

## AP® Spanish Language and Culture

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

To support building communicative proficiency, students sign the *Palabra de honor*, adapted from the that used by Middlebury College, which requires that students speak the target language exclusively: between them and me and among themselves, at all times and for the all purposes while in class and beyond.

### Organization

The course is divided into thematic units that are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the units of study, and activities are directed with those connections in mind. It is assumed that have previously been exposed to advanced language structures in courses leading up this course; however, review of mechanics is done within the contextual framework of each unit as needed.

### Real-life Language and Culture

Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences. These experiences can be achieved in many ways including, not limited to, field trips, attending an exhibit, musical or play in Spanish; preparing an authentic recipe while following directions in Spanish; regular correspondence through email, Facebook or Skype with heritage speakers in a Spanish-speaking country; following current events on a Spanish-language television channel; visiting area businesses and learning about opportunities with Spanish; etc. Students must provide acceptable evidence of their engagement in their *Language and Culture Portfolios*.

In addition, students serve as tutors for students studying in the lower levels of Spanish at the high school and middle school. These activities help students learn early on that their ability to use Spanish for real-life communication in the community has value.

### Unidades temáticas, comunicación y cultura:

These units are organized and based on the themes, recommended contexts, and essential questions of the Curriculum Framework. They focus on integrating the six primary learning objectives of effective communication as students prepare for the AP® Spanish Language and Culture Exam in May.

Culture is central to content as we explore products, practices, and perspectives of various countries. Students are guided to develop deeper understanding of what the people of a particular culture believe and how they view the world. They also make constant comparisons between Spanish-speaking communities of the world and their own home culture in preparation for the presentational speaking exam task.

Although the syllabus is structured to study one thematic unit at a time, we are integrating aspects of many themes while exploring real life. The six themes are inherently connected; they do not exist in isolation. The interwoven nature of the themes becomes more obvious as we use the Internet to delve into everyday world events and news through Spanish language newspapers and Web sites of organizations and foundations.

### **Basic Unit Design**

The organization of this syllabus is based on TEMAS, a new program from Vista Higher Learning. TEMAS is built on authentic resources that provide the major content of the thematic units and contexts. It also presents students with a plethora of cultural content through which they will explore products, practices, and perspectives of the Spanish-speaking world. TEMAS will be the primary resource for this course as it is written and aligned in concert with the Curriculum Framework.

All units begin with *Preguntas esenciales* and are structured to include six contextual lessons, each reflecting a recommended context of the Curriculum Framework. Units are designed to start and end with essential questions.

#### **Each contextualized lesson or *Contexto* includes:**

- *Puntos de partida* to activate prior knowledge and get students thinking about the context
- Authentic *Lecturas* that include all genres, as well as maps, tables and graphs – Each is preceded by a *Desarrollo de vocabulario* contextualized vocabulary preparation activities, a *Sobre la lectura* information section, *Estrategias* for reading, *Antes de leer* and *Después de leer* activities and assessments that present students with multiple opportunities to develop their interpretive, interpersonal, and presentational communication skills. Most authentic materials are accompanied by authentic photos and other graphics supporting comprehension.
- Authentic *Audios* that include interviews, narratives, and news reports –Each is preceded by a *Palabras clave* contextualized vocabulary preparation activities, an *Introducción* information section, *Estrategias* for listening, *Antes de escuchar*, *Mientras escuchas* and *Después de escuchar* activities and assessments that present students with multiple opportunities to develop their interpretive, interpersonal, and presentational communication skills.
- *Conexiones culturales*, with more authentic resources and Web sites for students to explore the context from the perspective of various Spanish-speaking communities of the world. A very important element of each of these sections is a
  - *Presentación oral: comparación cultural* activity that mirrors the new task on the exam itself and gives students a plethora of tools for comparing various aspects of target language communities and their own home community. These sections are rich in visuals to provide an even greater look into the culture.

In addition, each thematic unit or Tema includes:

- *Léxico* sections that present students with thematic vocabulary appropriate to the context studied, through a meaningful, contextualized process.
- *Estructuras* sections integrated appropriately to reinforce challenging grammatical structures encountered within the authentic readings and audios, and taught in meaningful contexts.
- *Ortografía y puntuación* sections that provide students with explanations and practice activities.
- *Cinemateca* – A *cortometraje* that presents students with an authentic audiovisual resource synthesizing the unit theme. Each includes: *Estrategias*, *Palabras clave*,
  - *Sobre el corto*, *Antes de ver*, *Mientras miras* and *Después de ver* activities and strategies that aid in comprehension and provide opportunities for practicing all modes of communication as students make connections to the theme.
  - *A final*, *Integración del tema*, *ENSAYO* section where students return to the *Preguntas esenciales*, think more deeply about the theme and topics explored, and research as necessary, in preparation for writing an *ensayo*. There is a different type *ensayo* per theme such as: *Ensayo de comparación*, *Informe de investigación*, *Ensayo narrativo*, *Ensayo argumentativo*, and *Ensayo de opinión*.
  - Each *ensayo* includes the essential questions, an *Antes de escribir*, *Escribir el borrador*, and *Escribir la versión final* section, as well as *Estrategias* appropriate to the *ensayo* genre.

### **Exam Work Text:**

To provide more authentic resources and practice with the tasks for the AP Spanish Language and Culture Exam in May, we will also use the following test preparation work text:

Frisancho, Jorge, *\*AP Spanish Language and Culture Exam Preparation*, VistaHigher Learning, 2014

I will use the advanced organizers to search by Tema/Contexto, while also considering where my students need more practice with Primary Learning Objectives and exam tasks, as needed throughout the thematic units.

# **1. Families and Communities/ *Las familias y las comunidades***

**Essential Questions:**

- ¿Cómo se define la familia en distintas sociedades?
- ¿Cómo contribuyen los individuos al bienestar de las comunidades?
- ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades en el mundo?

**Learning Targets:**

- 1 Students will be able to discuss family life in the United States and in Spanish-speaking countries.
- 2 Students will be able to formulate ways in which an individual can affect a community.
- 3 Students will be able to discuss similarities and differences in the roles of communities and families in the United States and in Spanish-speaking countries..

<b>Interpersonal Spoken</b>	<b>Interpersonal Written</b>	<b>Interpretive Spoken</b>	<b>Interpretive Written</b>	<b>Presentational Spoken</b>	<b>Presentation Written</b>
Students will discuss in small group format on how traditions and values are elements of a culture that can be closely related and how both are transmitted from one generation to the next.	Students will explore their own cultural practices and perspectives to recall, recycle and build on communication skills. Students will conduct research house rules from their peers. They will then create a chart or graph and discuss the results.	Students will read and listen to authentic sources and discuss their views on what they have read or heard.	Students will read an article presenting an opposing point of view on their assigned technological or scientific advancement. Students will analyze the article and compare perspectives presented in the video and podcast with the perspectives presented in the article. Students will read and analyze the article Baden-Württemberg: Land des Autos.	Students will work in pairs to present how individuals are affecting positive change in their communities. This will be research-based and will reflect a culture of a Spanish-speaking country. Students will use Prezi to present to the class..	Students will compose a 250-word essay in which they discuss how a decision they made caused tensions in the family. They will discuss their motives for the decision, whom was affected, how they reacted and how the situation was resolved.
<b>Learning Objectives</b>					
The student states and supports opinions in oral interactions. The student demonstrates knowledge and understanding of content across disciplines.	The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations. The student elicits information and clarifies meaning by using a variety of strategies.	The student demonstrates comprehension of content from authentic audiovisual resources. The student understands the purpose of the message and the point of view of the author.	The student examines, compares and reflects on products, practices, and perspectives of the target culture. The student demonstrates critical reading of written and print resources.	The student retells or summarizes information in narrative form, demonstrating a consideration of audience. The student creates and gives persuasive speeches.	The student produces expository writing, including research reports. The student self-edits written work for content, organization, and grammar.

## **2. Science and Technology/ *La ciencia y la tecnología***

**Essential Questions:**

- ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?
- ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?
- ¿Qué papel cumple la ética en los avances científicos?

**Learning Targets:**

- 4 Students will be able to define progress.
- 5 Students will be able to formulate an opinion on the world they inhabit in relation to technological advances.
- 6 Students will be able to discuss Both negative and positive impacts of technology on their world.

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentation Written
<p>Students will answer a series of question: ¿Qué harías diferente si supieras que...</p> <ol style="list-style-type: none"> <li>1. nunca morirás?</li> <li>2. Vas a morir en un año?</li> <li>3. Vivirás hasta tener cien años de edad?</li> <li>4. Tu éxito en el future no tundra nada que ver con la escuela?</li> <li>5. Tienes la oportunidad de cambiar el mundo para mejorarlo?</li> </ol>	<p>Students will write a letter to themselves that they can reread in two years. In it, they will discuss their philosophy about appropriate use of technology, warn themselves of their own tendencies to overuse certain devices, and a list of personal goals to maintain healthy habits.</p>	<p>Students will read “Google, un medico virtual no aconsejable,” and discuss the role of pharmacies in the United States and Bolivia.</p>	<p>Students will write an analysis of the story <i>Nosotros, no</i> by José Bernardo Adolph. Students will choose two topics from a list to explain the perspective from the story and then present a solid argument to show their own opinions about the same themes.</p>	<p>Students read the Conexiones culturales from page 127 of <i>TEMAS</i>. Using the iPad, students will record a presentation in which they discuss the natural phenomena that occur in their region compared to some Spanish-speaking region with which they are familiar.</p>	<p>Using the essential questions from the beginning of the unit, students will write a research essay about some aspect of the theme.</p>
<b>Learning Objectives</b>					
<p>The student states and supports opinions in oral interactions. The student demonstrates knowledge and understanding of content across disciplines.</p>	<p>The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations. The student elicits information and clarifies meaning by using a variety of strategies.</p>	<p>The student demonstrates comprehension of content from authentic audiovisual resources. The student understands the purpose of the message and the point of view of the author.</p>	<p>The student examines, compares and reflects on products, practices, and perspectives of the target culture. The student demonstrates critical reading of written and print resources.</p>	<p>The student retells or summarizes information in narrative form, demonstrating a consideration of audience. The student creates and gives persuasive speeches.</p>	<p>The student produces expository writing, including research reports. The student self-edits written work for content, organization, and grammar.</p>

### **3. Beauty and Aesthetics/*La belleza y la estética***

**Essential Questions:**

- ¿Cómo se establecen las percepciones de la belleza y la creatividad?
- ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?
- ¿Cómo las artes desafían y reflejan las perspectivas culturales?

**Learning Targets:**

1. Students will be able to discuss perceptions of beauty and creativity are established in a culture.
2. Students will be able to compare and contrast stereotypes of their own culture vs. stereotypes of the Spanish-speaking world.
3. Students will be able to talk about how the arts both challenge and reflect cultural perspectives.

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentation Written
<p>Students will discuss &lt;&lt;El concepto de lo estético a través de la historia.&gt;&gt; IN the quided discussion students will answer the following questions:</p> <ol style="list-style-type: none"> <li>1. ¿Qué aprendiste en esta lectura sobre la evolución del concepto de la belleza?</li> <li>2. ¿Qué información nueva te aportó este texto?</li> <li>3. Habla con un/a compañer/a sobre lo que más te llamó la atención de este artículo.</li> </ol>	<p>Students will write an email to Vargas Llosa in which they express their own opinions about the essay &lt;&lt;La literatura y la vida.&gt;&gt;</p>	<p>After reading a fragment of <i>Cien años de soledad</i> de Mario Vargas Llosa, students will discuss in small groups how a certain quote illustrates the aspect that Vargas Llosa points out.</p>	<p>After listening to the audio &lt;&lt;30 años de <i>Guernica</i>,&gt;&gt;, students will write an analytical essay. IN the essay they will discuss whether art is a reaction to or reflection of life, and what influence political circumstances and personal experiences have on artistic expression.</p> <p>The essay will include a thesis statement followed by paragraphs in which they explain various points using evidence from various sources to support their thesis.</p>	<p>Students will use the Internet to research basic information about designers from the list (or one that interests them):</p> <p>Cristóbal Balenciaga Manolo Blahnik Rubén Fontana Carolina Herrera Ágatha Ruíz de la Prada Ángel Sánchez Adolfo Domínguez Antonio Puig Castelló</p> <p>Students will present a multi-media presentation in which they discuss the designer’s origins, their area of accomplishment and their importance in the world of design.</p>	<p>Students will write a philosophical essay in which they analyze the questions: ¿Cómo se establecen las percepciones de la belleza en el individuo? Incluye estas parete en el ensayo:</p> <p>Una intorducción en la que decaras la tesis de tu ensayo y explicas por qué es importatnte la belleza y la estética en la vida.</p> <p>El cuerpo de información que apoya la tesis, que incluye: el desarrollo de tu análisis con razonamientos lógicos y evidencia del audio y de las otras Fuentes de este contexto.</p> <p>Una conclusion en la que: resumes tue tesis e efreces consejos para mirar la belleza del mundo.</p>
Learning Objectives					
<p>The students engage in the oral exchange of opinions and ideas and information in a variety of informal situations.</p>	<p>The students write informal correspondence in a variety of forms and media using appropriate forms and conventions.</p>	<p>Students demonstrate comprehension of content from authentic audio resources.</p>	<p>The students demonstrate comprehension of content from authentic written and print resources.</p>	<p>The students produce a variety of creative oral presentations.</p>	<p>The students produce a variety of creative scripts.</p>

## **4. Contemporary Life/*La vida contemporánea***

### **Essential Questions:**

- ¿Cómo definen los individuos y las sociedades su propia calidad de vida?
- ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea? ?
- ¿Cuáles son los desafíos de la vida contemporánea?

**Learning Targets:**

- Students will be able to identify and discuss personal quality of life issues related to culture.
- Students will be able to identify cultural products and practices.
- Students will be able to identify and discuss challenges faced in contemporary life.

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentation Written
<p>Students will discuss and analyze, as a class, anglicisms.</p> <p>Students listen to <i>Qué difícil es hablar el español</i> and will then analyze the lyrics (in print) to determine which anglicisms refer to which English words. Afterwards, they will investigate five other examples of anglicisms and share them with the class.</p>	<p>Students will identify a profession that interests them and write an email to a future employer to solicit employment.</p> <p>Students will write a reflective entry in which they explore the following theme:</p> <p>¿Cómo cambia tu comportamiento cuando estás con diferentes personas? Apunta qué personas o situaciones han provocado en ti cada emoción o actitud de la lista:</p> <p>seriedad, tontería, responsabilidad, competitividad, enfado, orgullo, vergüenza, rabia, honestidad, relajación, comodidad y felicidad.</p>				

**Learning Objectives**

<p>The student states and supports opinions in oral interactions.</p>	<p>The student writes informal correspondence in a variety of media using appropriate formats and conventions.</p> <p>The student elicits information and clarifies meaning by using a variety of strategies.</p> <p>The student initiates and sustains interaction during written interpersonal communication in a variety of media.</p>	<p>The student demonstrates comprehension of content from authentic audio resources.</p> <p>The student understands the purpose of the message and the point of view of its author.</p> <p>The student demonstrates an understanding of the features of target culture communities (e.g. geographic, historical, artistic, social, or political).</p>	<p>The student demonstrates comprehension of content from authentic written and print resources.</p> <p>The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</p> <p>The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.</p>	<p>The student creates and gives persuasive speeches.</p> <p>The student expounds on familiar topics and those requiring research.</p>	<p>The student produces a variety of creative writings (e.g., original story, personal narrative, script).</p> <p>The student demonstrates an understanding of the features of target culture communities (e.g. geographic, historical, artistic, social, or political).</p>
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## **5. Global Challenges/*Los desafíos globales***

### **Essential Questions:**

- ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?
- ¿Cuáles son los orígenes de esos desafíos?
- ¿Cuáles son algunas soluciones a esos desafíos?

**Learning Targets:**

- 1 The students will be able to form and express opinions on social issues of the day.
- 2 Students will be able to defend opinions against those of dissenting opinions.

Interpersonal Spoken	Interpersonal Written	Interpretive Spoken	Interpretive Written	Presentational Spoken	Presentation Written
Students will discuss possible solutions to improve the lives of older citizens.	Students will write an email to their grandchildren describing the changes they have observed in the environment and how those changes have affected their native city.	In pairs, students will investigate the situation of a Spanish-speaking capital. Students will gather information on the following to share with the class: crime rate, most common crimes, if the rate has increased or decreased, other problems of the city, graphics that support their discoveries.	Students will write a journalistic article based on <<La desglaciación de la cordillera andina,>> in which they describe what is happening and how it affects the people of Perú, why the glaciers are melting including data about the rapidity with which this is occurring , and explain the religious implications of the loss of glaciers.	Students will investigate an international company of their choosing. Their presentation will include background information of the company and how its business has affected the world, both positive and negative.	This will be the culmination of a series of activities in which each member of the class will solicit a microloan for a project to improve a rural area, elaborate on the proposal and then review all proposals to choose one to be supported. After this process, students will write and evaluation of the proposal describing why they support the project and the benefits it would bring to the community.

**Learning Objectives**

<p>The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.</p> <p>The student elicits information and clarifies meaning by using a variety of strategies.</p> <p>The student states and supports opinions in oral interactions.</p>	<p>The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations.</p> <p>The student states and supports opinions in written interaction.</p>	<p>The student demonstrates comprehension of content, from authentic audiovisual resources.</p> <p>The student understands the purpose of a message and the point of view of its author.</p>	<p>The student demonstrates comprehension of content from authentic written and print resources.</p> <p>The student identifies the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and print resources.</p> <p>The student demonstrated critical reading of written and print resources in the target cultural context.</p>	<p>The student produces a variety of oral presentations.</p> <p>The student retells and summarizes information in narrative form.</p> <p>The student demonstrates knowledge and understanding of content across disciplines.</p>	<p>The student produces expository writing, including research reports.</p> <p>The student understands the features of target culture communities</p>
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## 6. Personal and Public Identities/*Las identidades personales y públicas*

**Essential Questions:**

- ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?
- ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?
- ¿Cómo influyen la lengua y cultura en la identidad de una persona?

**Learning Targets:**

1. Students will discuss what makes a hero.
2. Students will be able investigate their own identities, beliefs and interests.

<b>Interpersonal Spoken</b>	<b>Interpersonal Written</b>	<b>Interpretive Spoken</b>	<b>Interpretive Written</b>	<b>Presentational Spoken</b>	<b>Presentation Written</b>
Students will discuss the following words and how they relate to "identity": afinidad, aproximación, armonía, asimilación, características, comunidad, compatibilidad, compenetración, conformidad, etnnicidad, experiencia, herencia, homogeneidad, igualdad, individualism, lenguaje, personalidad, rasgos, similitude y singularidad.	After reading an analyzing <<Borges y yo>> by Jorge Luis Borges students will respond to two separate emails in which they give advice to a friend on a personal situation.	After listening to and discussing <<XV Festival de Jazz en Toledo,>> students will discuss a festival they have recently attended the culture that is reflected in it.	Using e essential questions, students will select a Spanish-language film and answer the essential questions in reference to the film.	Students will give an oral presentation in which they answer the following question: ¿Qué importancia tiene la integración de los inmigrantes y de las ernias originarias en el desarrollo cultural de una sociedad?	Students will write a synthesis essay answering the question: ¿Cómo nos ayudan los lazos con el pasado a comprender nuestra identidad nacional y étnica?
<b>Learning Objectives</b>					
The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.  The student elicits information and clarifies meaning by using a variety of strategies. The student states and supports opinions in oral interactions.	The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. The student states and supports opinions in written interaction.	The student demonstrates comprehension of content, from authentic audiovisual resources. The student understands the purpose of a message and the point of view of its author.	The student demonstrates comprehension of content from authentic written and print resources. The student identifies the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and print resources.  The student demonstrated critical reading of written and print resources in the target cultural context.	The student produces a variety of oral presentations. The student retells and summarizes information in narrative form. The student demonstrates knowledge and understanding of content across disciplines.	The student produces expository writing, including research reports.  The student understands the features of target culture communities

**Internet Resources**

- [http://www.bowdoin.edu/~eyepes/latam\\_index.html](http://www.bowdoin.edu/~eyepes/latam_index.html)
- <http://www.ciudadseva.com/>
- <http://www.elmundo.es>
- <http://www.elnuevoherald.com/>
- <http://www.elpais.com/tecnologia/>
- <http://www.eluniverso.com>
- <http://www.informador.com.mx/>
- <http://www.ivoox.com>
- <http://www.lagaceta.com.ar/>

<http://www.laits.utexas.edu/spe/>  
<http://www.lasexta.com/noticias/>  
<http://www.masvoces.org>  
<http://www.nacion.com/>  
<http://www.polleverywhere.com/>  
<http://www.radioteca.net/>  
<http://www.rae.es/rae.html>  
<http://www.rnw.nl/espanol/radioprogramme/informativo-internacional>  
<http://www.spanishnewsnetwork.com/>  
<http://www.telecinco.es/informativos/>  
<http://www.un.org/spanish/News/>  
<http://www.unesco.org>  
<http://www.univision.com/>  
<http://www.unmultimedia.org/radio/spanish/>  
<http://www.ver-taal.com/>