

SPANISH LANGUAGE AND CULTURE
Spanish AP
2019-2020

COURSE OVERVIEW

Learning Objective: The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish. It provides opportunities for students to enhance their proficiency across the three modes of communication by providing an in depth coverage of: oral and written interpersonal communication, oral and written interpretive communication and oral and written presentational communication defined by the Standards For Foreign Language Learning in the 21st Century that are foundational to the College Board AP Spanish Language and Culture Course. The following requirements consists of being successful in communicating (*Communication*), demonstrates an understanding of the culture(s)(*Cultures*), incorporates interdisciplinary topics(*Connections*), make comparisons between the native language and the target language and between cultures(*Comparisons*), and use the target language in real-life settings(*Communities*).

Course description:

The course will be taught in a 90 minute period throughout the school year. The course will be divided into six curricular themes which are henceforth supported by recommended contexts and directed by guided essential questions. Students will broaden their understanding of the cultures that comprise the Spanish-speaking world through the study of; Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. As well, the AP Spanish Language and Culture connects students with Hispanic culture in both modern and historical contexts which will help students to an understanding cultural products, both tangible and intangible; cultural practices and cultural perspectives. The course includes an in depth coverage of: grammar and communication strategies that develops interrelatedness of comprehension and comprehensibility.

Teaching Strategies

Participation: Activities may begin as teacher-led discussions but mostly end as student-led discussion. Students are giving the opportunity to offer opinions and support them, ask questions, ask for clarification, and discuss the material with each other in pairs, small groups, and as an entire class.

Integrated skills: Most class activities are integrated. Example: A lesson may begin with a reading activity in the Interpretative mode, continue with discussion in the Interpersonal mode, add in a listening task in the Interpretative mode, and then culminate with a Written Presentational activity that integrates the reading, listening, and discussion materials. Other times the writing is a pre-reading activity that prepares students for the reading and discussion. A variety of strategies and integrated skills are present throughout the course.

Daily/Weekly/Monthly Activities to address Learning Objectives

- **La palabra del día** –students explore a word a day, analyze its meaning, find root words, synonyms and antonyms, and make linguistic comparisons.
- **La noticia del día** –once a week, students take turns giving a short presentation about a relevant news story, summarize it for the class, and ask questions to create opportunities for open-ended discussion.
- **El diario de las noticias** –students keep a journal of the daily news presented in class with new vocabulary and reactions.
- **La discusión de la semana** –at various times during the year, students are responsible for posting a link to a news article, video, or podcast to the class blog, and creating a discussion question for all in class to participate in an online discussion
- Once in a week in the language lab, students practice recording a simulated conversation and a cultural comparison. All samples are assessed using the AP scoring guidelines for this assignment. Sometimes the teacher scores the work and other times the students and their classmates score each other. This is an excellent way for students to internalize and understand the scoring guidelines.
- Writing: approximately every three weeks, a formal, well-organized, synthesized, analytical or persuasive essay on an appropriate topic in reaction to a text or information is discussed or viewed in class. The essay is evaluated for its content, organization, cultural relevancy, range and appropriateness of vocabulary, and grammatical accuracy.
- Writing journal entries, letters, e-mails, poems, abstract writing, creative writing, or writing reactions to articles and lectures through an interactive social network and/ or blog on topics/themes.

Course Planner

The following are samples of activities throughout the course and may be modified based on students' interests and current events. They do not describe a linear progression of all activities that are done under each theme.

Theme: *Los desafíos mundiales*

Contexts: *Los temas económicos/ Los temas del medio ambiente/ El bienestar social/ La conciencia social*

Essential Questions:

- *¿Cuáles son los desafíos económicos y medioambientales de Latinoamérica que presentan desafíos mundiales?*
- *¿Cuáles son los orígenes de esos desafíos?*
- *¿Cuáles son algunas posibles soluciones a esos desafíos?*

Sample Activities

Activity #1:

- Students respond to the essential question in the online discussion forum at home, commenting on responses from the classmates as well.
- In class, students discuss:
 - The activities in which they participate that help the environment in some way or another.
 - The activities that take place on our own campus that help the environment in some way or another.
- Students read the following article at home: “El cambio climático podría alterar la evolución de los anfibios” [http:// www.bbc.co.uk/mundo/noticias/2012/10/121029_ranas_cambio_climatico_am.shtml](http://www.bbc.co.uk/mundo/noticias/2012/10/121029_ranas_cambio_climatico_am.shtml). After they complete this article, they must find another article that also presents the impact of global warming. Students then compare the two articles, in written format, indicating whether or not this has an impact on their own lives or in their own community.
- In class the next day, the students split up into groups and debate the following topic:
¿De quién es la responsabilidad de resolver estos problemas ambientales? ¿Cuáles serían algunas soluciones?

Ideas for Summative Assessments:

- In small groups, students identify a contemporary issue that negatively impacts the environment. Using information from authentic audio, visual and print sources, and focusing on the essential question, ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?, students present their findings to the class using Prezi, PowerPoint or Animoto to:
 - A. Identify contemporary issues having to do with the environment.
 - B. Explain the issue and the problems it presents within a global perspective.
 - C. Use a broad variety of thematic vocabulary.
 - D. Offer suggestions and solutions to environmental problems.
 - E. Discuss youth’s role in the solutions.

Activity #2: La solidaridad

- Students will visit the following two sites:
www.fundacionpiesdescalzos.com/ from Shakira and www.fundacionmisangre.org/ from Juanes. Students compare both groups, view their mission statements and their current projects and make a list of what they have in common and how they are different.
- For homework, students find causes and/or foundations that are supported by famous people in the United States. They compile the following data/information to share in class with other students the following day:
 - Analyze the causes the singers support, citing specific reasons and data.
 - Compare and contrast the foundations and the population they assist with those selected by famous Americans.
 - Evaluate and compare the effectiveness of these campaigns.

Ideas for Summative Assessments:

- After researching and documenting data showing evidence of need in a Spanish-speaking country, students will create a PowerPoint, Prezi, or Animoto presentation about a non-profit organization/foundation tapping their talents and interests to improve the situation. *¿Qué impacto tiene el desarrollo científico en nuestras vidas?*

Theme: *La ciencia y la tecnología*

Contexts: *El acceso a la tecnología/ Los efectos de la tecnología en el individuo y en la sociedad/ Las innovaciones tecnológicas/ La ciencia y la ética*

Essential Questions:

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

Sample Activities

Activity #1:

- At home, respond to the essential question in a more personalized context *¿Qué impacto tiene el desarrollo científico en tu vida? Compara tu vida ahora con tu vida cuando eras niño/a.* in the online discussion forum, commenting on responses from at least two classmates as well.
- The next day, students watch the following video-clip: “*Móviles: una revolución en la salud.*” www.bbc.co.uk/mundo/noticias/2010/12/101217_celulares_salud_am.shtml?bw=nb&mp=wm&bbcws=1&news=1. In small groups, they discuss the content of the video report.
- Students then discuss what impact the cell phone has had in their own lives, and whether they believe it to be positive or negative. Students interview a classmate regarding the use of cell phones. Sample questions could include: *¿Cuánto tiempo pasas con el móvil? ¿Para qué lo utilizas más? ¿Típicamente, cuántos mensajes de texto mandas en un día?*
- Students gather the data from their discussions and formulate a survey in Spanish based on the responses using Survey Monkey.

Activity #2:

- Students respond to the following question in the online discussion forum by using Dropbox: *¿Qué papel cumple la ética en los avances científicos?*
- In class, students listen to the following podcast: “*Hermanos de sangre*” from the audio magazine *Puerta del sol*. They then discuss the ramifications of this process as a class: a mother that has given birth to a son to save the life of her first born child that has a rare blood disease. Is this ethical?

Ideas for Summative Assessments:

- Students address the impact of new advances in science and technology (social media, cloning, stem-cell research) using authentic sources and focusing on the essential question, *¿Qué impacto tiene el desarrollo científico en nuestras vidas?* Students present their information via a Prezi, Animoto or PowerPoint Presentation. The project must include their opinion on the topic.

Theme: *La vida contemporánea*

Contexts: *Los estilos de vida/ Las relaciones personales/ Las tradiciones y los valores sociales*

Essential Questions:

- *¿Cuáles son los desafíos de la vida contemporánea?*
- *¿Por qué decide alguna gente emigrarse a otro país?*

Sample Activity

Activity #1:

- In class, students discuss these questions in small groups: *¿Existe la diversidad cultural en tu comunidad, por qué sí o por qué no? ¿Por qué decide alguna gente mudarse a tu comunidad?*
- Students make a list of possible reasons why people emigrate to the United States and how this impacts, both positively and negatively, their communities. They discuss these with classmates and share their opinions.
- Students watch the movie “Bajo la misma luna” by 20th Century Fox directed by Patricia Riggen.
- After students view the movie they:
 - Compare and contrast immigration issues in their own state with the issues facing the children in the movie, and larger issues regarding immigration in the Spanish-speaking world.
 - Give an oral presentation that provides a solution for immigration issues facing their own community.
 - Write a movie critique for the local newspaper.

Ideas for Summative Assessments:

- While considering the essential questions: ¿Cuáles son los desafíos de la vida contemporánea? ¿Por qué decide alguna gente emigrarse a otro país?, students research and analyze trends and problems within the movement of human populations, citing specific data. They use this information to:
 - Compare and contrast migration in the U.S. and in Hispanic countries.
 - Offer solutions in a written format.

Theme: *Las identidades personales y públicas*

Contexts: *La enajenación y la asimilación/ Las creencias personales*

Essential Questions:

- *¿Cómo se refleja la identidad cultural en tu comunidad?*
- *¿Cómo es tu identidad un reflejo de tu familia y tu cultura?*
- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*

Sample Activities

Activity #1:

Students view the following video clip at home: “Los hispanos explican por qué no se identifican con las etiquetas sociales” <http://mexico.cnn.com/mundo/2012/04/04/loshispanos-explican-por-que-no-se-identifican-con-las-etiquetas-sociales>.

- Students summarize the information, taking note of the statistical information presented in the presentation. Students discuss the content of the video-clip with a partner, provide their own opinions on the topic, ask for clarification and additional information, and consider how this reflects their own community.
- Students create a Movie Maker or Animoto that reflects their personal identity and record a two-minute presentation of the information using Audacity.
- Students express important qualities/aspects of themselves that differentiate them from others using images and words in a multi-media rich presentation using Prezi, Animoto, PowerPoint or Movie Maker.

Introduce the picture “La tamalada” by Carmen Lomas Garza.

- The teacher brainstorms the importance of the “tamalada” as a celebration with the class: when it is celebrated and who is participating.
- Students begin by completing a graphic organizer with answers to the questions: ¿Cuáles son algunos productos culturales asociados con este cuadro? and ¿Cuáles son algunas prácticas culturales asociadas con este cuadro? They then discuss their answers, first with a partner, and then in a small group (think-pair-share format).

- After 15-20 minutes, a note-taker captures the ideas of the other groups.
- The teacher asks students to consider an American celebration. Students post to the online discussion forum at home, focusing on the following in their post: when it is celebrated, who participates, differences in linguistic expressions, and why it is important to Americans.

Activity #2:

- In class, students discuss the traditional roles of men and women in society. They respond to the following questions in written format:
 - ¿Cómo se define el papel tradicional de la mujer y del hombre en nuestra sociedad?
 - ¿Cómo ha cambiado el papel de la mujer y del hombre a lo largo del tiempo?
- After 20 minutes, students share their thoughts/ideas together while another student takes notes on the board.
- At home that evening, students read the following article: “En tecnología, a las mujeres no les basta con el rosa.” www.bbc.co.uk/mundo/noticias/2012/10/121015_tecnologia_pocas_mujeres_med.shtml. In a written format, students share their opinions regarding women in the field of technology. Classmates read their comments before the next class and this forms the basis for a class discussion the next day.

Presentational Communication

- After the in-class discussion, students write a letter to the editor regarding the article in Activity #2. They state their opinion regarding women in the field of technology and offer, minimally, one suggestion.

Ideas for Summative Assessments:

- Focusing on the essential question, ¿Cómo ha cambiado el papel de la mujer y del hombre a lo largo del tiempo?, students read the following article: “Las mujeres en América Latina no logran superar la brecha salarial;” www.bbc.co.uk/mundo/noticias/2012/11/121101_conosur_brecha_salarial_vs.shtml. After reading the article and viewing the chart, they research salaries in the United States and make a new chart comparing the information.
- Students make a cultural comparison between these two celebrations focusing on the essential question, ¿Cómo se refleja la identidad cultural en tu comunidad y en una comunidad del mundo hispano?
- Students make a cultural comparison relating a celebration in their family or their community and compare it to the Spanish-speaking world, focusing on the essential

question, ¿Cómo es tu identidad un reflejo de tu familia y tu cultura?

- Students visit the site La Independencia de México — www.sipuebla.com/bicentenario.htm and create a commentary using Audacity, focusing on the essential question, ¿Cómo se refleja la identidad cultural en tu comunidad? Then forwarding the assignment through DropBox.
 - A. Compare and contrast the traditions presented in the website with those from your own culture.
 - B. Comment on classmates' remarks about a topic - acknowledge others' ideas and build upon them.
 - C. Compare and contrast remarks on a specific topic.
 - D. Critique and offer analysis of others' conclusions.

Theme: *Las familias y las comunidades*

Contexts: *La enajenación y la asimilación/ Las creencias personales*

Essential Questions:

- ¿Cómo se definen las relaciones personales?
- ¿Cómo se define la familia en distintas sociedades?
- ¿Cómo impactan nuestras familias y comunidades nuestras relaciones personales y públicas?

Sample Activities

Activity #1:

- In an online discussion forum using DropBox, students will respond/comment on the essential questions. Students then will comment on two of their classmates' responses.
- In class, the teacher asks students, using adjectives, to identify the characteristics of "good parents." Los buenos padres son...
- For homework that evening, students respond to the following questions in written format: ¿Cómo se sentirían tus padres si te convirtieras en un delincuente? ¿Cambiaría su actitud hacia ti, por qué?
- In class the next day, one half of the class reads "No oyes ladrar los perros" by Juan Rulfo, and the other half of the class reads "La siesta del martes" by García Márquez.

Presentational Communication

- In class, students break out into groups; they compare the relationships of these two families and write a persuasive group essay responding to ¿Por qué perdonan los padres a los hijos después de que éstos hayan tomado malas decisiones en el transcurso de su vida?

Activity #2:

- Students will respond to the essential question, ¿Cómo es tu familia y qué papel desempeña en tu vida? In the online discussion forum using DropBox, students will comment on other responses from classmates.
- In class, students will make a list of the characteristics of a family in their community with a partner. They then will discuss the ways in which a family has changed over the last 20 years.
- Students will share with another pair of students their ideas/responses to the question.
- Students will view the following art images, “La familia de Carlos IV,” by Goya and “En familia” by Botero and make a written comparison and a two minute audio by using Audacity between the two works of art. How are they different; what do they have in common?

Ideas for Summative Assessments:

- Students will make comparisons between their family and a Hispanic family, focusing on the cultural and linguistic differences, referring to the essential question, ¿Cómo se define la familia en distintas sociedades?
- In class, students will comment on the importance of family and community and the role that both play in their lives. They will respond to at least two classmates’ comments, and they also offer one idea for change in their community. ¿Cómo impactan nuestras familias y comunidades nuestras relaciones personales y públicas?
- Students research a famous Hispanic painter that has depicted a family and present this to the class in a formal oral presentation of two minutes using either Movie Maker, Prezi or Animoto.

Theme: *La belleza y la estética*

Contexts: *Definiciones de la belleza/ La moda y el diseño/ Las artes visuales y escénicas*

Essential Questions:

- ¿Cómo se definen las percepciones de la belleza?

Sample Activities**Activity #1:**

- Students respond to the following quote: “La belleza que atrae rara vez coincide con la belleza que enamora” from José Ortega y Gasset in written format, justify their answer, and submit an image of what they define as beautiful.
- In class the next day, students view several images (i.e. The Mona Lisa, El Niño Azul, as well as those submitted by the students) and they vote for their favorite image. The teacher takes the data and creates a chart to be the basis for class discussion. The next day in class, students analyze the data and share their opinions based on the information provided.

Activity #2:

- In the online discussion forum using DropBox, students interpret the following idiomatic expression, writing a response as to what they think the expression means: ¿Hace el hábito al monje?
- In class the next day, the teacher selects two or three of the most provocative comments to share with the class. These are presented to the class for consideration. Students then discuss the following two questions in small groups: ¿Cómo impacta positiva o negativamente el uso del uniforme en el ambiente académico? ¿Cómo te sentirías si el año próximo fuera obligatorio llevar uniforme a nuestro colegio?
- Students then listen to the one act play by Sergio Vodanovic: “El delantal blanco.” As students read along, they consider how clothes reflect our identity and our behavior. As they listen, students complete the following grid:

¿Cómo se comportaba la empleada antes de cambiar de ropa con la Señora?	¿Cómo se comportaba la empleada después de cambiar de ropa con la Señora?

When they finish listening, students discuss the behavior of the maid before and after she switches clothes with the “Señora,” and their interpretation of the story.

Ideas for Summative Assessments:

- In groups, students begin by writing a letter to the local Spanish language newspaper to state their opinions regarding the implementation of uniforms in the county’s schools the following year. Students who support uniforms should have a suggestion for what the design should be. Students who are against uniforms should clearly define what should be permissible and not permissible, and why.
- Students select a painting from an artist from the Spanish-speaking world and use the image to describe why they believe this is an example of “beauty.” Students record their presentation using Audacity and transport it to DropBox. This allows students to make connections to the original essential question, ¿Cómo se definen las percepciones de la belleza?
- Students will write a persuasive essay about ¿Piensas que tu vestuario determina tu identidad?

Resources

FEATURE FILMS

Bajo La Misma Luna (Under the Same Moon) by 20th Century Fox.

Al Otro Lado. (To the Other Side). Univision Communications, Inc. 2007.

The City, La Ciudad, PBS Broadcasting; www.pbs.org/itvs/thecity/

AUTHENTIC TV NEWS BROADCASTS

Univision Al Punto

Univision Primer Impacto

Noticias Univision 41

Corporación Radiotelevisión Española - www.rtve.es

AUTHENTIC NEWSPAPERS

El País - www.elpais.com

El Mundo - www.elmundo.es

Prensa Escrita - www.prensaescrita.com/

Latin American Network Information Center -<http://lanic.utexas.edu/la/region/news/indexesp.html>

AUTHENTIC MAGAZINES

Américas. Organization of American States, Washington, D.C

Vanidades.

Muy Interesante.

WEBSITES

Audiria - www.audiria.com

BBC Mundo - www.bbc.co.uk/languages/spanish/

Nuevos Horizontes - www.nuevoshorizontes.org

Univisión - www.univision.com

Tierra América - www.tierramerica.info