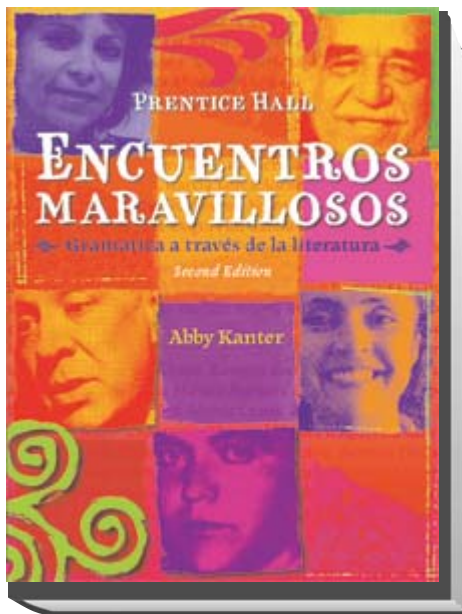


# Prentice Hall

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C O R R E L A T E D T O

Advanced Placement (AP) Spanish Language Course Objectives

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Correlated to:

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ADVANCED PLACEMENT (AP) SPANISH LANGUAGE COURSE OBJECTIVES	Encuentros maravillosos: Gramática a través de la literatura © 2011
<b>The Course</b>	
<p>The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the <i>Standards for Foreign Language Learning in the 21<sup>st</sup> Century</i> (Communication, Cultures, Connections, Comparisons, and Communities). The Course is meant to be comparable to fifth and sixth semester (or the equivalent) college and university courses that focus on speaking and writing in the target language at an advanced level.</p>	
<p>It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam.</p>	
<b>AP Spanish Language Course and Exam</b>	
<b>Claims</b>	
<p>Claims “are statements we’d like to make about what students know, can do, or have accomplished” (Mislevy, Steinberg, and Almond, 2002).</p>	
<p>The Student who receives an AP grade of 3, 4, or 5 on the AP Spanish Language Exam has mastered-to a degree commensurate with the AP grade-the skills and knowledge required to receive credit for an advanced level (fifth and sixth semester or the equivalent) college or university Spanish language course</p>	
<ul style="list-style-type: none"> <li>The student has strong communicative ability in Spanish in the interpersonal, presentational, and interpretive modes.</li> </ul>	<p>6 (Expresandonos), 7 (Escuchar), 8 (Presentacion oral), 9 (Composicion dirigida #1-3), 26 (Expresandonos #1), 27 (Expresandonos #2-3), 28 (Escuchar), 29 (Presentacion escrita, Composicion dirigida), 34 (D), 52 (Expresandonos #1-3), 53 (Escuchar), 54 (Presentacion oral, Composicion dirigida #1-2), 74 (G), 80 (Expresandonos #1-3), 81 (Escuchar), 82 (Presentacion oral), 83 (Composicion dirigida #1-3), 92 (Composicion dirigida), 96 (Expresandonos #1-2), 97 (Escuchar), 98 (Presentacion escrita, Composicion dirigida #1), 99 (Composicion dirigida #2-3), 102 (D, E), 108 (D, E), 124 (Expresandonos #1-2, Escuchar), 125 (Presentacion escrita), 126 (Composicion dirigida #1-2), 145 (Expresandonos #1-2, Escuchar), 146 (Presentacion oral), 147 (Composicion dirigida #1-2), 160 (D), 166 (Expresandonos #1-3), 167 (Escuchar), 168 (Presentacion escrita, Composicion dirigida), 173 (D), 191 (Expresandonos #1-2), 192 (Escuchar), 193 (Presentacion oral, Composicion dirigida #1-2), 221 (Expresandonos #1), 222 (Expresandonos #2-3), 223 (Escuchar), 224 (Composicion dirigida #1-3), 249 (Expresandonos #1-2), 250 (Escuchar), 251 (Presentacion oral, Composicion dirigida #1-4), 278 (Escuchar),</p>

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<p>(Continued)</p> <ul style="list-style-type: none"> <li>The student has strong communicative ability in Spanish in the interpersonal, presentational, and interpretive modes.</li> </ul>	<p>(Continued)</p> <p>279 (Presentacion escrita, Composicion dirigida #1-2), 283 (Expresandonos #1-2), 288 (Expresandonos), 299 (Escuchar), 300 (Presentacion oral, Composicion dirigida), 308 (Expresandonos #1-2), 321 (Escuchar), 322 (Presentacion escrita), 323 (Composicion dirigida #1-3)</p>
<ul style="list-style-type: none"> <li>The student has a strong command of Spanish linguistic skills (including accuracy and fluency that support communicative ability</li> </ul>	<p>26 (Expresandonos #1), 27 (Expresandonos #2-3), 34 (D), 52 (Expresandonos #1-3), 80 (Expresandonos #1-3), 96 (Expresandonos #1-2), 102 (D), 108 (D), 124 (Expresandonos #1-2), 145 (Expresandonos #1-2), 166 (Expresandonos #1-3), 173 (D), 191 (Expresandonos #1-2), 221 (Expresandonos #1), 222 (Expresandonos #2-3), 249 (Expresandonos #1-2), 283 (Expresandonos #1-2), 288 (Expresandonos), 308 (Expresandonos #1-2), 320 (Expresandonos #1-2)</p>
<ul style="list-style-type: none"> <li>The student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.</li> </ul>	<p>4-5, 7 (Escuchar), 24-26, 28 (Escuchar), 48-49, 53 (Escuchar), 54 (Educacion para toda la vida), 78-79, 81 (Escuchar), 95-96, 97 (Escuchar), 120-123, 124 (Escuchar), 142-144, 145 (Escuchar), 164-165, 167 (Escuchar), 188-190, 192 (Escuchar), 216-220, 223 (Escuchar), 243-248, 250 (Escuchar), 274-276, 278 (Escuchar), 295-297, 299 (Escuchar), 315-319, 321 (Escuchar)</p>
<ul style="list-style-type: none"> <li>The student produces Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics and registers.</li> </ul>	<p>26 (Expresandonos #1), 27 (Expresandonos #2-3), 34 (D), 52 (Expresandonos #1-3), 80 (Expresandonos #1-3), 96 (Expresandonos #1-2), 102 (D), 108 (D), 124 (Expresandonos #1-2), 145 (Expresandonos #1-2), 166 (Expresandonos #1-3), 173 (D), 191 (Expresandonos #1-2), 221 (Expresandonos #1), 222 (Expresandonos #2-3), 249 (Expresandonos #1-2), 283 (Expresandonos #1-2), 288 (Expresandonos), 308 (Expresandonos #1-2), 320 (Expresandonos #1-2)</p>
<ul style="list-style-type: none"> <li>The Student acquires information from authentic sources in Spanish</li> </ul>	<p>4-5, 24-26, 48-49, 54 (Educacion para toda la vida), 78-79, 95-96, 120-123, 142-144, 164-165, 188-190, 216-220, 243-248, 274-276, 295-297, 315-319</p>
<ul style="list-style-type: none"> <li>The student is aware of some cultural perspectives of Spanish-speaking peoples.</li> </ul>	<p>80 (Expresandonos #2), 145 (Expresandonos #1)</p>

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<b>Evidence</b>	
Evidence comprises observable work products, which can be evaluated to substantiate intended claims (Mislevy, Almond, and Lukas, 2003)	
The successful Ap Spanish Language student can:	
<ul style="list-style-type: none"> <li>Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the Spanish-speaking world.</li> </ul>	7 (Despues de escuchar), 8 (Presentacion oral), 28 (Despues de escuchar), 29 (Presentacion oral), 53 (Despues de escuchar), 54 (Presentacion oral), 81 (Despues de escuchar), 97 (Despues de escuchar), 98 (Presentacion escrita), 125 (Despues de escuchar, Presentacion escrita), 146 (Despues de escuchar, Presentacion oral), 167 (Despues de escuchar), 168 (Presentacion escrita), 192 (Despues de escuchar), 223 (Despues de escuchar), 224 (Presentacion escrita), 250 (Despues de escuchar), 251 (Presentacion oral), 278 (Despues de escuchar), 279 (Presentacion escrita), 299 (Despues de escuchar), 300 (Presentacion oral), 321 (Despues de escuchar), 322 (Presentacion escrita)
<ul style="list-style-type: none"> <li>Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world.</li> </ul>	<i>Opportunities to address this standard can be found on the following pages:</i> 27 (Expresandonos #2), 52 (Expresandonos #1), 80 (Expresandonos #1, 3), 96 (Expresandonos #1-2), 145 (Expresandonos #1)
<ul style="list-style-type: none"> <li>Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.</li> </ul>	6 (Preguntas de discusion #1, 3, 6), 26 (Preguntas de discusion #3, 5), 80 (Preguntas de discusion #1-5), 96 (Preguntas de discusion #1-5), 123 (Preguntas de discusion #1-2), 144 (Preguntas de discusion #1), 166 (Preguntas de discusion #1-3), 191 (Preguntas de discusion #1-2), 218 (Preguntas de discusion #1-2), 219 (Preguntas de discusion #3-4), 221 (Preguntas de comprension #1-4), 245 (Preguntas de discusion #1-5), 277 (Preguntas de comprension #1-9), 320 (Preguntas de discusion #1-3)
<ul style="list-style-type: none"> <li>Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue, with control of grammar and syntax.</li> </ul>	9 (Composicion dirigida #2), 29 (Presentacion escrita, Composicion dirigida), 54 (Composicion dirigida #1), 83 (Composicion dirigida #1, 3), 92 (B), 98 (Presentacion escrita, Composicion dirigida #1), 99 (Composicion dirigida #3), 125 (Presentacion escrita), 126 (Composicion dirigida #1), 147 (Composicion dirigida #1-2), 193 (Composicion dirigida #1-2), 224 (Presentacion escrita, Composicion dirigida #3), 279 (Presentacion escrita, Composicion dirigida #1), 300 (Composicion dirigida), 322 (Presentacion escrita), 323 (Composicion dirigida #1)

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<ul style="list-style-type: none"> <li>Describe, narrate, and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.</li> </ul>	8 (Presentacion oral), 54 (Presentacion oral), 147 (Presentacion oral), 166 (Expresandonos #1), 251 (Presentacion oral), 283 (Expresandonos #2), 300 (Presentacion oral), 320 (Expresandonos #2)
<ul style="list-style-type: none"> <li>Use information from sources provided to present a synthesis and express an opinion.</li> </ul>	51 (Preguntas de discusion #6), 96 (Preguntas de discusion #5), 123 (Preguntas de discusion #5), 218 (Preguntas de discusion #1), 298 (Preguntas de discusion #4)
<ul style="list-style-type: none"> <li>Recognize cultural elements implicit in oral and written texts.</li> </ul>	144 (Preguntas de discusion #4), 147 (Composicion dirigida #2), 247 (Preguntas de discusion #1)
<ul style="list-style-type: none"> <li>Interpret linguistic cues to infer social relationships.</li> </ul>	5 (Preguntas de comprension #11)
<ul style="list-style-type: none"> <li>Communicate via formal and informal written correspondence.</li> </ul>	83 (Composicion dirigida #2), 251 (Composicion dirigida #1-3)
<ul style="list-style-type: none"> <li>Initiate, maintain, and close a conversation on a familiar topic.</li> </ul>	27 (Expresandonos #2), 52 (Expresandonos #1), 80 (Expresandonos #1, 3), 82 (Presentacion oral), 96 (Expresandonos #1-2), 145 (Expresandonos #1)
<ul style="list-style-type: none"> <li>Formulate questions to seek clarification or additional information.</li> </ul>	96 (Expresandonos #1)
<ul style="list-style-type: none"> <li>Use language that is semantically and grammatically accurate according to a given context.</li> </ul>	26 (Expresandonos #1), 27 (Expresandonos #2-3), 34 (D), 52 (Expresandonos #1-3), 80 (Expresandonos #1-3), 96 (Expresandonos #1-2), 102 (D), 108 (D), 124 (Expresandonos #1-2), 145 (Expresandonos #1-2), 166 (Expresandonos #1-3), 173 (D), 191 (Expresandonos #1-2), 221 (Expresandonos #1), 222 (Expresandonos #2-3), 249 (Expresandonos #1-2), 283 (Expresandonos #1-2), 288 (Expresandonos), 308 (Expresandonos #1-2), 320 (Expresandonos #1-2)
<ul style="list-style-type: none"> <li>Course content should reflect a wide variety of academic and cultural topics (the arts, history, current events, literature, culture, sports, etc.). Materials should include authentic resources in the form of recordings, films, newspapers, and magazines.</li> </ul>	6 (Preguntas de discusion #3), 8 (Conexiones), 54 (Educacion para toda la vida), 147 (Culturas), 219 (Preguntas de discusion #3), 224 (Conexiones), 277 (Preguntas de discusion #4), 300 (Comparaciones, Composicion dirigida), 320 (Preguntas de discusion #5)
<ul style="list-style-type: none"> <li>The course seeks to develop integrated language skills that are useful in themselves and that can be applied to various activities and disciplines rather than a mastery of any specific subject matter. Training in integrating language skills and in synthesizing written and aural materials must be an integral part of the AP Spanish Language course.</li> </ul>	6 (Preguntas de discusion #3), 219 (Preguntas de discusion #3), 224 (Conexiones), 277 (Preguntas de discusion #4), 300 (Comparaciones, Composicion dirigida), 320 (Preguntas de discusion #5)

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