**AP Spanish Language & Culture**

**Scope & Sequence 2016-2017**

**Course Objectives:**

* Understand and comprehend a variety of authentic resources in multiple formats including conversations, guest speakers, lectures, oral presentations, newspapers, letters, instructions, internet articles, full-length movies, and short stories or poetry.
* Take said resources and not only be able to comment or give opinions and support these thoughts, but also synthesize information from what was seen, read or heard.
* Express through both spoken and written mediums by convincing, arguing, inquiring, and describing.
* Express well in a variety of styles and strategies, including those for different audiences.
* Expand knowledge and understanding of the practices, perspectives, and products of the Spanish language and culture.
* Acquire and enrich vocabulary so the student can manipulate, with confidence, a variety of reading and aural materials.

**Course Outline:**

The AP Spanish Language & Culture course is conducted completely in Spanish except for instances of administrative situations. I encourage all students throughout their Spanish studies to practice the target language outside of class when they can, and consistently use the target language with myself and their peers during class. A participation grade will be given at the end of each quarter with deductions for English usage and additions for excellent Spanish intent and usage.

Vocabulary lists will be given and formed for each unit. There may be separate lists for each objective in addition to vocabulary pulled from articles or literature read during the unit. The student will be responsible for all vocabulary in the spirit of bettering their fluency and richness of language through expansion of words.

Exam practice will come from a Mid-term exam that the teacher will develop which will include parts of previous exams and also teacher-created portions in the same format. In the spring semester, a full-length practice test will be given over multiple class periods. Smaller portions of practice materials will be given weekly to gain confidence with exam format.

The format of the class is equivalent to a third-year college level Spanish course. Course work will include focus on all 4 areas of the target language—reading, writing, listening, speaking—and the AP Spanish Language Exam, including both formal and informal emphasis. Student work will be conducted at a high achievement level commiserate of a third-year college student.

**Written:**

In order to introduce writing for an AP exam, a thorough introduction will be given to the importance of organization, brain-storming, introductions/conclusions, thesis, and synthesizing before any written assignments are given. Within every unit, a formal, 200-word essay will be assigned which will be both teacher and peer-edited to help recognize pitfalls and gain understanding. These mistakes will be cataloged, and then corrected to help recognize common problems and help to facilitate the decrease of consistent mistakes. Essays will be pertinent to the unit theme and may include references to class authentic materials. Informal writing will take place every week in composition books, being either an opinion which they must support, answer to a peer question, email format, scripts, book /article reviews, or in pen-pal form.

**Spoken:**

In addition to the class being taught exclusively in Spanish, students are also expected to talk to each other in the target language as well to increase fluency and ease in informal situations. Additional informal practice will come in the form of daily *Charlas*, or chats which will be warm-ups as a class over current events, issues, or topics of interest to the students. Other in-class activities to help facilitate spoken fluency will come from skits or role-plays, telephone conversations, informal presentations, debates, and improvisational speaking. Finally, formal oral presentations will come from 4 research projects based on each student’s individual country of choice. Topics will be chosen from under the umbrella of the 6 AP Spanish Language themes, which is what our course is based upon. They are:

* *La vida contemporánea* / Contemporary Life
* *Los desafíos mundiales* / Global Challenges
* *La ciencia y la tecnología* / Science and Technology
* *Las identidades personales y públicas* / Personal & Public Identities
* *Las familias y las comunidades* / Families and Communities
* *La belleza y la estética* / Beauty and Aesthetics

These presentations will include a cited resource (article, radio excerpt, podcast, image, etc.), be 7-9 minutes in length, include visual aids, and have 3 discussion questions to pull the entire class into the presentation and discussion, as well as to help synthesize information.

**Reading:**

Reading comprehension will begin with an introduction of reading strategies encouraged during the AP course which includes taking notes, looking for main points, ideas, or themes, and synthesizing information as they read. Readings will be given 2-3 times a week and may include authentic articles or stories from news, science, fashion, magazine, blog sites or print, poetry or short stories from classic literature, or cultural stories or tales specific to a country. All will be pertinent to the unit at hand and be followed with discussions, comprehension questions, or formal/informal evaluations.

**Listening:**

Listening comprehension will begin with an introduction of strategies encouraged during the AP course which includes taking notes, looking for main points, ideas, or themes, and synthesizing information as they listen. The skill of listening will be a daily practice. Not only are the students consistently hearing Spanish from the teacher and their peers, but many other opportunities will be encountered weekly to allow the students to hear other accents, dialects, and vocabulary specific to unique parts of the Spanish-speaking world. These opportunities may include class speakers, authentic videos or radio excerpts from news, science, or blog sites, short program series, full-length films (without subtitles), or interviews all pertinent to the unit, grammar, or vocabulary at hand. Both formal and informal evaluations through multiple choice questions, discussions, or essay responses will help the teacher to check comprehension and the student to gather and synthesize information.

**Unit Plan:**

**Intro:**

Syllabus, go over summer homework, informal quiz to measure skill levels, student country choices for formal presentations and sign-ups for dates throughout the year. Introductions to reading, writing and listening strategies through videos and practice.

**Unit 1: La belleza y estética (August 2016 – September 2016)**

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| **Objectivo** | **Capítulos en *Abriendo Puertas*** | **Gramática** | **Actividades principales** |
| I. What are some of the famous Spanish artists and their styles? Are they considered ‘beautiful’ and esthetically pleasing? | Idiomatic Expressions p. 24-25  3.16 Escuchar: Entrevista con Fernando Botero, p. 154  1.8 Hablar: Hora, Días, Meses, Estaciones p. 92  1.2 Vocabulario: El aula p. 29 | Adjective Agreement  Articles  *Gustar* and similar verbs  Present Tense | Discussions, visuals, histories, interactive museum visits over the following artists: Frida Kahlo, Diego Rivera, Salvador Dalí, Pablo Picasso, Fernando Botero  Article: *Los mejores lugares para admirar arte callejero*; Picasso / Dalí biographical information from Wikipedia Español  Video: Interview with Botero (Noticias 22, Mexico, DF)  Essay: Comparison of the idea of beauty in both Mexican and American cultures through the painting *Autorretrato en la frontera* by Frida Kahlo. |
| II. What is beauty to me? | 1.1 Vocabulario: Ropa p. 27 | Transition Words  Present Subjunctive | Discussions: what beauty is and can be; differences to people; physical, intellectual, both?  Article: *Ropa del Altiplano* (Interacciones)  Literature: *Las Medias Rojas* by Emilia Pardo Bazón. (*Encuentros Maravillosos)*  Video: *Que es belleza*; Dove beauty commercials (YouTube) |

**Unit 2: Las identidades personales y publicas (October 2016 – November 2016)**

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| **Objectivo** | **Capítulos en *Abriendo Puertas*** | **Gramática** | **Actividades principales** |
| I. Historical figures. What are some popular Spanish historical figures? How do they identify with the Spanish culture and create an identity? How are they similar or different? | Idiomatic Expressions p. 24-25  1.9 Vocabulario: Los animales / Pájaros p. 51  3.20 Escuchar: La historia de Selena p. 158 | Informal writing, recognizing the register  Comprehensive list of adjectives (teacher-prepared)  Preterit tense (regular & irregular)  Imperfect Tense  Preterit v. Imperfect | Discussion: history, public and personal identities presented to fans, life and death, graphic organizers: Selena Quintanilla Perez, Che Guevara  Article: *Selena Vive* (People en Español); Che Guevara biographical information from Wikipedia Español; *El Che vende Mercedes-Benz brevemente* (BBC Mundo)  Video: Interview of Selena with Cristina Saralegui (Programa de Cristina - YouTube)  Essay: Which person (Che or Selena) affected their people more with their identity? How did they affect them? Why did you choose him/her? (Use references to radio, articles, videos used in class)  Debate: Which historical figure had more influence? |
| II. National Figures. What is the voting process for both America and Mexico? Who were candidates in the 2012 elections? How do the political parties and candidates compare? | 1.3 Vocabulario: La escuela  1.5 Hablar: Las profesiones p. 80 | Prepositions after verbs  Future / Conditional Tenses  Imperfect Subjunctive  Si Clauses (*Ultimate Spanish Review & Practice)* | Research: Political parties and candidates of US/Mexican 2012 elections through CNN en Español and Elección 2012 Mexico (web sites)  Article: *El desafío de probar la ‘imposición’ de Peña Nieto* (BBC Mundo); *Quienes son los #132* (BBC Mundo)  Literature: *Caminante, son tus huellas* by Antonio Machado and *La Poesía* by Pablo Neruda. (*Encuentros Maravillosos)*  Video: *Cantiflas, Si yo fuera diputado* (YouTube); Political Commericals  Music: *Canción ante EPN* (Carlos Chavira,YouTube)  Project: Create own political party, beliefs, video to present to class |

**Unit 3: La vida contemporánea (November 2016 – December 2016)**

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| **Objectivo** | **Capítulos en *Abriendo Puertas*** | **Gramática** | **Actividades principales** |
| I. Media and Entertainment. How do cultural products influence the practices and perspectives of a group of people? | 4.5 Escribir: Las radios comunitarias  2.10 Leer: La televisión y los niños p. 134  3.9 Escuchar: Las notas p. 147 | Commerical / reading practice: recognizing the register (teacher-prepared)  Subjunctive: uses including emotion, doubt, wishes, impersonal phrases, and demands/commands  Perfect Subjunctive forms | Vocabulary from student research and personal interest words  Discussion: popular social media sites and their uses/influences or affects  Article: *La copia china de ‘Friends’* (El País); *Uwhisp, una aplicación para humanizar las redes sociales* (rtve.es)  Video: *Lo bueno y malo de Facebook* (MSN Latino)  Music: *No te metas a mi Facebook* by Esteman (YouTube)  Essay: Do you have social media pages? Why or why not? Why do you think people spend so much time in using these sites? Do you think that it affects their quality of life? How?  Debate: Good and Bad of social media |
| II. Challenges in contemporary life. What are some challenges in contemporary life and how can we help or influence them? | 1.9 Hablar: Los países y las nacionalidades p. 96  2.9 Leer: Culturas Unidas p. 132 | Scholarship Application vocabulary (students fill-out online *beca*)  Relative pronouns  Passive Voice | Discussions: Consumerism, school, language, poverty, unemployment, immigrants (Spain culture)  Article: *Erasmus y el misterio español* (El País); *El triste color de la crisis*  (El País); *Los mensajes de texto, cada vez más confusos*  (La Nación)  Essay: How has unemployment affected you? (Student will be given a card with an age, gender, and profession of a fictitious person, and will then write a detailed essay on the challenges, opportunities, and survival methods during unemployment in Spain) |

**Unit 4: Las familias y comunidades (January 2017 – February 2017)**

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| **Objectivo** | **Capítulos en *Abriendo Puertas*** | **Gramática** | **Actividades principales** |
| I. What is a family? What constitutes a family structure? How are families a part of the community? | 1.1 Hablar: La rutina p. 63  2.8 Leer: Anillos p. 130  3.10 Escuchar: Amigos p. 148 | Bien v Bueno  Por / Para  Infinitives  Sequence of Tenses (*Manuel de Gramática)*  Vocabulario adapted from *Pasajes: Lengua* | Discussions: my family structure, generational gaps/support, decisión making in a family  Article: *Una población olvidada* (Agencias, Madrid); *El Mosuo donde las mujeres mandan* (Listin.com);  Video: *Destino: España* (Immigrants, Rtve.es); *Por que se portan mal los niños* (CNN en español)  Music: *Canciones Infantiles de familia*  Essay: What is my family structure? What is unique? How does my family structure help me or hold me back? Why? |
| II. What are the traditions and values of my family and community? What role does love play? | 1.3 Hablar: Las Comidas p. 72  2.7 Leer: Idioma p. 128  3.17 Escuchar: La comida hispana p. 155 | Perfect Tenses  Progressive Tenses | Discussions: What are personal values/traditions in my family? For my community? Country at large?  Article: *Solteros y sin apuro* (BBC Mundo); *La familia tradicional está en proceso de extinción* (El País)  Literature: *Un perro ha muerto* by Pablo Neruda. 9*Encuentros Maravillosos0*  Video: *Amor y Novios* (Interacciones); Dove beauty commercials |

**Unit 5: Los desafíos mundiales (February 2017 – March 2017)**

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| **Objectivo** | **Capítulos en *Abriendo Puertas*** | **Gramática** | **Actividades principales** |
| I. Environmental Issues and Social Conscience. What environmental and social issues pose challenges to societies throughout the world? What are the origins and possible solutions?  How can I help? | 3.15 Escuchar: El agua en Chiriquí p. 153  1.7 Hablar: La estación de servicio p. 88  1.4 Hablar: El tiempo y los desastres naturales p. 76  1.7 Vocabulario: El banco p. 45 | Possession  Adjectives, two or more, limiting adjectives  Demonstratives  Negatives  Commands | Discussions: Water supply and contamination, pollution and the Greenhouse effect, poverty in third world-countries  Article: *Enfermedades comunes relacionadas con el agua* (UNICEF.org)  Video: *La contaminacion del agua y colera en Haiti* (YouTube)  Essay: Based on class discussions, readings, and news, describe some ways that the governments of third-world countries could help their people in the area of clean water and reducing sickness. |
| II. What type of challenges do we face within populations and demographics? Do these affect the welfare of these communities? | 3.6 Escuchar: Un inmigrante p. 144  2.1 Leer: Desde la General Norte p. 115  1.12 Hablar: El medio ambiente p. 108 | \*Full-Length Practice Exam  *Hace* and *desde* for duration of time  Perfect tenses of subjunctive | Discussions: alienation, assimilation, immigration, racism  Article: *El proceso de inmigración* (USCIS.gov/español); *El perfil de los inmigrantes musulmanes* (El País); *Afrodescendientes y racismo en América latina* (Choike.org)  Guest Speaker: Erin Alvarado, Immigrant from Mexico, followed by Q&A session  Video: *Batalla en* *Las Fronteras* (National Geographic en Español); *Racismo en los EEUU a los mexicanos* (YouTube) |

**Unit 6: Las ciencias y la tecnología (April 2017 – May 2017)**

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| **Objectivo** | **Capítulos en *Abriendo Puertas*** | **Gramática** | **Actividades principales** |
| I. How do developments in science and technology affect our lives? Specifically those in the health and medicinal fields? What role do ethics play in these scientific developments? | 1.10 Vocabulario: El automovil p. 54  1.11 Vocabulario: El aeropuerto y los viajes p. 57  1.12 Vocabulario: El hospital p. 60  1.10 Hablar: El avión y el turismo p. 100  1.11 Hablar: El cuerpo p. 104 | Stress and accents  Reflexive verbs and uses | Discussions: health, common medicines, traditional treatments, Chemo and cancer, ethical use of experimental drugs  Article: *Hospital de Turbo sigue paralizado* (El Mundo); *Los teléfonos celulares pueden salvar vidas* (CNN en Español); *La nueva esperanza en la lucha contra cáncer: medicamentos biológicos* (Infobae.com)  Video: *Videojuegos, armas, y salud mental* (CNN en Español); *No hay medicamentos para tratamiento de niños con cáncer en Cali*  Essay: When are experimental drugs for cancer patients OK? What if the side effects outweigh the possibility of help? |
| II. What type of natural phenomena do we encounter? Can they be proven by science? Have these phenomena driven innovation and discovery in the fields of science and technology? | 2.2 Leer: Ilusiones p. 118  2.5 Leer: Lo desconocido p. 124  3.13 Escuchar: Una isla del Caribe p. 151 | \*Full Length Practice Exam  Complete grammar review, specific to class needs | Discussions: Northern lights, meteor showers, mammatus clouds, red tides, sailing stones and fire whirls; unnatural phenomenon: UFOs  Article: *Las catástrofes naturales causan más refugiados que los conflictos bélicos; El fenómeno ‘ovni,’ objeto de debate científico* (El País)  Video: *Los fenómenos naturales más extraños en el mundo –Parte 1* (El Cienti); *Chile atacado por extraño fenómenos naturales* (Noticias de Chile en YouTube)  Debate: Are UFOs real? Base reasoning on class discussions. |

**Resources:**

A list of websites used for building target language skills in the four main areas both by the teacher for class activities and students for country researches:

Andalucia TV : http://www.canalsur.es/web/portada  
Antena 3 Noticias: http://www.a3n.tv  
Informativos Telecinco: www.informativos.telecinco.es   
Telenoticias Madrid: www.telemadrid.es/informativos   
MundoFOX: www.mundofox.com   
Rtve Spanish TV: www.rtve.es   
CNN en Español: www.cnn.com/espanol  
BBC Mundo www.bbcmundo.com  
Radio Naciones Unidas www.un.org/radio.es  
El Mundo Newspaper www.elmundo.com  
El País Newspaper www.elpais.com  
Spanish Newspaper Index www.prensaescrita.com  
Spanish Magazine Index www.latindex.com/prensa/esp-mag.htm  
MSN en Español http://noticias.latino.msn.com/latinoamerica/  
NPR AltRadioLatino http://www.npr.org/series/alt-latino/  
Nuevos Horizontes www.nuevoshorizontes.org  
Univisión television www.univision.com  
Radio Exterior de España www.rtve.es/ree  
La Nación: Costa Rica http://www.nación.com  
Moda magazine (Vogue) www.vogue.es

**Grading:**

Grading will be on a point system. There will be very few exams, but rather more focus on participation, presentations, conversations and gaining overall fluency in the language through the activities mentioned above. AP rubrics will be used for formal oral presentations, essays, and recorded speaking activities.