The Advanced Placement Spanish course develops student proficiency in the areas of listening, speaking, reading, and writing through a variety of learning experiences. Students’ understanding of Hispanic history and culture is expanded through exposure to authentic art, literature, and music. Emphasis is placed on the development of self-expression that is accurate, fluent, and coherent in both written and oral forms. Holocaust and genocide studies focus on the events of the Spanish Civil War and civil wars in Latin American countries. Students enrolled in Advanced Placement Spanish may elect to take the Advanced Placement Spanish examination in May. The Advanced Placement Spanish curriculum is submitted to and approved by the College Board.
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| Content: | **Political Narrative**  
Verb Forms | **Families**  
The Past and Future Verb Tenses | **Mental and Physical Health**  
The Subjunctive Mood of Verbs | **The Environment**  
Pronouns | **The Spanish Civil War**  
Possessives and Interrogatives |
| Skills and Topics: | • establish the core Spanish vocabulary necessary to discuss Central American literature and politics  
• recall basic verb forms and their uses (e.g., perfect tense, imperative mood, gerunds)  
• apply verb conjugations in written and oral forms  
• investigate the sociopolitical history of a Central American country (e.g., El Salvador)  
• communicate with Spanish-speaking students using digital tools to determine their political opinions | • establish the core Spanish vocabulary necessary to discuss Mexican society, literature, and the effect of childhood experiences on adult decisions  
• identify the formation and uses of all past and future tenses  
• utilize the appropriate tenses to narrate personal childhood experiences  
• compare and contrast the role of families in the United States and Hispanic societies  
• determine the effect of the economy of Mexico historically and currently | • establish the core Spanish vocabulary necessary to discuss mental and physical health  
• collaborate with Spanish-speaking students using digital tools to compose suggestions for the maintenance of good health  
• research the history and culture of Panama  
• apply vocabulary to discuss Panamanian life in written and oral forms  
• identify the uses and formation of all subjunctive mood verb forms | • establish the core Spanish vocabulary necessary to discuss the environment  
• collaborate with Spanish-speaking students using digital tools to research environmental concerns in Hispanic nations  
• compare and contrast the results of research in written and oral forms  
• recall pronouns and their uses (e.g., subject pronouns, indirect and direct object pronouns, possessive pronouns)  
• determine the environmental references in short stories by Hispanic authors | • establish the core Spanish vocabulary necessary to discuss politics and war  
• compare and contrast the uses of possessive adjectives and pronouns  
• identify the uses of interrogative words  
• illustrate grammar (e.g., pronouns, interrogatives) in written and oral forms  
• research the causes, events, and outcomes of the Spanish Civil War |
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<td>Skills and Topics:</td>
<td>initiate and maintain an electronic journal, including, but not limited to, work samples, research results, reactions to literature, and career exploration*</td>
<td>investigate the controversy over immigration of Mexican citizens in the United States</td>
<td>analyze examples of Panamanian literature for theme, mood, characterization, and the use of grammar and vocabulary</td>
<td>propose and formally present a solution to a global environmental problem in written and/or oral form</td>
<td>assess the art and literature of the Spanish Civil War period and the Generation of 1998 (e.g., Picasso’s <em>Guernica</em>, the drama of Federico García Lorca, the prose of Ana María Matute)</td>
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<td>summarize the plots of Mexican short stories</td>
<td>analyze the plot and motivation of characters in Mexican short stories</td>
<td>critique literature to determine the effect of mental and physical health on the actions of the main characters</td>
<td>summarize independent literary research of the Spanish Civil War period in written and oral forms</td>
<td>react to mixed media from the Spanish Civil War period in journal entries</td>
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<td>communicate with Spanish-speaking students using digital tools to determine their opinions about immigration</td>
<td>employ the subjunctive mood of verbs in written and oral forms to respond to literature</td>
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*The electronic journal is an ongoing formative assessment tool, to be maintained monthly, including, but not limited to, work samples, research results, and reactions to literature career exploration.*
# AP Spanish

**Grade 11 or 12**

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## 21st Century Themes:

- [ ] Global Awareness
- [ ] Civic Literacy
- [ ] Financial, Economic, Business, and Entrepreneurial Literacy
- [ ] Health Literacy

## 21st Century Skills:

- [ ] Creativity and Innovation
- [ ] Media Literacy
- [ ] Critical Thinking and Problem Solving
- [ ] Life and Career Skills
- [ ] Information and Communication Technologies Literacy
- [ ] Communication and Collaboration
- [ ] Information Literacy
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<td>Spanish Music and Art Indefinite Articles and Negatives</td>
<td>Civil War in Latin America Comparatives and Superlatives</td>
<td>Intensive Language Study</td>
<td>Spanish and English Language Literature</td>
<td>Creative Writing</td>
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| Skills and Topics:   | • establish the core Spanish vocabulary necessary to discuss Spanish visual arts, poetry, theater, and music  
• classify indefinite articles and negative expressions in written and oral forms  
• compare and contrast representative art form of Spain and the United States (e.g., cante hondo, flamenco, folk music, sculpture, paintings)  
• determine the importance of the bullfight in Spanish history and current practice | • establish the core Spanish vocabulary necessary to analyze the history and literature of Latin America  
• recall and apply the use of the comparative and superlative forms  
• compare and contrast the Civil War in Spain with the civil war and political unrest in Latin American countries (e.g., Argentina, Chile, Colombia)  
• define literary devices (e.g., personification, imagery, sensory devices) | • establish the core Spanish vocabulary, including advanced situational words (e.g., at the theater, in the country, aboard a jet, phrases, idioms)  
• respond to oral prompts with accuracy and fluency  
• utilize advanced grammatical forms in written and oral timed responses  
• demonstrate the ability to listen and respond to narratives spoken by native speakers  
• synthesize auditory and written prompts in personal narratives | • establish the core Spanish vocabulary necessary to study Spanish peninsular literature  
• classify literature by genre (e.g., drama poetry, short story, novella, novel)  
• identify themes in diverse examples of Spanish literature  
• compare and contrast Spanish literature with English language literature  
• assess personal response to literature in writing  
• create a multimedia project based on the comparison of Spanish and English language literature | • establish the core Spanish vocabulary necessary to create children’s literature  
• examine samples of children’s stories in Spanish  
• brainstorm to determine the theme or topic for a personal work of fiction  
• produce a children’s story in Spanish  
• illustrate the story appropriately using technology  
• dramatize the story in a presentation to the class  
• employ a scoring rubric to assess the quality of personal and peer stories |
## SOMERVILLE PUBLIC SCHOOLS

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**Grade 11 or 12**

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<td><strong>Skills and Topics:</strong></td>
<td>• analyze representative Spanish peninsular literature for references to art and music in written and oral forms</td>
<td>• analyze a work of Latin American historical fiction for the use of literary devices</td>
<td>• evaluate the effectiveness of the use of literary devices in diverse examples of writing</td>
<td>• employ a scoring rubric to self-assess growth and challenges in language proficiency</td>
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<td>• communicate with Spanish-speaking students to assess their knowledge of the arts and opinions of the bullfight</td>
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  Arts: 1.2.12.A.1-2  
  Health/PE: 2.2.12.A.1, 2.4.12.A.6  
  Technology: 8.1.12.A.3-4, 8.1.12.F.1

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- Health Literacy

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- Media Literacy
- Critical Thinking and Problem Solving
- Life and Career Skills
- Information and Communication Technologies Literacy
- Communication and Collaboration
- Information Literacy

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Course Description

Students in the Advanced Placement Spanish course develop proficiency in the areas of listening, speaking, reading, and writing through a variety of learning experiences. Students’ understanding of Hispanic history and culture is expanded through exposure to authentic art, literature, and music. Emphasis is placed on the development of self-expression that is accurate, fluent, and coherent in both written and oral forms. Holocaust and genocide studies center on the events of the Spanish Civil War and civil war in Latin American countries. Students enrolled in Advanced Placement Spanish may elect to take the Advanced Placement Spanish examination in May. The Advanced Placement Spanish curriculum is submitted to and approved by the College Board.

Course Content

This course will consist of the following units of study:
- Political Narrative and Verb Forms
- Families and the Past and Future Verb Tenses
- Mental and Physical Health and the Subjunctive Mood of Verbs
- The Environment and Pronouns
- The Spanish Civil War and Possessives and Interrogatives
- Spanish Music and Art and Indefinite Articles and Negatives
- Civil War in Latin America and Comparatives and Superlatives
- Intensive Language Study
- Spanish and English Language Literature
- Creative Writing

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- How do authors reflect the sociopolitical climate of their nations in writing?
- In what ways do childhood experiences influence adult decisions?
- What effect does the state of personal health have on moods and emotions?
- How are environmental concerns unique in the Hispanic world?
- In what ways do the arts illustrate the outcome of the Spanish Civil War?
Course Objectives (continued)

- How do music and art reflect the Spanish character?
- In what ways do literary devices contribute to realism and suspense in historical fiction?
- How does a student of Spanish demonstrate advanced proficiency?
- What literary themes can be considered universal?
- How does a storyteller create a work of fiction?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
AP Spanish
Student Agreement

STUDENT NAME: 

Last Name
First Name

GRADE: 

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for AP Spanish.

I acknowledge my responsibility to read and understand all of the information contained in the AP Spanish Course Requirements information and syllabus packet.

__________________________________________________________________________
Student Signature
Date

Note: Please share the course requirements for AP Spanish with your parents.