflection about the lack of family traditions in a Spanish-speaking country and in the students' own community.</li> <li>• Completing a reading comprehension on “¿Por qué todavía hay centros no coeducativos?” and answering multiple-choice questions.</li> <li>• Completing an audio comprehension portion of “Educación diferenciada, una carta a la Administración en Educación” and answering comprehension questions.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In class speaking activities</li> <li>• Total Physical Response (TPR)</li> <li>• Simulated conversations</li> <li>• Circling question technique</li> <li>• Authentic readings</li> <li>• Authentic listening samples</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• 2-minute oral presentations including cultural comparisons</li> <li>• Self-assessment / peer assessment</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Spanish Language and Culture**  
**Unit II: Families and Communities**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<b>Unit II: Families and Communities</b> <ul style="list-style-type: none"> <li>• Traditions and values</li> <li>• Educational communities</li> <li>• Social networks</li> </ul>	<b>Suggested Resources:</b> <i>Temas AP Spanish Language and Culture</i> <i>Triángulo Aprobado</i> VHLCentral.com Short stories: “No oyes ladrar los perros” by Juan Rulfo and “La siesta del martes” by Gabriel Garcia Marquez Article in <a href="http://www.nacion.com">www.nacion.com</a> : “Las redes sociales cambiaron para siempre a America Latina” Articles in <a href="http://www.unesco.org/news/es">www.unesco.org/news/es</a> Podcasts from <a href="http://www.masvoces.org/radio">www.masvoces.org/radio</a> Video short on Youtube: “La leyenda del espantapajaros” Song: “El espantapájaros” by Ricardo Arjona Paintings: “La familia de Carlos IV” by Francisco Goya and “En familia” by Fernando Botero

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**UNIT III: Beauty and Aesthetics**

<p><b>STANDARDS / GOALS:</b>  The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p><b>Interpretive:</b>  7.1.IH.A.1  Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2  Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3  Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4  Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5  Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7  Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The literature, architecture and art of a culture give us perspectives as to how beauty is defined by that culture.	<ul style="list-style-type: none"> <li>What is beauty?</li> </ul>
	Ideals of beauty impact lifestyle choices, purchases, self-esteem, and create lucrative markets for personal care products, cosmetic surgery, and clothing.	<ul style="list-style-type: none"> <li>How do ideals of beauty and aesthetics influence our daily lives?</li> </ul>
	The arts can serve to either perpetuate or challenge cultural perspectives by reflecting the impact on society these perspectives can have.	<ul style="list-style-type: none"> <li>How do the arts challenge and reflect cultural perspectives?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>The ideal of beauty can vary greatly among different cultures.</p> <p>Hispanics have made significant contributions to architecture, literature and the visual arts.</p> <p>Hispanics have made significant contributions to the fashion industry.</p>	<p><b>Students will be able to:</b></p> <p>Explain why “beauty” cannot be universally defined.</p> <p>Write their own personal definition of beauty and compare it with others.</p> <p>Use Esther Honig experiment with photoshopping to discuss beauty.</p> <p>Cite some salient contributions to architecture, literature and visual arts made by Hispanics.</p> <p>Explain how certain salient contributions to architecture, literature and visual art made by Hispanics have either perpetuated or challenged cultural perspectives.</p> <p>Cite contributions made by Hispanic, fashion designers.</p>

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b> 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentational:</b> 7.1.IH.C.1 Explain and compare how a cultural Perspective led to the development of a cultural Product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared Virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>The notion of beauty is represented in cultural products and perspectives.</p> <p>A society's notion of beauty can change over time.</p> <p>Public education has an important role in providing students access to different art forms.</p> <p><b>Vocabulary:</b> Beauty, art, cinema, fashion, music, literature, architecture.</p>	<p>Assess Hispanic fashion designers' impact on the fashion industry.</p> <p>Research and present a current event related to the fashion industry.</p> <p>Evaluate why some cultural perceptions of beauty and innovation are unique to that culture.</p> <p>Debate the notion of beauty as it is represented in society.</p> <p>Research and explain marketing campaigns throughout Spanish-speaking countries and compare it to their own culture.</p> <p>Describe how and why the notion of beauty has changed through the centuries.</p> <p>Create and deliver an oral presentation on whether school gave them access to different art forms and the impact this has had on their lives.</p>
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<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• E-mailing an employment agency about a summer job opening to build a pet hotel and answer all of their questions.</li> <li>• Recording a simulated conversation related to beauty and aesthetics.</li> <li>• Writing an essay related to beauty and aesthetics.</li> <li>• Recording their opinion about the way art enriches life in a Spanish-speaking country and in the students' own community.</li> <li>• Completing a reading comprehension on "Una arquitecta para 1.000 millones de personas" and answering multiple-choice questions.</li> <li>• Completing an audio comprehension portion of "La entrevista con Joan MacDonald" and answering comprehension questions.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In class speaking activities</li> <li>• Total Physical Response (TPR)</li> <li>• Simulated conversations</li> <li>• Circling question technique</li> <li>• Authentic readings</li> <li>• Authentic listening samples</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• 2-minute oral presentations including cultural comparisons</li> <li>• Self-assessment / peer assessment</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**Unit III: Beauty and Aesthetics**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<b>Unit III – Beauty and Aesthetics</b> <ul style="list-style-type: none"> <li>• Definitions of beauty</li> <li>• Definitions of creativity</li> <li>• Language and literature</li> <li>• Visual arts</li> <li>• Architecture</li> <li>• Fashion and design</li> </ul>	<b>Suggested Resources:</b> <i>Temas AP Spanish Language and Culture</i> <i>Triángulo Aprobado</i> VHLCentral.com Short stories: “El delantal blanco” by Sergio Vodanovic, “Chac Mool” by Carlos Fuentes, “Un día de estos” by Gabriel García Márquez, “El nacimiento de la col” by Rubén Darío, “Apocalipsis” by Marco Denevi Excerpts of Don Quijote, El lazarillo de Tormes, Don Juan Tenorio Photos of the works of Antoni Gaudí and Santiago Calatrava Photos of fashion designs Paintings: “La persistencia de la memoria” by Salvador Dalí and “Sueño de una tarde dominical” by Diego Rivera Virtual tours of museums such as El Prado, Museo Soumaya, Reina Sofia, and MOMA Article from <a href="http://www.abc.es">www.abc.es</a> “La chica que quiso estar guapa según el canon de belleza de cada país”

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**UNIT IV: Science and Technology**

<p><b>STANDARDS / GOALS:</b>  The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p><b>Interpretive:</b>  7.1.IH.A.1  Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2  Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3  Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4  Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5  Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7  Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Developments have improved living conditions, facilitated private and public lives and allowed for the exploration of more sophisticated technology.	<ul style="list-style-type: none"> <li>How do developments in science and technology affect our lives?</li> </ul>
	Innovation and discovery have been driven by needs, curiosity and the desire to control one's environment.	<ul style="list-style-type: none"> <li>What factors have driven innovation and discovery in the fields of science and technology?</li> </ul>
	The role of ethics in scientific advancement is a source of heated debate.	<ul style="list-style-type: none"> <li>What role do ethics play in scientific advancement?</li> </ul>
	KNOWLEDGE	SKILLS
	<p><b>Students will know:</b></p> <p>Societal needs have resulted in the invention of tools and procedures.</p> <p>Technology has impacted societies and individual lives.</p> <p>Technology has had a great impact on modern education.</p> <p>Some inventions have allowed for further explorations and advancements.</p>	<p><b>Students will be able to:</b></p> <p>Debate which inventions have most greatly impacted society.</p> <p>Evaluate the advantages and disadvantages of technology's impact on societies and individuals.</p> <p>Read and show comprehension of an article discussing the use of cell phones in school.</p> <p>Debate whether technology in schools is an example of real learning tools or marketing tools.</p> <p>Cite inventions that were prerequisite to further exploration or research.</p> <p>Predict how society will be impacted by scientific or technological advancements.</p>

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b> 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1..IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentation:</b> 7.1.IH.C.1 Explain and compare how a cultural Perspective led to the development of a cultural Product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared Virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>Topics such as cloning and the use of technology for national security are being strongly debated for their ethical implications and complications.</p> <p>There is a gap in access to technology for certain Spanish-speaking societies.</p> <p>Hispanics have made significant contributions to science and technology.</p> <p><b>Vocabulary:</b> Technology, discoveries, inventions, medical, space, engineering, communications, military advancements, moral choices, research, the future.</p>	<p>Debate the use of technology in situations of moral concern.</p> <p>Read, show comprehension, and evaluate of an article on cloning.</p> <p>Cite the gaps in access to technology experienced in certain Spanish-speaking societies.</p> <p>Simulate situations that illustrate the impact of difficult access to technology.</p> <p>Research and present a current event related to science and technology.</p> <p>Debate which scientific and technological contributions have had the greatest impact on society.</p>
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<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• Replying via e-mail to Fundación Tortugas sin Fronteras about volunteering to aid the turtles and answer all of their questions.</li> <li>• Recording a simulated conversation related to social media.</li> <li>• Writing an essay related to science and technology.</li> <li>• Recording their opinion about the importance of doctors in a Spanish-speaking country and in the students' own community.</li> <li>• Completing a reading comprehension on "La obesidad infantil" and answering multiple-choice questions.</li> <li>• Completing an audio comprehension portion of "La obesidad en los niños" and answering comprehension questions.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In class speaking activities</li> <li>• Total Physical Response (TPR)</li> <li>• Simulated conversations</li> <li>• Circling question technique</li> <li>• Authentic readings</li> <li>• Authentic listening samples</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• 2-minute oral presentations including cultural comparisons</li> <li>• Self-assessment / peer assessment</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**Unit IV: Science and Technology**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	<b>Unit I: Science and Technology</b> <ul style="list-style-type: none"> <li>• Technological innovations</li> <li>• Effects of technology on the individual and society</li> <li>• Technological innovations</li> <li>• Science and ethics</li> <li>• Access to technology</li> </ul>	<b>Suggested Resources:</b> <i>Temas AP Spanish Language and Culture</i> <i>Triángulo Aprobado</i> VHLCentral.com Short story: “Rosa” by Angel Balzarino Article in <a href="http://www.20minutos.com">www.20minutos.com</a> : “El 82 por ciento de las empresas vascas usa las redes sociales como herramienta de marketing e imagen.” Article and accompanying video: “Tecnología para mejorar la calidad de la vida de los enfermos crónicos” in <a href="http://www.radioteca.net">www.radioteca.net</a> Article: “El genio que humanizó la tecnología” regarding Steve Jobs in El País: <a href="http://tecnologia.elpais.com">http://tecnologia.elpais.com</a> Video clip: “Móviles: una revolución en la salud” in <a href="http://www.bbcmundo.com">www.bbcmundo.com</a> Podcast: “Hermanos de sangre” from the audio magazine, Puerta del sol

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**UNIT V: Global Challenges**

<p><b>STANDARDS / GOALS:</b>  The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p><b>Interpretive:</b>  7.1.IH.A.1  Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2  Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3  Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4  Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5  Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7  Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	Globalization has brought certain tensions to the forefront: environmental protection vs. industrial development, acceptance vs. xenophobia and protection of sovereignty vs. international cooperation.	<ul style="list-style-type: none"> <li>What environmental, political, and societal issues pose challenges to societies throughout the world?</li> </ul>
	Political and economic practices have led to unequal access to resources, human rights violations and unsustainable exploitation of natural resources.	<ul style="list-style-type: none"> <li>What are the origins of global issues?</li> </ul>
	Individuals, corporations and legislatures can confront global challenges through volunteerism, cooperative outreach programs, development of sustainable technology and enactment of protective laws.	<ul style="list-style-type: none"> <li>What are the possible solutions to global challenges?</li> </ul>
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
	<p><b>Students will know:</b></p> <p>Spanish-speaking countries are struggling significantly with the global economic crisis.</p> <p>Economic crises present opportunities for change and possible improvement.</p> <p>Certain ecosystems are in a fragile state.</p> <p>There are urgent environmental/medical needs of developing/third world nations.</p> <p>Non-governmental organizations are intervening in an effort to solve global challenges.</p>	<p><b>Students will be able to:</b></p> <p>Debate the causes of the economic crises in Spain and other Spanish-speaking countries.</p> <p>Predict possible outcomes of the measures being implemented to solve the economic crises.</p> <p>Identify fragile ecosystems and describe the threats they face.</p> <p>Rank the most pressing environmental and medical needs of developing /third world countries.</p> <p>Explain several NGO projects currently being undertaken in Spanish-speaking countries.</p>

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b> 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1..IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentation:</b> 7.1.IH.C.1 Explain and compare how a cultural Perspective led to the development of a cultural Product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared Virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>There is a search for a balance between environmental protection and industrial development.</p> <p>Religious diversity in Spanish-speaking countries has challenged the role of religion as a unifying factor.</p> <p><b>Vocabulary:</b> Immigration, refugees, religions, diseases, agriculture, economy, environment, government and conflicts, NGO.</p>	<p>Rank the advantages and disadvantages of measures that are being enacted or proposed to foment environmental protection and/or economic development.</p> <p>Compare and contrast how attitudes towards faith and the existence of God have changed in Spanish-speaking countries and in the United States.</p> <p>Research and present a current event related to global challenges.</p>
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<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• E-mailing solutions to a global issue to a local activism organization and answering all of their questions.</li> <li>• Recording a simulated conversation related to the creation of an environmental club.</li> <li>• Writing an essay related to global challenges.</li> <li>• Recording their opinion about the importance of religion in a Spanish-speaking country and in the students' own community.</li> <li>• Completing a reading comprehension on "Carta abierta a Carlos Slim" and answering multiple-choice questions.</li> <li>• Completing an audio comprehension portion of "Carlos Slim encabeza la lista de los más ricos" and answering comprehension questions.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In class speaking activities</li> <li>• Total Physical Response (TPR)</li> <li>• Simulated conversations</li> <li>• Circling question technique</li> <li>• Authentic readings</li> <li>• Authentic listening samples</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• 2-minute oral presentations including cultural comparisons</li> <li>• Self-assessment / peer assessment</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**Unit V: Global Challenges**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
9 Weeks	<b>Unit V: Global Challenges</b> <ul style="list-style-type: none"> <li>• Economic issues</li> <li>• Environmental issues</li> <li>• Philosophical thought and religions</li> <li>• Social well-fare</li> </ul>	<b>Suggested Resources:</b> <i>Temas AP Spanish Language and Culture</i> <i>Triángulo Aprobado</i> VHLCentral.com Podcast: Banco Mundial: “Enfoques exitosos en América Latina para proteger la biodiversidad.” in <a href="http://www.unmultimedia.org">www.unmultimedia.org</a> Songs in Maná’s <i>Amazonia</i> Song: “¿Dónde jugarán los niños?” by Maná Song: “Tiempos perros” by Miguel Rios Song: “El sur también existe” by Joan Manuel Serrat Song: “Mojado” by Ricardo Arjona Articles in: <a href="http://www.bbc.co.uk/mundo/noticias/2012/10/121002_curiosidades_almohada_ostrich_pillow_rg.shtml">www.bbc.co.uk/mundo/noticias/2012/10/121002_curiosidades_almohada_ostrich_pillow_rg.shtml</a> <a href="http://archivo.univision.com/content/content.jhtml?cid=824769">http://archivo.univision.com/content/content.jhtml?cid=824769</a> <a href="http://www.20minutos.es/noticia/1112577/0/siesta/alemania/trabajo/">www.20minutos.es/noticia/1112577/0/siesta/alemania/trabajo/</a> <a href="http://www.lanacion.com.ar">www.lanacion.com.ar</a> “Se cayó el Puente de hielo del glaciar Perito Moreno” Podcast about the economic crisis in Spain and accompanying activities in <a href="http://audiria.com/capitulos-detalle.php?id=680">http://audiria.com/capitulos-detalle.php?id=680</a> Article: “El colombiano que lucha por salvar los corales in <a href="http://www.bbcmundo.com">www.bbcmundo.com</a> Article: “El cambio climático podría alterar la evolución de los anfibios.” in <a href="http://www.bbcmundo.com">www.bbcmundo.com</a> YouTube video: “Entrevista a Carlos Slim (Al rojo vivo)”

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**UNIT VI: Contemporary Life**

<p><b>STANDARDS / GOALS:</b>  The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p><b>Interpretive:</b>  7.1.IH.A.1  Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2  Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3  Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4  Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5  Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7  Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p>		<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p>	
	<p>The values of a culture are evidenced and communicated through its music, film, art and advertisements.</p>		<ul style="list-style-type: none"> <li>How do societies and individuals define quality of life?</li> </ul>	
	<p>Changing attitudes about gender roles, leisure activities, education and religious beliefs impact a culture's products, practices and perspectives.</p>		<ul style="list-style-type: none"> <li>How is contemporary life influenced by cultural products, practices and perspectives?</li> </ul>	
	<p>Migration, rising living costs, the changing structure of the family and an increasing multi-ethnic society are challenging and impacting traditional values and practices in the Spanish-speaking world.</p>		<ul style="list-style-type: none"> <li>What are the challenges of contemporary life?</li> </ul>	
	<p style="text-align: center;"><b>KNOWLEDGE</b></p>		<p style="text-align: center;"><b>SKILLS</b></p>	
	<p><b>Students will know:</b></p>		<p><b>Students will be able to:</b></p>	
	<p>The media has an impact on modern, Hispanic societies' values.</p>		<p>Categorize values communicated through the media and publicity and compare these values to those of American culture.</p>	
	<p>The major religions in the Spanish-speaking world have had an influence on society.</p>		<p>Compare and explain the major religions of the Spanish-speaking world.</p> <p>Debate the impact of religion on Hispanic societies.</p>	
	<p>Syncretism is the melding of different forms of belief or practices.</p>		<p>Examine the process of syncretism and identify examples of it in Latin America.</p>	
	<p>Syncretism is a factor in religions of the Spanish-speaking world.</p>		<p>Research and present a current event related to syncretism.</p>	
	<p>The role of women in the workplace has impacted the family structure and their role in society.</p>		<p>Analyze the role of women in the workplace and compare it to the United States.</p>	

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b></p> <p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentational:</b></p> <p>7.1.IH.C.1 Explain and compare how a cultural Perspective led to the development of a cultural Product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared Virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>Leisure activities play an important role in social interaction in everyday life.</p> <p><b>Vocabulary:</b> Education, working world, vacation, leisure, sports, traveling, advertisements, housing, celebrations, rites of passage, religion.</p>	<p>Discuss the role that leisure activities involving social interaction plays in Spanish-speaking countries and compare it to the United States.</p>
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<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• E-mailing the athletic director at their school about gender equality/inequality in sports and answering all of his/her questions.</li> <li>• Recording a simulated conversation related to contemporary life.</li> <li>• Writing an essay related to contemporary life.</li> <li>• Recording their opinion about the attitude towards classical music in a Spanish-speaking country and in the students' own community.</li> <li>• Completing a reading comprehension on "Cartagena: destino colombiano de historia y cultura" and answering multiple-choice questions.</li> <li>• Completing an audio comprehension portion of "Cartagena de Indias" and answering comprehension questions.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In class speaking activities</li> <li>• Total Physical Response (TPR)</li> <li>• Simulated conversations</li> <li>• Circling question technique</li> <li>• Authentic readings</li> <li>• Authentic listening samples</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• 2-minute oral presentations including cultural comparisons</li> <li>• Self-assessment / peer assessment</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**Unit VI: Contemporary Life**

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<b>Unit VI: Contemporary Life</b> <ul style="list-style-type: none"> <li>• Publicity and marketing as a reflection of modern societal values</li> <li>• Beliefs and value systems</li> <li>• World of work</li> <li>• Leisure activities</li> </ul>	<b>Suggested Resources:</b> <i>Temas AP Spanish Language and Culture</i> <i>Triángulo Aprobado</i> VHLCentral.com Article: “Los desafíos de la mujer actual: Conciliar trabajo y familia Podcast: “El día de la hispanidad” in <a href="http://www.masvoces.org">www.masvoces.org</a> “La tomatina” in Abriendo paso: lectura. Video clip about Carlos Slim Domit in <a href="http://contenido.com.mx/seccion/videos/">http://contenido.com.mx/seccion/videos/</a> News articles “las profesiones major pagadas de México” in <a href="http://www.iformador.com.mx/">www.iformador.com.mx/</a> : Las profesiones más rentables del futuro” in <a href="http://www.lagaceta.com.ar">www.lagaceta.com.ar</a> Podcast about mothers working in Argentina in <a href="http://cadena3.com/contenido/2012/08/05/101209.asp">http://cadena3.com/contenido/2012/08/05/101209.asp</a> Article in <a href="http://elpais.com/diario/2010/11/14/sociedad/1289689201_850215.html">http://elpais.com/diario/2010/11/14/sociedad/1289689201_850215.html</a> Report from <a href="http://imow.org/economica/stories/viewStory?language=es&amp;storyId=4744">http://imow.org/economica/stories/viewStory?language=es&amp;storyId=4744</a>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**UNIT VII: Global Simulation Project**

<p><b>STANDARDS / GOALS:</b>  The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p><b>Interpretive:</b>  7.1.IH.A.1  Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2  Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3  Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4  Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5  Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7  Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>	<p style="text-align: center;"><b>ENDURING UNDERSTANDINGS</b></p>		<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b></p>	
	<p>Many American students and professionals live, study and work in Spanish-speaking countries throughout the world.</p>		<ul style="list-style-type: none"> <li>What is required to live as a student or an “expat” (expatriate) in a Spanish-speaking country?</li> </ul>	
	<p>Much information, research and thought is required before relocation to a foreign country.</p>		<ul style="list-style-type: none"> <li>What considerations must be made relative to housing, transportation, schooling and/or employment?</li> </ul>	
	<p>Speaking a living language in a culture that preserves, perpetuates and conditions it can enrich one's understanding of the world.</p>		<ul style="list-style-type: none"> <li>How might this experience enrich my life and help me attain my life goals?</li> </ul>	
	<p style="text-align: center;"><b>KNOWLEDGE</b></p>		<p style="text-align: center;"><b>SKILLS</b></p>	
	<p><b>Students will know:</b></p> <p>Using Spanish-language websites and using Spanish search words are two search techniques that make it easier to find and use internet resources in Spanish.</p> <p>Steps necessary to establishing residency in a Spanish-speaking country.</p> <p>Techniques for searching for housing, transportation, schooling or employment.</p> <p>There are differences between educational or employment environments, programs and opportunities.</p>		<p><b>Students will be able to:</b></p> <p>Use authentic, Spanish language websites to search for information relevant to everyday life in a Hispanic environment.</p> <p>Research the step required in establishing residency in Spanish-speaking countries and share their findings with the class.</p> <p>Evaluate information from authentic, Spanish language websites and make use of the data in order to make personal choices in a simulated situation.</p> <p>Listen to and show understanding of a podcast or other audio recording about the challenges and joys of living in a foreign country.</p>	

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p><b>Interpersonal:</b></p> <p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p><b>Presentational:</b></p> <p>7.1.IH.C.1 Explain and compare how a cultural Perspective led to the development of a cultural Product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared Virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>Methods exist for assessing the advantages and disadvantages to living, working, and/or studying abroad.</p> <p><b>Vocabulary:</b> Lifestyle, education, employment, housing, costs, transportation, online forms, life goals.</p>	<p>Create a simulated lifestyle and environment based on research and evaluations of living abroad, and present findings to the class.</p>
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<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p><b>ASSESSMENT EVIDENCE: Students will show their learning by:</b></p> <ul style="list-style-type: none"> <li>• E-mailing a classmate specific findings on lifestyle in their selected countries.</li> <li>• Recording a simulated conversation comparing and contrasting school life in a Spanish-speaking country and in the students' own community.</li> <li>• Designing a simulated lifestyle and environment for an expatriate in a Spanish-speaking country.</li> <li>• Presenting a simulated lifestyle and environment for an expatriate in a Spanish-speaking country.</li> </ul> <p><b>KEY LEARNING EVENTS AND INSTRUCTION:</b></p> <ul style="list-style-type: none"> <li>• In class speaking activities</li> <li>• Simulated conversations</li> <li>• Circling question technique</li> <li>• Authentic readings</li> <li>• Authentic listening samples</li> <li>• Group-work</li> <li>• Class discussions</li> <li>• Self-assessment / peer assessment</li> <li>• Research and present findings</li> </ul>		

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**AP Spanish Language and Culture**  
**Unit VII: Global Simulation Project**

<b>SUGGESTED TIME ALLOTMENT</b>	<b>CONTENT-UNIT OF STUDY</b>	<b>SUPPLEMENTAL UNIT RESOURCES</b>
<b>6 Weeks</b>	<b>Unit VII: Global Simulation Project</b> <ul style="list-style-type: none"> <li>• Multinational corporations with locations in Spanish-speaking countries</li> <li>• Study Abroad programs in Spanish-speaking countries</li> <li>• Housing</li> <li>• Transportations</li> <li>• Schooling</li> <li>• Neighborhood/community</li> </ul>	<b>Suggested Resources:</b> <a href="https://www.animalpolitico.com/2017/02/mejor-peor-transporte-publico-america-latina/">https://www.animalpolitico.com/2017/02/mejor-peor-transporte-publico-america-latina/</a> <a href="https://www.enalquiler.com/">https://www.enalquiler.com/</a> <a href="http://holderpropiedades.com.ar/">http://holderpropiedades.com.ar/</a> <a href="https://www.indeed.es/">https://www.indeed.es/</a> <a href="https://es.wikipedia.org/">https://es.wikipedia.org/</a> <a href="https://www.20minutos.es/">https://www.20minutos.es/</a> <a href="https://www.lanacion.com.ar/">https://www.lanacion.com.ar/</a> <a href="https://www.infobae.com">https://www.infobae.com</a> <a href="https://www.bbc.com/mundo">https://www.bbc.com/mundo</a>

## **APPENDIX A**

### **ACTFL Proficiency Guidelines 2012 – Intermediate Level Learners**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

#### **SPEAKING:**

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

#### **WRITING:**

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

#### **LISTENING:**

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues. Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary. Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

#### **READING:**

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

## **APPENDIX B**

### **NCSSFL-ACTFL CAN DO STATEMENTS Progress Indicators for Language Learners**

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

## NCSSFL-ACTFL Global Can-Do Benchmarks

### **Interpersonal Communication:**

Intermediate-High: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

### **Presentational Speaking:**

Intermediate-High: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

### **Presentational Writing:**

Intermediate-High: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

### **Interpretive Listening:**

Intermediate-High: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.

### **Interpretive Reading:**

Intermediate-High: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

The full Can-Do Statements document can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>.

**Can Do statements for unit I:**

I can e-mail a friend about his/her perceived identity.  
I can converse about personal and public identities.  
I can write an essay related to personal and public identities.  
I can compare groups that fight to preserve their way of life.  
I can read and comprehend readings about personal and public identities.  
I can listen and comprehend to audios about personal and public identities.

**Can Do statements for unit II:**

I can write an e-mail portraying my ideal professor.  
I can converse about families and communities.  
I can write an essay related to families and communities.  
I can reflect about the lack of family traditions.  
I can read and comprehend readings about families and communities.  
I can listen and comprehend to audios about families and communities.

**Can Do statements for unit III:**

I can e-mail an employment agency about a summer job opening.  
I can converse about beauty and aesthetics.  
I can write an essay related to beauty and aesthetics.  
I can express my opinion about the way art enriches life.  
I can read and comprehend readings about beauty and aesthetics.  
I can listen and comprehend to audios about beauty and aesthetics.

**Can Do statements for unit IV:**

I can e-mail a non-profit organization about volunteering opportunities.  
I can converse about science and technology.  
I can write an essay related to science and technology.  
I can express my opinion about the importance of doctors.  
I can read and comprehend readings about science and technology.  
I can listen and comprehend to audios about science and technology.

**Can Do statements for unit V:**

I can e-mail a local activism organization.  
I can converse about global challenges.  
I can write an essay related to global challenges.  
I can express my opinion about the importance of religion.  
I can read and comprehend readings about global challenges.  
I can listen and comprehend to audios about global challenges.

**Can Do statements for unit VI:**

I can write an e-mail about gender equality/inequality in sports.

I can converse about contemporary life.

I can write an essay related to contemporary life.

I can express my opinion about attitudes towards classical music.

I can read and comprehend readings about contemporary life.

I can listen and comprehend to audios about contemporary life.

**Can Do statements for unit VII:**

I can write an e-mail to report findings about lifestyle.

I can converse about lifestyle differences.

I can compile information regarding lifestyle and environment for an expatriate in a Spanish-speaking country.

I can present information regarding lifestyle and environment for an expatriate in a Spanish-speaking country.

**APPENDIX C**  
*Standards for Foreign Language Learning in the 21st Century, 1999 &*  
*Standards for Foreign Language Learning: Preparing for the 21st Century, 1996*  
**National Standards in Foreign Language Education**

**The 5 C's**

**Communication, Culture, Connections, Comparisons, Communities**

Standards-based world languages education and the New Jersey standards reflect the themes in the *Standards for Foreign Language Learning in the 21st Century* (1999), known as "The Five Cs." These standards describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom.

**Communication**

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

**Cultures**

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

**Connections**

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

**Comparisons**

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

**Communities**

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.



<http://globalteachinglearning.com/standards/5cs.shtml>



## APPENDIX D (RESOURCES)

### Textbooks:

*Temas: AP Spanish Language and Culture*, Vista Higher Learning, ISBN 978-1-61857-222-6

*Triángulo Aprobado*, Wayside Publishing, ISBN 978-1-938026-41-6

VHL Supersite: <https://www.vhlcentral.com/>

### Websites:

<http://www.4imn.com> (Provides links to world newspapers)

<http://www.rtve.es>

<http://www.un.org/radio/es>

[www.cervantes.es](http://www.cervantes.es)

[www.audiria.com](http://www.audiria.com)

[www.ver-taal.com](http://www.ver-taal.com)

[www.zachary-jones.com/zambombazo](http://www.zachary-jones.com/zambombazo)

[www.uni.edu](http://www.uni.edu)

[www.colby.edu](http://www.colby.edu)

[www.bbcmundo.com](http://www.bbcmundo.com)

[www.20minutos.com](http://www.20minutos.com)

[www.ecos-online.de](http://www.ecos-online.de)

[www.elnuevoherald.com](http://www.elnuevoherald.com)

[www.radioteca.net](http://www.radioteca.net)

[www.masvoces.org](http://www.masvoces.org)

[www.polleverywhere.com](http://www.polleverywhere.com)

[www.ivoox.com](http://www.ivoox.com)

[www.lagaceta.com.ar](http://www.lagaceta.com.ar)

[www.youtube.com](http://www.youtube.com)

[www.cadena3.com](http://www.cadena3.com)

[www.eluniverso.com](http://www.eluniverso.com)

[www.abc.es](http://www.abc.es)

[www.un.org/spanish/News](http://www.un.org/spanish/News)

[www.lasexta.com/noticias](http://www.lasexta.com/noticias)

[www.spanishnewsnetwork.com](http://www.spanishnewsnetwork.com)

[www.univision.com](http://www.univision.com)

[www.unmultimedia.org/radio/spanish](http://www.unmultimedia.org/radio/spanish)

[www.telecinco.es/informativos](http://www.telecinco.es/informativos)

[www.infobae.com](http://www.infobae.com)

[www.tn.com.ar](http://www.tn.com.ar)