

AP Spanish Language and Culture Syllabus

Course Description

Our online AP Spanish Language and Culture course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century.

The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish.

The course is based on the six themes required by the College Board, namely,

1. Global challenges
2. Science and technology
3. Contemporary life
4. Personal and public identities
5. Families and communities
6. Beauty and aesthetics

The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their own opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

Course Objectives

After completing this course, students will be able to:

- Listen, read, understand, and interpret a wide-variety of authentic Spanish-language materials and sources.
- Demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish.
- Gain knowledge and understanding of the cultures of the Spanish-speaking world.
- Use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts.
- Develop insight into the nature of the Spanish language and its culture.
- Use Spanish to participate in communities at home and around the world.

Prerequisites

The AP Spanish Language and Culture course is a college level course. The intensity, quality, and amount of materials can be compared to that of a third-year college course. Before taking this course, students should have the Spanish proficiency equal to this level and be prepared to dedicate sufficient time and effort required by this course.

Course Organization

Each unit of the course focuses on a unit theme which is then further broken down into sub-topics. The content and discussion points for each unit are based on the six themes and incorporate authentic print, audio or audiovisual sources. Within each theme, students work on all aspects of communication: listening, speaking, reading, and writing. Activities practice the three modes of communication: interpretive, interpersonal and presentational. The activities for each unit consist of discussions, oral and written submissions, vocabulary practices, grammar presentations and practices, culture presentations, assessments, and AP-related test practices. Student progress is continually assessed based on frequent writing and speaking assignments which are graded according to the AP guidelines. In addition, a final assessment is given at the end of each unit. The course also contains several AP exam practices or mock exams to get students used to the format of the test. Although this course is completely online, you will have a teacher who will be available to answer any questions you might have regarding the course and the content. The teacher will also correct your assignments (your audio and essay submissions) and will provide feedback and suggestions for improvement.

Interpretive Communication – Audio and Audio-visual

Students will have frequent opportunities to develop their interpretive communication skills. Each unit provides the opportunity for students to listen to several authentic audio, visual, and audiovisual materials. Activities include listening to radio and news broadcasts, monologues and conversations about themed topics, and other interesting audio or video clips. Students will be required to respond to these materials either orally or in writing. Their comprehension will be assessed through their accuracy in their notes, quality of personal response/reaction, and/or degree of correctness to specific questions and quizzes.

Various audio, visual and audiovisual sources are taken from these example websites (included but not limited to the following):

<http://mexico.cnn.com>

<http://msnlatino.telemundo.com>

<http://www.lanacion.cl>

<http://www.prensalibre.com>

<http://www.univision.com/>

Example Assignments (included but not limited to):

- Students listen to authentic audio, visual, and audiovisual sources and answer questions which require them to synthesize the information provided.
- Students participate in an online virtual tour of a museum from a Spanish-speaking country. Students prepare a summary of the information presented to them and discuss the works of art that they found most interesting.
- Students listen to recorded conversations and discourses and answer comprehension questions about their main ideas and significant details.
- Students interpret charts and graphs and determine the important details from them.
- During each unit students complete assignments identical to the interpretive communication section of the AP Spanish Language and Culture test.

Interpretive Communication - Text

Students will have frequent opportunities to develop their interpretive communication skills. Not only will students be exposed to multiple authentic written texts within the course, but students will also be directed to the Internet to read additional authentic materials. These materials include newspaper and magazine articles, literary texts, themed readings, and other nontechnical writings. Students will be required to respond to these written materials either orally or in writing. Their comprehension will be assessed through their accuracy in their notes, quality of personal response/reaction, completeness of interpretations and/or degree of correctness to specific questions and quizzes.

Various written sources are taken from these example websites (included but not limited to the following):

<http://www.hoy.com.ec>

<http://www.lanacion.cl>

<http://elpais.com>

<http://www.eluniversal.com.mx/noticias.html>

<http://www.prensalibre.com>

Literature Readings (included but not limited to the following):

- Vieja canción española: “Los maderos de San Juan”
- Un villancico tradicional: “Letanía para pedir posada”
- Nicolás Guillén: “Sensemaya”
- Pablo Neruda: “Poema 20”

Example Assignments (included but not limited to):

- Students read a variety of print sources (articles, essays, literary pieces, etc.) and
 - write personal response papers
 - synthesize their main ideas, and write a variety of formal essays
 - participate in vocabulary-building activities
 - answer comprehension questions about main ideas and significant details

- provide summaries of key information
- During each unit students complete assignments identical to the interpretive communication section of the AP Spanish Language and Culture test.

Interpersonal and Presentational Communication - Spoken

In each unit, students will have frequent speaking opportunities, via synchronous online sessions and recordings of mock conversations in the program, to develop their speaking skills in a variety of settings, types of discourse, topics, and registers. Students are regularly asked to participate in spontaneous conversations that involve discussions of cultural comparisons. In addition, students are frequently asked to respond to specific prompts, to provide their reactions, thoughts, and opinions about various authentic written or audio sources, and to prepare oral presentations. Finally, during each unit students complete assignments identical to the interpersonal and presentational speaking sections of the AP Spanish Language and Culture test.

Example Speaking Topics (included but not limited to):

- Participa en una conversación sobre la identidad personal.
- Participa en una conversación sobre las familias y las comunidades.
- Describe el sistema educativo de tu comunidad. Identifica algunos problemas y provee algunas posibles soluciones.
- ¿Qué es lo que ayuda a formar la identidad personal de un individuo? ¿Qué te ha ayudado a ti a formar tu identidad?
- Imagina que eres una persona muy famosa y exitosa. Te están entrevistando en una estación de radio. ¿De dónde viene la confianza en ti mismo? ¿Cómo has logrado el éxito? ¿Qué le aconsejarías a alguien que quiere seguir tus pasos?
- Describe alguna tradición de otro país que te interese. Explica cómo pueden ayudar las tradiciones a fortalecer los valores sociales dentro de la familia y la comunidad.
- Prepara una presentación oral: Te han pedido que des un discurso para animar a los estudiantes de tu escuela a ser mejores ciudadanos. Incluye la siguiente información en tu discurso: (1) Qué valores se están perdiendo en nuestra sociedad. (2) Cómo podemos revivir esos valores sociales. (3) Por qué son importantes los valores sociales.
- Prepara una presentación oral: Da un resumen de un artículo en tu periódico local.

Interpersonal and Presentational Communication - Written

Students will have regular and frequent opportunities to develop their written interpersonal and presentational communication skills. Writing assignments and assessments make up a significant portion of the final grade. Each unit provides students with opportunities to respond in writing to a variety of topics using different writing styles and to a variety of audiences. Such activities include, but are not limited to, responding to authentic written and audio materials, writing summaries and reports, making journal entries, and writing informal emails/letters and formal essays. In addition, students also participate in threaded discussions via the online discussion board. Each unit presents a

new topic for the students to discuss. Finally, during each unit students complete assignments identical to the interpersonal and presentational writing sections of the AP Spanish Language and Culture test.

Example Writing Topics (included but not limited to):

- Eres escritor para el periódico de tu escuela. Te han pedido que escribas un artículo sobre la depresión. ¿Qué es la depresión? En tu opinión, ¿cuáles son algunos factores que contribuyen a la depresión? ¿Es verdaderamente algo por lo que nos debemos de preocupar? ¿Qué consejos o sugerencias le darías a uno de tus amigos que sufre de depresión para que se sienta mejor? (Evita usar información demasiado personal o nombres de personas específicas.)
- En un ensayo formal, define la estructura familiar y cómo ha cambiado a través del tiempo. Haz una comparación de tu propia familia.
- Escríbele una carta al presidente municipal de tu comunidad en cuanto a la educación. Menciona los buenos puntos de la educación pública y provee algunas sugerencias para mejorar el sistema educativo en tu comunidad.
- En tu clase de debate, el profesor les ha dado la asignación de preparar un argumento basado en lo siguiente: Algunos piensan que los uniformes del colegio son la mejor opción para que haya más uniformidad entre los estudiantes. Otros están en contra de la idea porque la vestimenta es como los jóvenes muestran su creatividad e individualidad. ¿Qué piensas tú? ¿Cuál es tu razonamiento? ¿Te gustaría llevar uniforme? ¿Por qué sí o no? ¿Crees que la percepción de belleza y creatividad de uno mismo se relaciona a la manera de vestir de una persona?
- Escribe un reporte presentando información esencial sobre un país hispano que escojas. Luego describe una ciudad que te gustaría visitar en ese país y las razones por las cuales te gustaría visitarlo.
- ¿Qué es lo que une a una comunidad? ¿Por qué es importante mantener vivas y compartir las tradiciones culturales? El ensayo persuasivo debe incorporar las tres fuentes de información y tu propio punto de vista.
 - *Gauchos, caballos y churros*
 - *Haitianos al rescate de tradiciones*
 - *Tradiciones y valores: El Día de Reyes* (audio)

Unit Activities

The course contains certain activities, practices, and assessments that are repeated throughout each unit as detailed below.

- Students write several paragraphs and/or forum posts in which they respond to and interact with the teacher and other students.
 - The various prompts (related to one of the six themes) ask students to analyze a specific aspect of a theme, make cultural comparisons, and comment on the posts of other students.
 - Example topics include (but are not limited to) the following:
 - ¿Cómo se relaciona la foto de los superhéroes que aparecen en el artículo a la autoestima y al contenido del artículo? Describe brevemente los resultados del estudio.

- ¿Qué menciona el Dr. Eric Kandel sobre lo que pasa cuando te enamoras de una pintura u obra de arte? ¿A qué lo compara?
 - ¿Cuáles son algunos de tus estilos de arte favoritos y por qué te gustan esos estilos?
 - En tres oraciones resume lo que aprendiste en el video. Adicionalmente, contesta la siguiente pregunta: ¿Cuáles son algunas tradiciones que practicas con tu familia?
 - En tu opinión, ¿por qué la tecnología puede afectar nuestras relaciones y qué puedes hacer para que esto no ocurra?
- Students record themselves speaking in Spanish. The teacher listens to and provides feedback on all the recordings.
 - Students respond to prompts/authentic resources where they are asked to express their thoughts and opinions about various topics.
 - Students provide oral summaries and interpretations of various authentic audio, visual, and audio-visual resources.
 - Students engage in interpretive communication through regular activities based on podcasts, maps, charts, and photographs. They are challenged to convey that they have captured main ideas and significant details of various types of texts.
 - Students give oral presentations about various themes and topics.
 - Students understand and synthesize information from a variety of authentic written and print resources.
 - Example Resources (included but not limited to):
 - www.hoy.com.ec
 - www.bbc.co.uk/mundo/temas/America_latina
 - Sample activities include:
 - complete activities that mirror the interpretive, interpersonal, and presentational sections of the AP Spanish Language and Culture test
 - respond to forum prompts provided by the teacher or other students
 - write summaries
 - write essays
 - provide personal response and interpretation of material
 - answer multiple-choice comprehension questions
 - write emails
 - prepare and give oral presentations
 - complete activities where new vocabulary can be reinforced
 - Students understand and synthesize information from a variety of authentic audio and video recordings.
 - Example Resources (included but not limited to):
 - <http://vidayfamilia.univision.com/>
 - <http://cnnspanol.cnn.com>
 - Sample activities include:

- complete activities that mirror the interpretive, interpersonal, and presentational sections of the AP Spanish Language and Culture test
 - respond to forum prompts provided by the teacher or other students
 - write summaries
 - write essays
 - provide personal response and interpretation of material
 - answer multiple-choice comprehension questions
 - write emails
 - prepare and give oral presentations
 - complete activities where new vocabulary can be reinforced
- Students make comparisons between and within languages and cultures.
 - Students discuss similarities and differences between practices and products of their home culture and Spanish-speaking cultures, and how they might reflect different cultural perspectives.
 - Posadas
 - Torres humanas
 - Los gestos
 - Los bailes hispanos
 - Las tapas
 - Students discuss similarities and differences between their home culture and cultures of Spanish-speaking countries.
 - Students watch authentic news broadcasts from different areas of the Spanish-speaking world and discuss cultural and linguistic differences.
- Students use Spanish in real-life settings.
 - Students attend (in person or by viewing online) lectures, film nights, performances or other cultural events conducted in Spanish.
 - Students read and write summaries from current articles in Spanish newspapers.
 - Students listen to authentic Spanish songs, videos, and podcasts.
 - Students make a regular schedule for conversing in Spanish with native Spanish speakers (in the Intermediate to Advanced ranges), gathering information from authentic sources, and participating in cultural events of Spanish-speaking communities. They check in regularly with their teacher to report on their progress and adherence to the schedule.
- Students read passages from “AP Spanish Preparing for the Language Examination”
 - Students become familiar with and practice the various question types found on the AP Test.
- Students synthesize and analyze information gleaned from podcasts, songs, film, online interviews, video clips, montages, artwork and photos.
 - Sample activities include:
 - respond to forum prompts provided by the teacher or other students

- write summaries
 - write comparative essays
 - provide personal response and interpretation of material
 - answer multiple-choice comprehension questions
 - write emails
 - prepare and give oral presentations
- Students practice speaking through the weekly “Collaborate” sessions where students and teacher meet online as a class.
 - Students interact spontaneously as well as more formally in Spanish with other students and with the teacher.
 - The teacher reviews and practices important concepts from the course.
 - Students are able to give oral presentations to other students.
 - Students review and practice grammar with various grammar activities and exercises where they use verbs/grammatical structures in context.
 - Games and activities practice specific grammatical concepts.
 - Teachers evaluate students’ use of grammar in speaking and writing assignments, presentations, and essays.
 - Students take frequent assessments throughout each unit. Each unit contains a variety of assessments which include:
 - vocabulary and grammar assessments
 - reading comprehension assessments
 - listening comprehension assessments
 - computer-graded language practices
 - a unit test
 - teacher-graded speaking and writing assessments
 - These teacher-graded assessments include the grading, review, and feedback by the teacher of the interpersonal speaking and writing tasks, the presentational speaking and writing tasks, and other essay and audio submissions.
 - There is also a cumulative semester midterm and final exam for each semester.

Addressing the Six Themes

The content for each unit focuses on the six themes required by the College Board. Each theme is explored through multiple sub-topics as students have the opportunity to practice their interpretive, interpersonal, and presentational modes of communication within each theme.

1. Contemporary Life

- Social networks and happiness
- Improving quality of life
- Traditions and social values

- Travel and becoming familiar with other cultures
- Volunteer work
- Interpersonal relationships

Discussion Prompt:

- Students discuss health and well-being and the potential influence that technology may have on one's happiness, based on a variety of audio and print sources.

Example Resource (included but not limited to):

- <http://mexico.cnn.com/salud/2012/04/14/como-evitar-que-la-tecnologia-domine-y-arruine-tus-relaciones>

2. Personal and Public Identities

- Self-esteem
- Adolescent depression
- Personal beliefs
- National identity and ethnic identity
- Alienation and assimilation
- Heroes and historical figures

Writing Prompt:

- Students write their autobiographies and discuss how various events in their life helped to form their self-esteem, personal beliefs and values.

Example Resource (included but not limited to):

- <http://cnnespanol.cnn.com/2012/10/08/dime-que-superheroe-te-gusta-y-te-dire-que-tanta-autoestima-tienes/>

3. Families and Communities

- Changing family structure in Latin America
- Educational communities
- Traditions
- Preserving heritage
- Connecting through the Internet
- Spanish-speaking communities around the world

Writing Prompt:

- Students investigate developments in city life over time by researching online sources.

Example Resource (included but not limited to):

- <http://www.oaxaca.gob.mx/?p=15436>

4. Global Challenges

- Population and demographics
- Socialism in Latin America
- Social welfare
- Social conscience
- Religious thought
- Philosophy

Discussion Prompt:

- Students discuss the impact of the economy and socialism in Latin America, based on readings and audio excerpts within the unit.

Example Resource (included but not limited to):

- <http://www.voanoticias.com/content/venezuela-libertades-economicas-crisis-expropiaciones/1512828.html>

5. Science and Technology

- Technology and politics
- Access to and effects of technology
- Finding love online
- Protecting yourself online
- Technological innovations in Latin America

Discussion Prompt:

- Students discuss the social impact of new communications technologies based on current news sources.

Example Resource (included but not limited to):

- <http://www.voanoticias.com/content/hispanos-estados-unidos-consumo-digital-tecnologias-gadgets-aplicaciones/1447484.html>

6. Beauty and Aesthetics

- Definitions of beauty
- Definition of creativity
- Fashion in Latin America
- Anorexia in Argentina
- Style in food and cooking
- Beauty in architecture and art

Discussion Prompt:

- After viewing an online documentary and studying advertisements for clothing and weight-loss products, students discuss the impact of advertising on conceptions of beauty and body image.

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Example Resource (included but not limited to):

- <http://www.dove.com.mx/es/Tips-temas-y-herramientas/Videos/default.aspx> (el video Evolución)

AP Spanish Language & Culture Scope and Sequence

Semester 1				
Unit	Unit Theme	Unit Topics	Grammar	Culture, History, and Literature
1	Personal Identity	Self-Image Personal Interests Personal Beliefs	Present Tense- (Regular/ Irregular) <i>Gustar</i> & Other Verbs <i>Ser</i> vs. <i>Estar</i> with Adjectives Possessives Demonstratives	<i>Las posadas</i> Spanish in Africa
2	Families and Communities	Family Structure Customs and Values Education Communities	Progressive Tenses Preterite Imperfect Preterite vs. Imperfect	<i>Tapas</i> Movie Ratings in Other Countries History: <i>Dictadura de Francisco Franco</i> Literature: <i>Don Quijote</i>
3	Beauty and Aesthetics	Beauty and Creativity Fashion and Design Language, Literature, and Architecture	Pronominal Verbs (reflexive, reciprocal) <i>Por</i> vs. <i>Para</i> Pronouns (object, subject) Double object pronouns	African influence in Latin America (food, dancing, vocab, etc.) <i>Garifunas</i> of Central America <i>El arte de Diego Rivera</i> Literature: <i>Sensemayá</i> (Nicolás Guillén)
Midterm and AP Spanish Exam Practice				
4	Contemporary Life	Relationships Lifestyles Social Customs and Values	Present Subjunctive Noun Clauses Adjective Clauses Adverbial Clauses	Monarchy in Spain <i>Torres humanas</i> History: <i>Cortés, la malinche, y la bandera de México.</i> Literature: <i>Don Quijote</i>
5	The Family and its Interaction with the World	Social Networking Human Geography Global Citizenship	Indirect Commands Direct Commands Present Perfect Indicative (regular / irregular) Present Perfect Subjunctive.	Gestures <i>El tren de las nubes</i> Literature: <i>Poema 20</i> (Pablo Neruda)

Semester 1 (continued)				
Unit	Unit Theme	Unit Topics	Grammar	Culture, History, and Literature
6	Global Challenges	Population and Demographics Economic Issues Environmental Issues	Future - with probability Conditional -with probability Prepositions Relative pronouns	Cuba: Cars, Embargo, and Rafts <i>Nazca Lines</i> History: Che Guevara (early life) Literature: <i>Don Quijote</i>
Final Exam and AP Exam Practice				
Semester 2				
7	Science and Technology	Access to Technology Effects of Technology on Self and Society Innovations	Past Subjunctive Noun Clauses Adjective Clauses Adverb Clauses	Political Party Structure in Mexico History of the Mexican flag Literature: <i>Quiroga</i>
8	Life Outside of Work	Travel and Leisure Entertainment Volunteerism	Passive Voice (<i>ser</i>) Passive <i>se</i> Unintentional <i>se</i> <i>Haber</i> & Perfect Tenses (including subjunctive)	Mexican Candy Velazquez: <i>Auto-retrato</i> Literature: <i>Sor Juana</i> Literature: <i>Don Quijote</i>
9	Social Development	Social Welfare Social Conscience Philosophical Thought and Religion	Hypothetical Situations (if/ then) Past Participles (<i>ser, estar, haber</i>) Diminutive & Augmentatives Comparatives & Superlatives	<i>Bailes hispanos: cumbia, salsa, y merengue</i> Literature: <i>Los maderos de San Juan</i> Literature: <i>Las cartas de Cristobal Colón</i>
Midterm and AP Spanish Exam Practice				
10	Public Identity	Heroes and Historical Figures National and Ethnic Identities Alienation and Assimilation	Gerunds/Infinitives Another Compound Form Indicative vs. Subjunctive Review of Tenses & Moods	Mexican Restaurant/ Kitchen History: Cuba (Bay of Pigs) Hisotry: Puerto Rico (Guantanamo Bay) Literature: <i>Don Quijote</i>
AP Exam Practice				
Final Projects				
Final Exam				