

## AP Spanish Language and Culture

### Course Overview

This course follows the guidelines of the College Board® AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the Curriculum Framework. The three modes of communication (Interpretive, Interpersonal and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® Spanish Language and Culture course.

The AP Spanish Language and Culture course is conducted exclusively in Spanish. Central to the course is the overarching principle as stated in the Curriculum Framework:

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate 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).

### 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 making linguistic comparisons.
- **La noticia de la semana** – students take turns presenting a relevant news story, summarize it for the class, and ask questions to create opportunities for discussion.
- **El diario de las noticias** - students keep a journal of the 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 to the class blog with link to news article, video, or podcast, and create a discussion question for all in class to participate in an on-line discussion.
- **Noche de película** - once every quarter, the class hosts a night where students watch a movie from a Spanish-speaking country. Considerations on cultural and historical relevancy will be given when selecting these films. As an alternative to Noche de Película the class can host a Noche de Cultura where students can show their projects and/or invite a guest speaker, either a member of a consulate or a member of the immigrant community.
- Every Wednesday, in the language lab, students practice recording a simulated conversation and a cultural comparison. All samples are assessed using the scoring criteria; rubric, listed for this assignment. Sometimes the teachers 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 rubrics.
- Writing, approximately every three weeks, a formal, well-organized, synthesis, analytical or persuasive essay on an appropriate topic in reaction to a text or information 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.

Every 2-3 weeks, a new theme is introduced; however interconnectedness of themes is expected and will be encouraged. Within the basis theme, students work on all aspects of communication: Interpretive, Interpersonal and Presentational. In lieu of a test for each theme, students are evaluated based on various assignments, which are graded according to the AP World Language and Culture Scoring Guidelines available on AP Central.

### **Course Planner**

The following are some suggested activities and may be modified based on students' interests and current events.

### **Theme: Las identidades personales y públicas**

Recommended Contexts: Personal Beliefs, Personal Interests, Self-Image, National and Ethnic Identities Alienation and Assimilation

#### **Essential Questions**

1. How are aspects of identity expressed in various situations?
2. How do language and culture influence identity?
3. How does one's identity develop over time?

#### **Introduction to the theme:**

As an introduction to the topic, students respond in written form to one or all of the following questions in their journal for the week. The following day, after having read the journal entries, the teacher selects one as an example, with the permission of the student to share with the class. Students make comments, in class, based on the journal entry.

**¿Cómo se identifica una persona?**

**¿Cómo influye la familia en la identidad de una persona?**

**Un documento legal, ¿le identifica a una persona?**

#### **Vocabulary**

- Students, in order to activate prior knowledge, brainstorm a list of vocabulary words relative to the topic/theme; adjectives of description, hobbies, interests, terms relative to national and ethnic identity. The instructor will add words not mentioned in the activity.
- Students will use words from the list as they work through the assignments in this unit.

#### **Audio, Visual, and Audiovisual Interpretive Communication:**

- Students view the video (1:11-2:14) "*El reto de ser joven latino en Estados Unidos*". Students, with a partner, discuss the content and decide if "**el tema de la identidad es esencial para el crecimiento**" do Young people in your community question their identity based on their experiences?

**[http://www.youtube.com/watch?v=j6W\\_xXvRc2Y&feature=related](http://www.youtube.com/watch?v=j6W_xXvRc2Y&feature=related)**

#### **Written Interpersonal Communication**

- Students, at home that evening, respond to the following questions in an online blog; **“¿Cómo es la vida de los inmigrantes en tu comunidad? ¿Qué hace tu comunidad para ayudar a los inmigrantes?”** Students respond to the question and then minimally respond to two other student responses.

#### **Print Interpretive Communicaiton**

- Students search for articles regarding the lives of immigrants in the United States.

##### **Formative Assessment:**

- Students write a brief summary of the article.
- Students, in written format, compare the information in the article with their own community.

#### **Spoken Interpersonal and Presentational Communication**

- Discuss authentic articles related to topics in class and their perspective of their own community.
- At home, each student responds to the following question in writing: **¿Cómo se siente ser un estudiante joven, en estos momentos en Arizona?**
  - The next day, students share their responses in class. They then watch the video **“Ser latino en USA; los jóvenes”**. This activity can be completed in one or two days as the video is 30 minutes in length. The teacher could stop at 10:46 and continue at 12:37 through to the end as well.  
([http://www.youtube.com/watch?v=2phQLNtWGr4&safety\\_mode=true&persist\\_safety\\_mode=1/](http://www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/))
  - That evening, at home, students use GoogleVoice to compare the video interviews and their original writing. This work will be scored according to the scoring guidelines for this part of the exam.

#### **Print Interpretive Communicaiton**

Further activities to complete this unit:

- Students are assigned the story by Francisco Jiménez: “Cajas de cartón”. Students participate in a variety of activities and assessments; both formative and summative relative to the story and its connection to the theme. Examples of activities; directed comprehension questions, illustration of one of the chapters in the book, Oral Presentation-ppt highlighting one of the chapters.

#### **Theme: Las familias y las comunidades**

Recommended Contexts: Customs and Values, Family Structure, Childhood and Adolescence

Essential Questions

1. What constitutes a family in different societies?
2. How do individuals contribute to the well being of communities?
3. How do the roles that families and communities assume differ in societies around the world?
4. How does the notion of the “extended family” differ among cultures?

**Vocabulary:** Family, holidays and celebrations, and emotions

As an introduction to this unit, students at home, complete the following activity the night before.

Introducción: **Las familias y las comunidades**

A continuación necesitas escribir todas las palabras de vocabulario que te vengan a la mente, no se te olvide incluir el artículo definido con cada sustantivo.

La familia	Las celebraciones y las tradiciones	La adolescencia

In class, the next day, one student writes down, on the board, all of the words generated the night before. The class then takes note of the commonalities and most popular words.

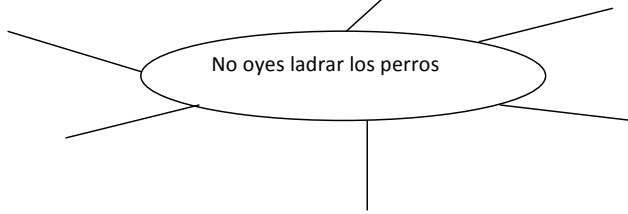
Now in groups of 3-4, students will write a list of characteristics that reflect the best characteristics of a family. We will then analyze the answers and note which answers all groups share in common, which will be our starting discussion point for Juan Rulfo's "*No oyes ladrar los perros*".

**Un ejemplo:**

Una familia debe ser:
Bondadosa Unida Generosa servicial

### Print Interpretive Communication:

- In class, the students will brainstorm, the content of the story, based on the title. They will work in groups to complete this **graphic organizer**.



- In class and at home, the students will read the story. They will answer questions in writing, will participate in in-class discussions and will write a final essay comparing it to Gabriel García Márquez's "*La siesta del martes*"

### Spoken Interpersonal and Presentational Communication

- Interview a young American. Each student will interview a student not in this class. They will ask them the following questions: ***How is your family, do you have many relatives? Do you get together often with your family, why or why not? If you could describe your family using three adjectives, which would they be and why?*** How is your family a reflection of your identity? After your interview, write a short summary of what you learned about him/her and compare his responses to those that describe your family. In class the next day, work with a classmate, share what you learned from your interview.
- This is an excellent way to connect the theme of Personal and Public Identities with families and communities.
- A second interview: each student will interview a relative and ask them to share a tradition in their family or one they participated in as a child. The student will record a report about this in Spanish using GoogleVoice or VoiceThread and will summarize what he or she learned and whether this tradition is still being celebrated why or why not.

### Further activities to conclude this unit:

Presentation: Families are an important part of the fabric of a society. Families can, however, take many different forms. Compare the common idea of a "typical" American family and one of a Spanish speaking country, and the concept of "extended family" in Spanish American culture and in our culture.

### Written Presentational Communication

1. Blog discussion on family rules, generation gap, family relationships in Spanish speaking culture, and in the student's own culture, the significance of "extended family".

**Theme: La vida contemporánea**

Juan Carlos Morales 12/18/13 8:03 AM

**Comment [1]:** This is in English - not really interpersonal unless the student is Spanish-speaking?

Sub-themes: Education and Careers, Travel and Leisure, Lifestyles

Essential Questions:

1. How is contemporary life influenced by cultural products, practices, and perspectives?
2. What are the challenges of contemporary life?

**Introduction to the Theme:**

- After Reading this article in class, *“Los desafíos de la mujer actual: Conciliar trabajo y familia”*, students comment on a class blog about the role of women in their communities. *¿Se parecen ambas situaciones, por qué sí o por qué no?*  
<http://www.lasegunda.com/Noticias/Buena-Vida/2012/03/728305/Los-desafios-de-la-mujer-actual-Conciliar-trabajo-y-familia>

**Vocabulary:** School, professions, traveling, and leisure activities

As a variation, the teacher will prepare a list of vocabulary words for this unit. Students will be asked to:

- First write a synonym or definition for each word on the list.
- Use the words in their blogs, summaries, any assignment during the course of this unit. Each time a word is used, it must be underlined. In this way students will contextualize the words and not just memorize them for an exam.

**Written and Print Interpretive Communication and Spoken Interpersonal and Presentational Communication.**

- Students are asked to find an article that identifies a challenge for them. As an example; The use of technology in the classroom or The challenges of finding scholarships to help defray the cost of tuition at the university. This must be a topic of interest to them and a challenge with which they will be faced or are facing now.
- The students will write about the topic in their journal, include the article and compare what they have learned from the article and what they are facing. Did their opinion change after they read the article?
- Every day, during the course of this unit, two or three students share their information in a mini-oral presentation to the class. Students in the class are required to ask questions.

**Written Presentational Communication**

Before students prepare to write a letter for a job interview, the teacher prepares a list of questions that students will respond to using Poll Everywhere; <http://www.polleverywhere.com/>. For example; *¿Es difícil encontrar un empleo? ¿Tienes un empleo en la actualidad? ¿Dónde trabajas? ¿Cobras un buen sueldo? Si pudieras elegir el trabajo perfecto, cuál sería y por qué.* The responses to these questions could be discussed in class.

At home that evening, students will now prepare to write a letter as part of an application for a job that they researched in the (anuncios clasificados) section an authentic newspaper online. There is an excellent site for students where they can search online newspapers from all over the Spanish-speaking world; [www.prensaescrita.com](http://www.prensaescrita.com).

1. Letter to apply for a job (preferably one found on authentic classifieds-an example; <http://www.computrabajo.es/bt-ofertas.htm>.

**Further activities to conclude this unit:**

- Blog discussion about qualities necessary for a sportsperson to reach high level of success in sport.

**Theme: Los desafíos mundiales**

Recommended Contexts: Economic issues, Environmental Issues, Health Care and Medicine

Essential Questions:

1. What environmental, political, and social issues pose challenges to societies throughout the world?
2. What are the origins of those issues?
3. What are possible solutions to those challenges?

**Introduction to the theme:** Preguntas para generar la discusión: *¿Cuáles son los beneficios de dormir una siesta? ¿Piensas que ayudaría esta práctica en el mundo laboral?*

**Vocabulary:** Government, politics, environment, and health

- Students are presented with a graphic organizer. Based on the vocabulary topic; **el bienestar mental**; they will generate a list of “cluster” words that relate to the topic.



**Written and Print Interpretive Communication and Written Presentational Communication:**

Students will participate in a “jigsaw” activity.

**Day 1**

- The teacher will divide the class into four groups of three or four students.
- Each group will have a different article that they will read.
- Each student in each group will become the “expert” for that particular article. Examples have been provided below.

- [http://www.bbc.co.uk/mundo/noticias/2012/10/121002\\_curiosidades\\_almoha\\_da\\_ostrich\\_pillow\\_rg.shtml](http://www.bbc.co.uk/mundo/noticias/2012/10/121002_curiosidades_almoha_da_ostrich_pillow_rg.shtml)
- [http://archivo.univision.com/content/content.jhtml?cid=824769\\*](http://archivo.univision.com/content/content.jhtml?cid=824769*)
- <http://www.20minutos.es/noticia/1112577/0/siesta/alemania/trabajo/>

### Day 2:

- A student from each group will form new groups, now there are four different students that have read four different articles.
  - Each student shares out information regarding the article that their group worked the day before.
  - Students take notes based on the other articles.
  - Students, in their new groups, now choose the article that they prefer from the four options and write an editorial to the newspaper.
    - Extension activities:
      - One student from each group shares their editorial with the class.
      - Students read "*Jaque mate en dos jugadas*" by Isaac Aisemberg.

### **Spoken Interpersonal and Presentational Communication**

- Students in groups of three or four select a topic of interest regarding healthcare reform. Each group researches the topic and comes prepared to defend their viewpoint in a debate the following day.
  - Extension activities:
    - Socratic Circle on issues such as healthcare reform.
    - Presentation on recommendations that students would pose to school board to transform our school into a more earth friendly environment.

### **Theme: La ciencia y la tecnología**

Recommended Contexts: Access to technology, Effects of technology on self and society, Science and ethics

Essential Questions:

1. How do developments in science and technology affect our lives?
2. What factors have driven innovation and discovery in the fields of science and technology?
3. What role do ethics play in scientific advancement?
4. What are the ethical consequences of cloning and stem cell research?

**Introduction to the theme:** Preguntas para generar la discusión: *¿Cómo impacta la tecnología en tu vida personal? ¿Crees que son una ventaja o una desventaja los avances tecnológicos del mundo actual?*

**Vocabulary:** Technology and science

- Students brainstorm a "**banco de vocabulario**" to activate prior knowledge; what words have they learned that will help them with this topic. The teacher will also decide which new words to include at the end, after the students have had an opportunity to generate the word bank.



Sustantivos	Infinitivos	Adjetivos

### **Written and Print Interpretive Communication**

- Students read the following article at home. *El 82 por ciento de las empresas vascas usa las redes sociales como herramienta de marketing e imagen.*  
<http://www.20minutos.es/noticia/1599250/0/>
- Students, at home that evening, react to the article and comment on two other responses from their classmates.
  - Extension activity: Students read “*Rosa*” by Angel Balzarino and write a review based on the story.

### **Spoken Interpersonal and Presentational Communication**

- Students in class prepare questions for an older family member or friend of a different generation about the types of technology available to them during their adolescence and current technology that they use in their everyday lives.
  - Students will inquire about the advantages and disadvantages of both.
  - Students, in a chart, will graph the information that they have from their interviews and write a summary based on the information in the graph/chart.
  - Students will report out this information in a VoiceThread.
  - Students will be assigned to another classmate and will be required to post oral comments on these presentations.

### **Written Presentational Communication: Other ideas for blog discussions.**

1. Since the invention of the Internet there has been some sort of media revolution. Technology transforms methods of communication. What do you think of the technological revolution? Where is it taking us?
2. It’s been said that television, computer and video games have led to a lack of imagination in today’s youth. Do you agree?
3. It is said that the computer will replace print media. Do you agree? What is the future for print media?

### **Further activities to conclude this unit:**

Students will design/create a new product.

- They will design a flyer that promotes the new products and the advantages of using this product on a daily basis.
- Classmates will vote on the best product.

### **Theme: La belleza y la estética**

Recommended Contexts: Defining Beauty, Defining Creativity, Visual and Performing Arts

Essential Questions:

1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives?

Introduction to the theme:

- Students, in small groups, make a list of what they consider to be beautiful. This could be a painting, a person, etc.
- The teacher selects different images of what other cultures consider to be “beautiful” and asks students to react to the images. Why or why not are these images “beautiful”?

**Vocabulary:** analyzing fine art, talking about music, and descriptions

- The teacher presents the students with a vocabulary list, words that they will need to use during the course of this unit. The list will include words that help students to discuss and analyze works of art.

#### Audio, Visual and Audiovisual Interpretive Communication and Spoken Interpersonal Communication

- Teachers show images of Fernando Botero’s works of art; paintings and sculptures.
- Using the vocabulary words that they have for this unit, students, in small groups, analyze the art.
- The teacher, together with the class, reviews the group work, ensuring that they students are using the vocabulary appropriately to describe and analyze the works of art.

#### Written and Print Interpretive Communication

In their class blog; students:

- Discuss how his vision of what it means to be beautiful is different from their own concept of beauty.

#### Spoken Presentational Communication

- Students select a painter from the Spanish-speaking work.
  - They now select a painting from his/her collection.
  - In a GoogleVoice they will compare the work of art that they have studied and compare it with a painting by Fernando Botero. How are they similar and how do they differ. Lastly, students will comment on which painting they prefer and why.
- **Further activities to conclude this unit:**
  - Participate in a Socratic circle on aspects of art such as violence in movies, censorship of art.
- Present a song or piece of art to class and explain their interpretation and why they like it.
- In a small group, discuss likes and dislikes of the artistic view of the world of the paintings of Salvador Dali.

#### Written Presentational Communication

1. Students take a virtual trip to Museo Soumaya and describe what were their favorite works of art and why.

Write an essay answering the following questions: How does publicity influences our ideas of beauty? What danger does this pose to adolescents? Are these dangers any different in Spanish speaking countries? Explain.

### Course materials

#### General resources taken from among the following:

BBC Radio: Estudio 834: <http://news.bbc.co.uk/2/hi/programmes/4977678.stm>

BBC Mundo: <http://www.bbcmundo.com>

Radio Naciones Unidas: <http://radio.un.org/es/> and <http://news.bbc.co.uk/hi/spanish/news/>

Radio Televisión Española: <http://www.rtve.es/>

Univisión: <http://www.univision.com>

TV Azteca: <http://www.tvazteca.com/>

UNICEF: [http://www.unicef.org/spanish/videoaudio/video\\_radio.html](http://www.unicef.org/spanish/videoaudio/video_radio.html)

CNN en español: <http://www.cnn.com/espanol>

El Pais (Madrid): <http://www.elpais.es>

El Mundo: <http://www.elmundo.es>

BBC News in Spanish: <http://news.bbc.co.uk/hi/spanish/news/>

People en español: <http://www.peopleenespanol.com/pespanol/>

Zambombazo: <http://zachary-jones.com/zambombazo>

Ver-taal: <http://www.ver-taal.com/>

Practica Español: <http://www.practicaespanol.com/>

Veintemundos: <http://www.veintemundos.com/en/>  
[www.20minutos.es](http://www.20minutos.es)

Real Academia Española: <http://www.rae.es>

Yahoo Noticias: [es.noticias.yahoo.com/](http://es.noticias.yahoo.com/) - Spain

Video: *Ser Latino en USA: Los Jovenes*

[http://www.youtube.com/watch?v=2phQLNtWGr4&safety\\_mode=true&persist\\_safety\\_mode=1/](http://www.youtube.com/watch?v=2phQLNtWGr4&safety_mode=true&persist_safety_mode=1/)