

WORLD LANGUAGE DEPARTMENT

SPANISH V H/AP: COURSE #591

Contact Information

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The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the [Massachusetts Foreign Languages Curriculum Framework](#) and the national [Standards for Foreign Language Learning](#).

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

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Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: 80 or higher in Spanish IV H

Background to the Curriculum

This course was developed for students who are preparing for the Spanish Language AP exam and who are interested in studying and discussing current events and literature through newspapers, selected readings, and radio broadcasts.

The Spanish V H/AP curriculum is aligned to national and state standards.

For more information, contact a current teacher of Spanish V H/AP as indicated on the A.B.R.H.S. World Language Department website.

Core Topics/Questions/Concepts/Skills

Lectura:

Vocabulario: Exercises of different types to review the new vocabulary introduced in the reading

Comprensión: Comprehension questions

Interpretación: Personal reactions related to the reading

Intercambio oral: Designed to stimulate conversation among students

Sección gramatical:

The grammar rules are explained in English to facilitate the students' comprehension while doing their homework preparation. A great variety of exercises are interspersed among the grammatical explanations.

Sección léxica:

Ampliación: Proverbs, idioms, word families, commercial language

Distinciones: English words with more than one Spanish equivalent and Spanish words with more than one meaning in English

Para escribir mejor

Traducción: A contextualized passage in English to be translated into Spanish, illustrating the grammatical principles and other matters in the lesson

Temas para composición: Topics for creative compositions, with guidelines: vida de estudiante, problemas sociales, la juventud moderna, lo típico y lo tópico, el español, lengua trasatlántica, los medios de comunicación, lo hispano en los Estados Unidos, los deportes, los espectáculos, la naturaleza, diferencias culturales, visión de los EE.UU.

Course-End Learning Objectives

<u>Learning Objectives</u>	<u>Corresponding state standards, where applicable</u>
<i>By the end of the course, successful Spanish V H-AP students will:</i>	
1] Demonstrate an appropriate level of reading proficiency by understanding increasingly abstract or complex texts on unfamiliar topics and situations, as well as texts involving aspects of the target language culture. Several sources of reading will be literary selections.	1, 2, 3
2] Demonstrate an appropriate level of writing proficiency by expressing self effectively with a wide variety of topic and format, in most formal and informal writing, with significant precision and with evidence of organization.	1, 2, 3
3] Demonstrate an appropriate level of listening proficiency by understanding the gist and some details of authentic speech (e.g., native speakers, radio broadcasts) with increasing ease.	1, 2, 3
4] Demonstrate an appropriate level of speaking proficiency by initiating, sustaining, and closing general conversations; using more sophisticated (e.g., idiomatic) vocabulary; and describing and narrating present, past, or future events, including those of an abstract global nature.	8
5] Demonstrate an appropriate level of cultural awareness by managing increasing social competence with a native accustomed to foreigners. This may include routine business transactions, making more specific purchases, and decreasing errors in the formal/informal terms of address.	4
6] Increase his/her understanding and appreciation of the target culture, such as the history, art, music, or literature of the language.	7
7] Use the technology of the Sony Lab to practice their language skills, to view and hear Hispanic media, and to access authentic material from the Spanish-speaking world.	1–8

Assessment

Assessment is an integral part of World Language instruction and learning. At a minimum, students are given four major assessments per term, one of which measures the students' speaking proficiency. When feasible, this assessment is administered in the Sony Language Laboratory. Modern language students are assessed in a variety of ways: written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. When appropriate, students are encouraged to incorporate technology in their written assignments, projects, and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the modern language individually, in pairs, and in group work. The final examination evaluates the four major modern language skills: reading, writing, listening, and speaking.

Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none">1] Students will use software to prepare for the AP exam.2] Students will use the technologies of the Sony Lab (audio, video, laser disk) to practice language skills.3] Students will use the technologies of the Sony Lab (video, laser disk, VID) and digitized materials to make presentations in Spanish.4] Students will use online sources to access information from or about the Spanish-speaking world to do projects or papers.	

Materials and Resources

Print

- Ponce de Leon, Luis. El arte de la conversación (Lessons 1-12). Boston, MA: Heinle and Heinle, 2000.
- Gatski and McMullum. Triángulo (Lessons 1-10). Massachusetts: Wayside Publishing, 2006.
- Diaz. A.P. Spanish. Concord, MA.: Wayside, 1988.
- Introducción a la Literatura Hispanoamericana. Lincolnwood, IL.: National Textbook Co., 1997.
- Márquez. El coronel no tiene quien le escriba. Biblioteca Era, 1994.
- Esquivel, L. Como Agua Para Chocolate.
- Springer, A. How to Prepare for the AP Spanish. Hauppauge, NY: Barron's Educational Series, 2001.

Video

- “The Official Story”
- “The Buried Mirror” video series
- “Espejo de Escritores: Isabel Allende”
- “Espejo de Escritores: Carlos Fuentes”
- “Carlos Fuentes: Man between Worlds”
- “Cria”

Audio

- “Puerta del Sol”
- AP listening cassettes
- National Spanish Exams
- “Vida Hispánica”

A variety of teacher-generated resources

Current events articles, Internet resources, taped interviews and TV programs, literary selections