

AP Spanish Language and Culture

Central East High School

Mr. Hernandez/ Room 1302

Course Objectives

The AP Spanish Language and Culture course is to prepare students with opportunities to successfully develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, internet sources, interviews, audiovisual resources, charts, and graphs. Students will use these resources in order to understand and synthesize sources. The AP Spanish Language and Culture is a two semester 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, a requirement which class participation grades reflect.

Speaking Skills

The course provides opportunities for students to demonstrate their proficiency in spoken interpersonal communication in a variety of situations and presentational communication in the intermediate to pre-advance range.

1. Interpersonal language focus - Respond to conversational prompts, such as interviews, voice mails, asking directions, advice, storytelling and giving speeches, using rich vocabulary, accuracy in structure and syntax, and fluency. (There are assessments that include oral presentations).
2. Participate daily in classroom discussions in the target language.
3. Improve vocabulary, fluency, pronunciation and intonation through directed or free class discussions.
4. Debates of controversial topics – These are an engaging activity to get AP students to use Spanish in the classroom.

Writing Skills

The course provides opportunities for students to demonstrate their proficiency in written interpersonal communication in a variety of situations and written presentational communication in the intermediate to pre-advance range.

1. Students identify and underline two to three main points/concrete details. Students paraphrase in writing these details. In groups of three, students orally compare summaries to assess their comprehension of the text. As students work to prepare an essay every month, their ability to synthesize the audio and textual input sources improves.
2. Students make journal entries.

3. Students are required to read articles and write their opinions-pro or con- about what they have read. Students are required to cite quotes of the article as evidence.
4. Essay writing - Each student writes a formal, well organized analytical or persuasive essay of at least 200 words, on an appropriate topic, in reaction to a text or information discussed or viewed. This essay will be evaluated for its content, organization, range and appropriateness of vocabulary, and grammatical accuracy. (Most compositions are modeled on the format used in the AP Exam. However, some creative writing compositions are assigned as well).
5. The essays are peer-reviewed, revisions are made based on feedback, and the final version is scored using the AP scoring guidelines.
6. Other writing tasks - There will be weekly writing activities related to topics covered, such as: letter, e-mail, poems, and dialogues, abstract writing, creative writing, or writing reactions to articles and lectures.
7. Informal writing - Students choose a topic for each entry from a list of suggested topics. Some of the suggested topics include:
 - a. El estrés y sus efectos en los jóvenes de hoy en día
 - b. ¿Debe haber cuotas de matriculación en las universidades?
 - c. El impacto de los latinoamericanos como la minoría más grande de los EEUU
 - d. El concepto de la familia latina vs. la familia norteamericana

Listening and Reading Skills

The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual materials, written and print resources.

1. Interpreting spoken material. Interpret messages, lectures, and other materials spoken using a variety of regional dialects. Become familiar with pronunciation, dialects, and aural syntax.
2. Listening to narratives and dialogues to make inferences, predictions, and interpret linguistic cues.
3. Watching newscast in Spanish.
4. Weekly reading focus and text analysis. Students read and interpret selected samples of authentic literary pros and poetry (as a vehicle of language study and expansion as well as emerging literary analysis), current topics (newspaper and magazine articles), and communications (letters and emails).
5. Reading Strategies: The following are employed regularly to help improve reading skills: thinking maps, effective use of context clues, Cornell notes and interactive reading.
6. Research projects: Students use reading strategies and vocabulary knowledge to improve reading skills when investigating various topics, and ultimately to create and present a synthesis.
7. Computer Lab: research current events (crime story, newsletter) read from authentic source: reporter style – who, what, where, when and why.
8. At the beginning of each year, students choose a country or region to study. Students research basic data about the country and read current event articles throughout the semester or year.
9. Students read author biographies or articles related to literature.

10. Students read articles to form a basis for essays and give oral summaries of the information read.
11. Students read Latin American short stories selected from AP Spanish Literature reading list and selected non-fiction readings.

Course Planner

Through the study of the AP topics students will demonstrate and understand, practices, and perspectives of the target cultures. In addition, the course provides opportunities for students to make comparisons between and within languages and cultures.

AP themes to be covered include:

- **Las identidades personales y publicas**

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 la cultura en la identidad de la persona?*

- ❖ La enajenación y la asimilación,
- ❖ Los héroes y los personajes históricos
- ❖ La identidad nacional y la identidad étnica
- ❖ Las creencias personales
- ❖ Los intereses personales
- ❖ La autoestima

Proyecto: Escribir un poema sobre la identidad titulado “**Quién soy yo.**”

- **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?*

- ❖ La educación y las carreras profesionales
- ❖ El entretenimiento y la diversión
- ❖ Los viajes y el ocio
- ❖ Los estilos de vida
- ❖ Las relaciones personales
- ❖ Las tradiciones y los valores sociales
- ❖ El trabajo voluntario

Proyecto: **Un cartel/powerpoint de sus sueños incluyendo sus metas personales, profesionales, etc.**

- **Las familias y las comunidades en los países del mundo hispano**

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 del mundo?*

- ❖ Las tradiciones y los valores
- ❖ Las comunidades educativas
- ❖ La estructura de la familia
- ❖ La ciudadanía global
- ❖ La geografía humana
- ❖ Las redes sociales

- **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?*

- ❖ La arquitectura
- ❖ Definiciones de la belleza
- ❖ Definiciones de la creatividad
- ❖ La moda y el diseño
- ❖ El lenguaje y la literatura
- ❖ Las artes visuales y escénicas

Proyecto: Una invitación a una exhibición de un artista latinoamericano o español

- **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?

- ❖ El acceso a la tecnología
- ❖ Los efectos de la tecnología en el individuo y en la sociedad
- ❖ El cuidado de la salud y la medicina
- ❖ Las innovaciones tecnológicas
- ❖ Los fenómenos naturales
- ❖ La ciencia y la ética

Proyecto: Presentación de un plan de mercadeo sobre su innovación.

- **Los desafíos mundiales**

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 posibles soluciones a esos desafíos?

- ❖ Los temas económicos
- ❖ Los temas del medio ambiente
- ❖ El pensamiento filosófico y la religión
- ❖ La población y la demografía
- ❖ El bienestar social
- ❖ La conciencia social

Proyecto: Hacer un día de servicio comunitario y una reflexión personal.

Course Requirements and Rules:

1. Speak Spanish at all times!
2. Read material as it is assigned and complete all related activities. (Listen and look on the board for due dates)
3. Bring to class everyday a 3-ring binder with dividers and lined paper specifically for Spanish Language AP. Please keep any materials given throughout the semester because they can be used as resources in preparation for the AP test.
4. All essays and projects must be typed on the computer.
5. Be on time and ready to learn. Tardies will result in losing points for the day or detention and a zero on your homework for the day if unexcused. Suspensions are considered unexcused. If it is excused, you will have the same amount of days you missed to make up the assignments. It is your responsibility to see me and get all of the missed work. You can make arrangements with me on when is the best time to pick up the assignments. As far as late work you will have one day to turn it in for half credit.

6. You must be in your seat when the bell rings to not be marked late.
Follow the grizzly expectations;
1st **RESPECT** people and their property.
2nd **ACT SAFELY** follow central's safety drills.
3rd- **FALLOW DIRECTIONS** the first time given.
4th Be in class on time and **PREPARED** to learn.
5th **COOPERATE** with others using a positive attitude.
7. Respect each other and listen when others speak. Interruption of the teacher and other students will result in negative participation points, and if it persist, a call home and possibly a conduct referral.
8. Be here! Come to class with a positive attitude and all the necessary materials to learn.
9. You will be allowed 5 bathroom passes per semester; therefore use wisely. This policy contributes to each student receiving as much classroom instruction as possible.
10. **You will be dismissed by the teacher** at the end of the period, **NOT BY THE BELL**.
Do not stand by the door!

Grades and Evaluations:

1. Your grade depends on you. I am just a scorekeeper. Your final grade will be evaluated based on the following:

Class work 15%	A	100-90%
Focus activity/5 al día 5%	B	89-80%
Daily participation 20%		
Homework/tarea 15%	C	79-70%
Projects 15 %		
Tests 20%	D	69-60%
Final Exam 10%	F	59% and below
2. You will receive participation points everyday if you: Speak only Spanish, actively work on class activities, volunteer responses. Negative points will be given if you work on other assignments or personal things in class, speak in English, use your cell phone, and disrupt the class. You must be in class in order to participate.
3. Oral participation and written assignments: You will be evaluated daily. It is continuous process in this class. Written work may include class activities, homework, and test. Be prepared daily! It is the responsibility of the student to see me and get all the missed assignments. You can make arrangements with me on when is the best time to pick up assignments.

SECRETS TO SUCCESS** When you study, practice aloud. Practice Spanish as much as possible. ** Exchange your phone numbers with students in class. It helps in case of absences or forgotten assignments. **Watch TV programs and listen to the radio in Spanish. Form study groups. **Everyday counts!

Conference Period and Extra Help

I am available to meet with parents and students by appointment whenever needed.

You can also reach me via email jjhernandez@centralusd.k12.ca.us

Resources:

Text:

1. Bowen y Bowen. Abriendo puertas. Houghton Mifflin Harcourt Publishing Company.
2. Jorge Frisancho, Maria T. Redmon, Marta Lucia Restrepo Bravo. AP Language and Culture Exam Preparation. Vista Higher Learning.

Audio/Visual Resources:

www.bbc.co.uk/mundo/

www.elnuevoherald.com/

www.nacion.com/

www.unesco.org

www.polleverywhere.com/

www.ivoox.com

www.ver-taal.com/

www.lagaceta.com.ar/

<http://cadena3.com/>

www.eluniverso.com

www.univision.com/

www.rae.es/rae.html

<http://audiria.com/>
www.informador.com.mx/
<http://contenido.com.mx/>
<http://imow.org/>

www.nacion.com/
www.unesco.org
www.ciudadseva.com/
<http://audiria.com/>
www.informador.com.mx/
<http://contenido.com.mx/>
<http://imow.org/>