

AP SPANISH LANGUAGE SYLLABUS

Plan de estudios

Whitmer High School

2018-2019

Sra. Sheehan

asheehan@wls4kids.org

Course Overview:

This course follows the guidelines and procedures specified by the College Board® AP Spanish Language and Culture curriculum. It is designed to develop and enhance students' knowledge of the Spanish language through the development of the five skills involved in language learning: reading, writing, listening, speaking, and adapting to new cultures. The class is conducted almost entirely in Spanish, and students are encouraged and expected to also communicate in Spanish using the three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century. These three modes of communication are the foundation of the AP® Spanish Language and Culture course.

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).

Required Materials:

- Spanish-English dictionary
- 1" - 1.5" 3-ring binder with lined paper
- 5 labeled section dividers: 1) vocabulary, 2) grammar, 3) culture, 4) listening 5) Resources
- #2 pencils, black or blue pens, and a RED pen
- composition book (for writing)

Additional Materials

- **TEMAS: AP Spanish Language and Culture** by Parthena Draggett, Cole Conlin, Max Ehram and Elizabeth Millán
- **AP Spanish Exam Preparation** by Jorge Frisancho, María T. Redman and Marta Lucía Restrepo Bravo
- **Supersite 3.0** (online resource for **Temas**)
- * **Spanish Four Years AMSCO** by Janet F. Hiller

Grading Policy

At the AP level it makes the most sense to compare the grading to how the AP exam is structured:

Practice 10%

Interpersonal Communication 20 %

Presentational Communication 20%

Interpretive Communication 40% - This is heavy to mimic the fact that the Ap Exam is 50% interpretive

Grammar, Vocabulary and Culture 10%

Organization:

The course is divided into 6 themes/units which are based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed.

AP themes to be covered include:

Los desafíos mundiales
La ciencia y la tecnología
La vida contemporánea
Las identidades personales y públicas
Las familias y las comunidades
La belleza y la estética

Every 5 weeks or so, a thematic unit is introduced. Within the basic theme, students work on all aspects of communication: Interpretive, Interpersonal, and Presentational. Students are evaluated based on various assignments graded (quizzes and unit tests are included) according to the AP World Language and Culture Scoring Guidelines available in the AP Spanish Language and Culture Course and Exam Description.

THEMATIC UNIT 1 (*SP 4 yrs-2. and 14.)

The benefits of traveling... present and future.

Contemporary Life-TEMA 4-C3
Personal and Public Identities-TEMA 6-C3

ESSENTIAL QUESTIONS:

- How do we benefit of the perspectives from other people and cultures?
- How do we show respect for places we visited?
- How does the geographic location of a country influence tourist development?
- How does a country's history contribute the formation of its identity.
- How does an individual's identity of a minority ethnic group survive in the national identity of the the larger population?

THEMATIC UNIT 2

The human population...preserving what is important (*SP 4 Yrs- 6. and 14.)

Families and Communities-TEMA 1-C3
Global challenges-TEMA 5-C3

ESSENTIAL QUESTIONS:

- How does the human population interact with the natural environment surrounding them?
- What are the factors that generate cultural change in society?
- What world challenges have to do with changes in the human population?
- What benefits does a society have that respect and take care of their elderly?
- Why is it important to preserve the archives of a society?

THEMATIC UNIT 3

Dressing in style!... your self image and self esteem. (*SP 4 Yrs-5. and 7.)

Beauty and aesthetics-TEMA 3-C2
Personal and Public Identities-TEAM 6-C2

THEMATIC UNIT 4

The many facets of technology... what does the future bring? (*SP 4 Yrs-2., 16., and 17.)

Science and Technology-TEMA 2-C1
Contemporary Life-TEMA 4-C1

THEMATIC UNIT 5 (*Sp 4 yrs-9.)

Religion and the social conscience...heroes, heroism, and beliefs.

Global Challenges-TEMA 5-C5/6
Personal and Public Identities-TEMA 6-C5/6

THEMATIC UNIT 6

El elemento humano ... la familia, las consecuencias de los fenómenos naturales, y los artes visuales. (Sp 4 yrs - 4., 5., and 6.)

Families and Communities-TEMA 1-C4
Science and technology-TEMA 2-C4
Beauty and Aesthetics-TEMA 3-C4

ESSENTIAL QUESTIONS:

- How does style of one's dress reflect the attitude, values, and personality of the individual?
- What is the importance of style of dress in the social life of a person?
- How do clothing designers see the world and who are its fashion leaders?
- What are the factors that affect self image and self esteem, and what impact do our friends and family have?
- What characteristics define people who overcome obstacles to develop a productive life ?

ESSENTIAL QUESTIONS:

- In what ways does advance technology change how we communicate and socialize?
- How do we find maintain a healthy balance in our use of technology ?
- How can the schools of today prepare students for the challenges and opportunities of the future?
- How do social and cultural factors influence the choice of a career in an university?
- What is the importance of a life in teaching?

ESSENTIAL QUESTIONS:

- What are the predominant religions in the world? Does the younger generation still practice these religions?
- What is the role of philosophy currently? Is it the same as 100 years ago?
- What is the current social conscience ?
- What kinds of non-profit organizations are there, and how does it help?
- What are the qualities that make a hero, and are they born or made? What are their beliefs?
- What is heroism and what effect does it have in the world as a whole?

ESSENTIAL QUESTIONS:

- Which are the principle factors that influence the values of a person, such as rules and customs of their family?
- What is the role of the family that form the values of an adolescent.
- In what manner are humans and other species on Earth defined through natural phenomenon?
- What environmental factors have propelled the development and innovation in science and technology?
- Why is it important to have public institutions that support and promote the arts?
- In what sense is art an imitation of life or a reaction to reality? Is it through politics or personal experience?

Overview: Students read in depth about specific indigenous cultures, and compare their history and

culture with that of other indigenous groups in their own culture and throughout the Spanish speaking world. One option to explore is the student presenting a different craft, explaining the product itself, describing the practices surrounding the object, and the perspectives reflected. We read about important cultural artifacts and their importance to cultural identity, and analyze issues regarding buying, selling and displaying cultural artifacts.

Daily/Weekly/Monthly Activities to address Learning Objectives:

Monday Presentations—Every Monday, students take turns giving a presentation about a something related or relevant to our theme. Students may present articles, video clips, personalities, global issues, entertainment issues, music, etc. For example, if you are presenting during “identidades personales”, you will need to pick an important person in the Latin world, research them, present them to the class, explain why he or she is a significant person, show the class something he or she is famous for, etc. If you are presenting during “Los desafíos mundiales” you will need to pick a social problem plaguing the Latin world. You’ll need to explain the problem, where it is and why, ask opinions, etc. Rubrics and further explanation will be given, but this will be a Monday routine. Presentations are meant to develop the skill of “Presentational Speaking”, which accounts for 50% of the speaking portion of the AP Spanish language exam.

Weekly Discussions—Rather than spending every week completing grammar exercises for homework (though we will be doing some of that too ☺), students will participate in a weekly online discussion through *Supersite* or *Google Classroom*. There are topics to explore through this exercise. You will have thoughtful discussion questions, to which his or her classmates **MUST** respond to **THOUGHTFULLY**. This exercise is designed to help your reading, analytical, vocabulary, and writing skills in Spanish.

Weekly Quizzes: Students will have a weekly vocabulary, grammar, and/or culture quiz, usually on Friday.

Conversation-Students will participate in a number of different conversations to practice spontaneous speech, including class discussion, debates, interpersonal conversations, etc. In addition students will practice recording simulated conversations and conversational messages using Audacity (computer lab), languagelint.com, and/or Google Voice. All samples are assessed using the AP scoring guidelines for this assignment. This will help improve interpersonal listening and speaking skills.

Writing: Periodically, a formal, well-organized, synthesized, analytical or persuasive essay is written in class. Essays are written in class to assure that students are not using translation help or dictionaries. Dictionaries are not allowed on the AP Spanish exam, and therefore they will not be allowed during the in-class essays after the first semester. The essay is evaluated for its content, organization, cultural relevance, range and appropriateness of vocabulary, and grammatical accuracy. Student’s essays will be checked with “codes”. Students will then take the essays home, correct their mistakes using the code system, type the essays (12pt Times New Roman, double spaced), and turn them in for their final grade. This will be practice for presentational writing, which accounts for 50% of the writing portion of the AP Spanish exam.

- 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. These exercises will work to improve interpersonal writing skills, which accounts for the other 50% of the writing portion of the AP Spanish exam.

Listening and Immersion: Exposure is the best way for students to absorb the Spanish language. Exposure to Spanish in class IS NOT sufficient for students to reach Spanish fluency. Students are expected to spend time out of class listening to and absorbing Spanish. Students will be required to watch Spanish language television, movies, music, etc. and participate in community events.

Homework:

Homework will be given almost daily. Simulated Conversations are considered part of homework. No late homework will be accepted. Multiple homework assignments may be combined to make a minor grade. I will be utilizing Google Classroom for homework, practice, and activity assignments. If you know you are going to be absent because of a field

trip, etc. you should turn your homework in BEFORE leaving. If you are unexpectedly out of school, you should turn your homework in your first day back. Also, many times, assignments will be due through GC.

AP Exam: I encourage everyone to take the exam in May 7, 2019. I teach the class as if everyone is going to take it.

;A few minutes each day is the most powerful way to learn!

Learning a foreign language requires a lot of practice and review. You will learn much more easily if you devote a little time each day to the process. For example, 15-30 minutes a day, 4 days a week is much more effective than one hour, one day a week.