

# Advanced Placement Spanish Language & Culture



## Course Overview:

The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive and presentational skills in real life situations. This includes vocabulary usage, language control, communication strategies and cultural awareness. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media such as: journalistic and literary works, podcasts, interviews, movies, charts and graphs. AP Spanish is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring exclusive use of Spanish.

## Course Objectives: (Sample Unit Activities Included)

|              |   |
|--------------|---|
| Objective #1 | Students will express ideas accurately and fluently in writing. Students will improve writing skills through... <ul style="list-style-type: none"><li>• essays and weekly writing activities such as journal entries, letters, and e-mails related to the topics being covered at that time.</li><li>• the composition of persuasive essays in class or for homework based on readings and listenings throughout the course.</li><li>• the composition of written exchanges of information opinions and ideas in formal or informal situations.</li></ul>   |
| Objective #2 | Students will synthesize vocabulary and grammatical structures to broaden understanding when reading newspapers, magazine articles, and literary pieces with increasing ease and accuracy. Students will improve reading skills through... <ul style="list-style-type: none"><li>• weekly reading and text analysis. Students will read and interpret selected samples of authentic current topics (newspaper and magazine articles) and communications (letters and emails).</li><li>• research projects. Students will use reading strategies and vocabulary knowledge to improve reading skills when investigating various topics.</li></ul> |

|              |   |
|--------------|---|
| Objective #3 | <p>Students will speak with increased fluency, using rich vocabulary, correct syntax, accuracy in grammatical structures and appropriate pronunciation and intonation. Students will improve speaking skills through...</p> <ul style="list-style-type: none"> <li>• a focus on interpersonal language. Students will respond to conversational prompts such as interviews and voice mails, which seek to elicit an exchange of information, opinions, and ideas. In addition, students will participate in storytelling, give speeches, and provide advice as well as asking for and giving directions.</li> <li>• daily participation in class discussions using the target language. Students will improve vocabulary, fluency, pronunciation, and intonation through directed or free class discussions. Students will also be responsible for preparing “charlas” in which they will practice presentational speaking in front of their peers. The class will be expected to prepare and answer questions in the target language, based on each “charla”.</li> </ul> |
| Objective #4 | <p>Students will understand the spoken language, both formally and informally, in conversations and/or narrations. Students will improve listening skills through...</p> <ul style="list-style-type: none"> <li>• interpreting spoken material. Students will interpret messages, lectures, and other materials. Students will become familiar with pronunciation and dialects.</li> <li>• listening to narratives and dialogues to make inferences, predictions, and interpret linguistic cues.</li> </ul>   |
| Objective #5 | <p>Students will expand their knowledge and understanding of the practices, perspectives, and products of Spanish and Hispanic cultures through...</p> <ul style="list-style-type: none"> <li>• discussing literary and cultural topics, current events, and personal experiences. Culture is integrated throughout the year connected meaningfully to reading, writing, listening and speaking skills.</li> </ul>  |
| Objective #6 | <p>Students will acquire and enrich vocabulary through...</p> <ul style="list-style-type: none"> <li>• reading, investigation, and listening to a wide range of topics, and applying it in speaking and writing.</li> <li>• the correct use of idiomatic expressions, cognates, synonyms and antonyms.</li> <li>• the use of transitions. Students will learn how to correctly use transition words and expressions related to written and spoken Spanish. Students will use transitions to introduce an idea, add another idea, express a contrasting point of view, emphasize, give examples, and draw a conclusion.</li> </ul>   |

### Course Planner: (Themes Included)

| Theme / Unit #1                       | Contexts  | Essential Questions   | Duration |
|---------------------------------------|---|---|----------|
| Las identidades personales y públicas | <ul style="list-style-type: none"> <li>Las creencias personales</li> <li>Los intereses personales</li> <li>La autoestima</li> </ul>   | <ul style="list-style-type: none"> <li>¿Qué cualidades tienen en común los héroes?</li> <li>¿Cuál es la relación entre los héroes y los personajes históricos?</li> <li>¿Son todos los personajes históricos héroes o viceversa?</li> <li>¿Qué papel tienen los héroes y los personajes históricos en la identidad nacional?</li> </ul>   | 5 weeks  |
| Theme / Unit #2                       | Contexts  | Essential Questions   | Duration |
| La vida contemporánea                 | <ul style="list-style-type: none"> <li>Las relaciones personales</li> <li>Los estilos de vida</li> <li>La educación y las carreras profesionales</li> </ul>   | <ul style="list-style-type: none"> <li>¿Qué importancia tienen las relaciones personales en la calidad de vida de la persona?</li> <li>¿Qué factores son importantes para que existan buenas relaciones personales y para fomentarlas?</li> <li>¿Qué desafíos presenta la vida contemporánea a las relaciones personales?</li> </ul>  | 5 weeks  |
| Theme / Unit #3                       | Contexts  | Essential Questions   | Duration |
| Las familias y las comunidades        | <ul style="list-style-type: none"> <li>Las tradiciones y los valores sociales</li> <li>La estructura de la familia</li> <li>Las relaciones personales</li> <li>La ciudadanía global</li> <li>La geografía humana</li> </ul> | <ul style="list-style-type: none"> <li>¿Cómo influyen las redes sociales en la formación de la identidad de los jóvenes?</li> <li>¿Cómo han cambiado las redes sociales la manera en la que nos comunicamos hoy en día?</li> <li>¿Cuáles son los beneficios y los daños de las redes sociales?</li> </ul>   | 5 weeks  |
| Theme / Unit #4                       | Contexts  | Essential Questions   | Duration |
| La ciencia y la tecnología            | <ul style="list-style-type: none"> <li>La ciencia y la ética</li> <li>Las innovaciones tecnológicas</li> <li>Los efectos de la tecnología en el individuo y en la sociedad</li> <li>El acceso a la tecnología</li> </ul>    | <ul style="list-style-type: none"> <li>¿Cuáles son algunas de las áreas que tenemos que tener en cuenta con respecto a los avances tecnológicos y científicos y sus consecuencias?</li> <li>¿Cuál es la responsabilidad de los seres humanos con respecto a los avances científicos?</li> <li>¿Se debe tener en consideración la ética cuando un avance tecnológico parece beneficiar a los seres humanos?</li> </ul> | 5 weeks  |

| Theme / Unit #5          | Contexts   | Essential Questions   | Duration |
|--------------------------|--|---|----------|
| Los desafíos globales    | <ul style="list-style-type: none"> <li>• La conciencia social</li> <li>• El bienestar social</li> <li>• Los temas económicos</li> <li>• Los temas del medio ambiente</li> </ul>  | <ul style="list-style-type: none"> <li>• ¿Cuáles son algunos de los problemas sociales que requieren atención en todo el mundo hoy en día?</li> <li>• ¿Qué se puede hacer para que los individuos y las sociedades tengan conciencia de los problemas existentes, sientan empatía y contribuyan a remediarlos?</li> <li>• ¿Cuáles son algunos de los mecanismos que existen para remediar los problemas?</li> </ul> | 5 weeks  |
| Theme / Unit #6          | Contexts   | Essential Questions   | Duration |
| La belleza y la estética | <ul style="list-style-type: none"> <li>• La definición de la belleza</li> <li>• La moda y el diseño</li> <li>• El lenguaje y la literatura</li> <li>• La definición de la creatividad</li> <li>• Las artes visuales y escénicas</li> </ul> | <ul style="list-style-type: none"> <li>• ¿Qué factores contribuyen a establecer la percepción de belleza?</li> <li>• ¿Cómo influyen los ideales de belleza en nuestra vida diaria?</li> <li>• ¿Qué semejanzas y diferencias hay entre culturas con respecto a la belleza?</li> </ul>  | 5 weeks  |

### Course Resources:

|                     |   |
|---------------------|---|
| Texts:              | <ul style="list-style-type: none"> <li>• <i>Triangulo Aprobado</i> (Wayside Publishing, 2013)</li> <li>• <i>Repaso: A Complete Review Workbook for Grammar, Communication and Culture</i> (Lincolnwood, Ill: National Textbook Company, 1997)</li> </ul>  |
| Supplemental Texts: | <ul style="list-style-type: none"> <li>• <i>Abriendo Paso: Lectura</i>: (Boston, MA: Pearson Prentice Hall, 2014)</li> <li>• <i>Abriendo Paso: Gramática</i> (Boston, MA: Pearson Prentice Hall, 2014)</li> <li>• <i>AP Spanish: Preparing for the Language &amp; Culture Examination</i> (Boston, MA: Pearson Prentice Hall, 2014)</li> <li>• <i>Breaking the Spanish Barrier: Advanced</i> (Groton, MA: Cindy Beams, 2013)</li> </ul> |

All texts are used to review previously taught principles and provide authentic practice. Our focus in AP Spanish is not to teach grammar principles and basic vocabulary, but rather to incorporate them into the skills needed to perform well on the AP Spanish exam and in the real world of communication.

In addition to the above cited materials, we also use resources from the Internet. These are not limited to, but may include:

|           | Websites for news and info in Spanish  | Websites for reference and grammar study   |
|-----------|--|--|
| Internet: | <p>Practica Español</p> <ul style="list-style-type: none"> <li>• <a href="http://www.practicaespanol.com/">http://www.practicaespanol.com/</a></li> </ul> <p>BBC Mundo</p> <ul style="list-style-type: none"> <li>• <a href="http://news.bbc.co.uk/hi/spanish/news/">http://news.bbc.co.uk/hi/spanish/news/</a></li> </ul> <p>Audiria</p> <ul style="list-style-type: none"> <li>• <a href="http://www.audiria.com">www.audiria.com</a></li> </ul> <p>Radio Naciones Unidas</p> <ul style="list-style-type: none"> <li>• <a href="http://www.un.org/radio/es/">http://www.un.org/radio/es/</a></li> </ul> <p>El País</p> <ul style="list-style-type: none"> <li>• <a href="http://www.elpais.com/">http://www.elpais.com/</a></li> </ul> <p>Latin American Network Information Center</p> <ul style="list-style-type: none"> <li>• <a href="http://lanic.utexas.edu/">http://lanic.utexas.edu/</a></li> </ul> <p>Cadena de Television</p> <ul style="list-style-type: none"> <li>• <a href="http://www.univision.com/">http://www.univision.com/</a></li> </ul> <p>Prensa Escrita</p> <ul style="list-style-type: none"> <li>• <a href="http://www.prensaescrita.com/">http://www.prensaescrita.com/</a></li> </ul> <p>CNN en español</p> <ul style="list-style-type: none"> <li>• <a href="http://www.cnn.com/espanol">www.cnn.com/espanol</a></li> </ul> <p>Radio Television España</p> <ul style="list-style-type: none"> <li>• <a href="http://www.rtve.es">www.rtve.es</a></li> </ul> | <p>Colby Spanish Exercises</p> <ul style="list-style-type: none"> <li>• <a href="http://www.colby.edu/~bknelson/exercises/">http://www.colby.edu/~bknelson/exercises/</a></li> </ul> <p>WordReference.com</p> <ul style="list-style-type: none"> <li>• <a href="http://www.wordreference.com/">http://www.wordreference.com/</a></li> </ul> <p>Academia Real de la Lengua Española</p> <ul style="list-style-type: none"> <li>• <a href="http://www.rae.es/">http://www.rae.es/</a></li> </ul> <p>Lingolía</p> <ul style="list-style-type: none"> <li>• <a href="https://espanol.lingolia.com/en/grammar">https://espanol.lingolia.com/en/grammar</a></li> </ul> <p>Study Spanish</p> <ul style="list-style-type: none"> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> </ul> |

## Classroom Expectations:

### Accountable:

- Punctuality to class, completion of assignments and possession of all necessary classroom instruments is expected.
- Good judgment during evaluations is essential. Cheating and plagiarizing are serious offenses and will result in academic and/or disciplinary consequences. Please reference the Parent-Student Handbook (High School Edition).

### Respectable:

- Spanish is the exclusive language of class. English is not permitted.
- Proper, polite and respectful language sets the tone for our room.
- Carrying-out all reasonable requests by the teacher when asked to participate will help us learn and stay on task.

### Safe:

- Working together to maintain the appropriate use of electronic devices, i.e. cell phones, in addition to the absence of food, gum and drinks is advantageous for promoting a clean environment in which to learn.

## Evaluation:

Student achievement and proficiency are measured through short and long term assessments. These may include tests, quizzes, simulated conversations, email replies, dialogues, essays and class presentations as well as others that ask students to apply their interpersonal, interpretive and presentational skills in real life situations. Ultimately, an individual's performance will be evaluated according to the following categories.

1. **Interpretative Tasks (30%)** - This category is comprised of listening and reading comprehension assessments.

2. **Interpersonal Tasks (30%)** - This category is comprised of speaking and writing assessments. Examples include dialogues, e-mail replies and guided conversations.

3. **Presentational Tasks (30%)** - This category is comprised of speaking and writing assessments. Examples include class presentations and essays.

4. **\*Classwork (10%)**

\*The teacher holds students accountable to speaking exclusively in Spanish by having them sign a *Contrato* in September. This contract commits them to not only employ the target language in the classroom setting; but also, comply with the aforementioned **classroom expectations**. Each student begins each semester with 100 points. However, a broken *Contrato* subjects them to points being deducted from **only** the classwork category in the following manner:

|  |            |
|--|------------|
| a. Use of English  | <b>-15</b> |
| b. Arriving to class without necessary materials ( <b>This includes having no homework, partially completed and/or homework that is done right before or during class.</b> ) | <b>-10</b> |
| c. Inappropriate use of electronic devices (i.e. cell phones) in addition to chewing gum, eating and drinking  | <b>-5</b>  |

**Contrato / Classroom Expectations**  
**Español AP: 2015-2016**  
**Señor DeRosa**

This *Contrato* is a formal commitment to speak, listen, read, and write the Spanish language as the only means of communication for the entire academic year. These language and behavior expectations are the foundation of the Spanish AP course. It assists students to focus their energies on the acquisition of language skills and to internalize the patterns of communication and cultural perspective associated with the target language. This pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process. It ensures that the vocabulary and structures gained in class are "put in motion" right away so they are acquired, used, and not forgotten.

**Accountable:**

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- Good judgment during evaluations is essential. Cheating and plagiarizing are serious offenses and will result in academic and/or disciplinary consequences. Please reference the *Parent-Student Handbook* (High School Edition).

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- Carrying-out all reasonable requests by the teacher when asked to participate will help us learn and stay on task.

**Safe:**

- Working together to maintain the appropriate use of electronic devices, i.e. cell phones, in addition to the absence of food, gum and drinks is advantageous for promoting a clean environment in which to learn.

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I have read the contract and classroom expectations and fully understand their contents.

**Please sign and return to your teacher:**

Parents/Guardian:

Date:

\_\_\_\_\_

\_\_\_\_\_

Student:

Date:

\_\_\_\_\_

\_\_\_\_\_