

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 World Readiness Standards for Learning Languages.

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through development of interpersonal, presentational and interpretive skills.
- Develop an understanding of the target culture.
- 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.

SPANISH V H/AP: COURSE #591

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

Credits Offered: Five

Prerequisites: 80 or higher in Spanish IV H

Proficiency Target for Course: Advanced low

Target skills

The AP® Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (interpersonal, interpretive and presentational). The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level.

Central to communication is the following premise from the Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

Example Thematic Units/Vocabulary/Structures to support growth toward target

<u>Example Themes</u>	<u>Essential Questions</u>	<u>Learning Objectives</u>
Educational communities Changing family structure Scientific advances and the ethics of prolonging life Art as a window The Spanish Civil War and Guernica: art of protest The Mexican Revolution through muralism Water as a human right Carnaval and the role of religious celebrations from the past/today Women in politics in Latin America Latin American revolutions: 20th century and today The heroes in our lives	What is the role of community service in an educational experience? How is family defined in my culture and Spanish speaking cultures? How do scientific developments affect a society's understanding of life and death? How do people define their quality of life? How does art reflect and defy cultural traditions and norms? How does Picasso's Guernica reflect Spain's values and defy norms of violence/war? What responsibility do we have in protecting natural resources such as water? How have eating habits changed in Latin America? What challenges and successes have women experienced in politics?	<i>Students will be able to:</i> Identify characteristics of non-profit organizations in Latin America. Identify different family patterns of the Spanish speaking world. Compare different artistic movements in their own culture and Hispanic cultures. Describe water challenges / access in their communities and Spanish speaking community. Compare and contrast the struggles of women in political leadership across the globe.

Vocabulary Addressed

Students work on incorporating varied and appropriate vocabulary and idiomatic language. Vocabulary is introduced in the context of units introduced and recycled from previous years.

Structure for communication

As students approach the advanced level, they are expected to communicate across all time frames with accuracy and variety in grammar, syntax, and usage, with few errors. Their communication should be organized and incorporate transitional elements or cohesive devices.

Assessed Skills for Communication

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics, using appropriate media and adapting to various audiences of listeners, readers, or viewers

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.