

# AP<sup>®</sup> Spanish Language and Culture

## Introduction

Our mission is to offer access and opportunity for all students to gain culturally authentic world language reading, writing, listening, and speaking skills that students will need to become college and career-ready in a 21st Century global marketplace. Our online AP Spanish Language course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP Spanish Language course prepares them for the AP Spanish 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 requiring the use of Spanish exclusively.

[CR1] The online learning coach only uses Spanish to communicate with students. In addition, all the reading, listening, speaking and writing is in Spanish.

## Required Themes [CR2]

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

1. **Families and Communities**- Students investigate developments in city life over time by researching online resources. They share their finding by writing a report and then share in their weekly class session. Authentic resource: [Oaxaca- Plan Estatal de Desarrollo](#)
2. **Personal and Public Identities**- Students read an article about self-esteem on [cnnespanol.cnn.com](#). Student then write their autobiographies and discuss how various events in their life helped to form their self-esteem, personal beliefs and values.
3. **Beauty and Aesthetics**- 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. Authentic resource: [Dove- Evolución- Por la belleza real](#).
4. **Science and Technology** – Students discuss the social impact of new communication technologies based on current news sources. Authentic resource: [Voa Noticias -Consumo digital](#)
5. **Contemporary Life** – 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 resources. [Mexico.cnn.com](#)
6. **Global Challenges**- Students discuss the impact of the economy and socialism in Latin America, based on readings and excerpts within the unit. Sample authentic resource: [voanoticias](#)

## Products, Practices, and Perspectives of Spanish Culture [CR3]

Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their own opinions about the culture studied and comment on other students’ posts. The prompts in the forums allow students to discuss different aspects of the target culture and compare them to their own.

Students also demonstrate an understanding of the products, practices and perspectives of the target culture by viewing an online documentary and studying advertisements for clothing and weight-loss products. After viewing the documentary students discuss the impact of advertising on conceptions of beauty and body image.

## Cultural Comparisons [CR4]

Students learn about the history behind the Mexican flag ([www.gob.mx](#)) through texts and interactive activities within the unit. They also read and learn about the Mexican Pledge of Allegiance (Juramento a la bandera.) Students then write a report about the history of the Mexican flag and compare it to the history of their country’s flag.

Students learn about the African influence in Latin American music ([aarp.org](#)). They also read “Sensemayá” by Nicolás Guillén. Students write a report detailing the cultural impact of African culture on Latin America. They compare those influences to the influence from another country on their own culture. What are the similarities? What are the differences? Students must detail and compare both cultural influences.

## Instructional Materials [CR5]

Students will improve reading skills via authentic sources in both written/print format (e.g., newspaper, magazine, and literary texts) and visual format (e.g., graphs, charts, tables, maps, and infographics). Students will also improve their listening skills via authentic audio and video recordings.

### Audio

Good sources for authentic audio include, but are not limited to:

- CNN Español Radio
- Radio Univisión
- Voz de América Radio
- Lanacion Radio

### Visual

Sources for authentic visual materials include, but are not limited to:

- Graphs about quality of life (Voanoticias)
- Pictures about historical figures (Francisco Franco)
- Pictures about gestures to infer the meaning of the gesture

### Audiovisual

Sources for authentic audiovisual materials include, but are not limited to:

- [CNN Video](#)
- [Voanoticias](#)
- [BBCMundo](#)

### Written/Print Literary

Sources for authentic written/print literary materials include, but are not limited to:

- Nicolás Guillén: “Sensemayá”
- César Vallejo: “Los heraldos negros”
- Vieja canción española: “Los maderos de San Juan”
- Pablo Neruda: “Poema 20”
- Sor Juana: “A su retrato”
- Horacio Quiroga: “A la deriva”

### Written/Print Non-Literary

Sources for authentic written/print non-literary materials include, but are not limited to:

- [CNN Español](#)
- [Noticias BBCMundo](#)
- [El País](#)
- [Voz de América](#)

## 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.

## Course Outline

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 History: Francisco Franco
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 Literature: "Los maderos de San Juan"
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	Torres humanas History: Cortés y la Malinche
Midterm and AP Spanish Exam Practice				
4	Contemporary Life	Relationships Lifestyles Social Customs and Values	Present Subjunctive Noun Clauses Adjective Clauses Adverbial Clauses	African Influence in Latin America The Spanish Monarchy Literature: Sensemayá (Nicolás Guillén)
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.	La guitarra Plantas medicinales Historia: Che Guevara
6	Global Challenges	Population and Demographics Economic Issues Environmental Issues	Future - with probability Conditional -with probability Prepositions Relative pronouns	Government in Uruguay Literature: César Vallejo

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	Los gestos History of the Mexican flag
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)	Dulces y meriendas "A su retrato" (Sor Juana)
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	Las posadas Letanía para pedir posada
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	Juegos hispanos A la deriva (Horacio Quiroga)
AP Exam Practice				
Final Projects				
Final Exam				

## Skill Category 1: Comprehend Written, Audio, Audiovisual, and Visual Text [CR6]

Students read an article from Voice of America (EE.UUL nacimientos entre las minorías son mayoría) and respond to some comprehension questions such as: ¿Cuál es el tema del artículo? ¿Cuál es el punto principal que el autor está comunicando?

## Skill Category 2: Make Interdisciplinary and Cultural Connections [CR7]

Students learn about [Francisco Franco's](#) dictatorship and the recent events about the [exhumation of his body](#). They are asked to investigate further about this historical figure. Then, students write an essay about Franco's dictatorship, and choose another historical figure from their own country to compare the two. Are there any similarities? What are the differences?

### **Skill Category 3: Interpret the Content of Written and Audio Text [CR8]**

Students read two articles from VOA News about cultural traditions: "[Gauchos, caballos y churros](#)", "[Haitianos al rescate de tradiciones](#)." They also listen to an audio source "Tradiciones y valores: El Día de Reyes." Students gather information from these articles to write a persuasive essay about cultural identity. They should interpret the information from each article and present the different viewpoints from all three sources. Then the students write their own point of view on the topic and defend it thoroughly. Some questions to keep in mind: ¿Qué es lo que une a una comunidad? ¿Por qué es importante mantener vivas y compartir las tradiciones culturales?

### **Skill Category 4: Make Meanings from Words and Expressions [CR9]**

Students read authentic articles from [VOA Noticias](#). In their weekly class discussion, they share the articles they read and teach key new vocabulary found in the articles.

### **Skill Category 5: Communicate Interpersonally by Speaking with Others [CR10]**

- As students prepare for life after high school, they are to prepare their resumé and prepare for a job interview. In their weekly class session, students are paired with another classmate to role play a job interview and foster their interpersonal skills. One student will serve as the interviewer and the other will be the applicant. After doing this role play once, students can switch roles or switch partners.
- Students practice speaking through weekly "Class Connect" sessions where the students and teacher meet online as a class. Students interact spontaneously as well as more formally in French with other students and with the teacher.

### **Skill Category 6: Communicate Interpersonally by Writing to Others [CR11]**

- Students participate in a forum discussion about service in non-profit organization. Students respond to the question posted by the instructor and are required to respond to at least two other classmate's posts asking for clarification and suggesting further ideas on their service for a non-profit organization.
- Students write several paragraphs and/or forum posts in which they respond to and interact with the teacher and other students. The various prompts (typically 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. These paragraphs/posts are evaluated based on a student's use of various vocabulary words, grammatical structures, language structures in context, and overall fluency to convey meaning.

### **Skill Category 7: Communicate Through Spoken Presentations [CR12]**

Students are to research and gather cultural information about a Spanish-speaking country and prepare an oral presentation. In their presentation, they must compare their own community to the community of the Spanish-speaking country they have chosen. Students should practice and demonstrate public speaking techniques (eye contact, gestures, emphasis, voice fluctuation, etc.) in preparation to submit their oral presentation.

### **Skill Category 8: Communicate Through Written Presentations [CR13]**

Students research a Spanish-speaking country they would like to visit. They then prepare to write a detailed travel itinerary and budget for their trip. Their itinerary and budget should include real prices for airfare, hotels, tours, in-country transportation, etc. They should also include true times for tours and transportation times, according to the research they have done. Students should cite the authentic sources used.

## **Real Life Situations [CR14]**

- As part of using the language outside the classroom, students choose a Spanish event to attend (in person or by viewing online.) The Spanish event can be a cultural event, a performance, a film, etc. Students share their experience by providing a written review of their event to the teacher and then sharing it with their classmates during their weekly session.
- 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.