

AP Spanish Language and Culture

Location: Room 312

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Course Overview

This AP® Spanish Language and Culture course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. The objective of this course is to provide students with the necessary skills to easily and accurately communicate with Spanish-speaking people, both in formal and informal situations. Additionally, students learn about the Hispanic culture in order to compare and contrast it to their own culture. Students work on individual projects as well as group projects. They also research various student-chosen or teacher-chosen topics in order to enhance each of their language-learning skills. These learning skills include listening, speaking, reading, and writing. Additionally, students have the opportunity to sharpen their oral and written presentational skills in various situations.

This course is conducted almost exclusively in Spanish in order to provide opportunities for students to expand their listening and speaking skills. Students are continuously encouraged to practice the target language with their teacher and with their peers. This is accomplished inside the classroom--through informal conversations and formal discussions--and outside of the classroom as well. In addition to this, students improve their aural comprehension skills through the use of various audio and video recordings. In this course, special emphasis is placed on the use of authentic sources of materials so that students can enhance their listening abilities as well as sharpen their integration of language skills. An example of this integration is listening to an authentic audio or video recording and then writing pertinent responses based upon the material. To further the integration, students will participate in class with follow-up discussions of the recordings.

Students are continually exposed to current events of Spanish-speaking countries through authentically written articles that are found in newspapers, on the internet, and in magazines. Students also participate in Literature Circles by reading authentic stories. This improves

reading comprehension and interpersonal communication skills. In addition to the weekly Literature Circles, students engage in various types of writing activities. Some of these include essays, news article summaries, letters, invitations, journal entries, and book or television program reviews.

Listening Skills

Several times per week, in class and at home, students are required to listen to authentic sources of Spanish media, such as newscasts, radio shows, and TV programs. In class, students listen to news reports, documentaries, songs, and interviews. Students are required to take notes on this media in order to obtain critical and detailed information. In addition, students listen to pre-recorded audio from national news radio stations, broadcast from many different Spanish-speaking countries. This results in students being exposed to a variety of Spanish accents.

Speaking Skills

Students participate in a short *Charla* session at the beginning of each hour. During this *Charla* time, students share interesting information about themselves, their plans for the day or week, or anything they would like to share with the group. This *Charla* is conducted in Spanish. Any student can participate in the discussion by asking pertinent questions. Additionally, students participate in role plays, class discussions, telephone messaging, oral interviews, surveys, debates, storytelling, and skits throughout each semester. Furthermore, the students will need to research several topics and give an oral presentation to the class. The last day of the week, each student needs to share an interesting news article he/she heard from the authentic source of Spanish media during the week. In addition to these activities, students will need to complete formal and informal speaking activities.

Formal Speaking Activities

Students will be required to complete three formal speaking activities with Mrs. Barnes. For these activities, students will need to answer a question based on information from an audio selection and a printed article. Then they will give a two-minute presentation answering the questions. These activities need to be completed before or after school or during lunch. Each activity is worth 30 points. Here is the schedule of due dates for the formal speaking activities:

#7 – Jan. 14

#33 – Mar. 10

#34 – May 6

Informal Speaking Activities

Additionally, students will be required to complete informal speaking activities throughout the year. Students will participate in a simulated conversation to practice their conversational skills. These conversations will be recorded so that Mrs. Barnes can evaluate these activities. These activities need to be completed before/after school or during study hall. Each activity is worth 30 points. Here is the schedule of due dates for the informal speaking activities:

Página	Actividades	La Fecha
255	1	el 11 de septiembre
261	7	el 25 de septiembre
259	5	el 9 de octubre
258	4	el 23 de octubre
267	13	el 6 de noviembre
262	8	el 20 de noviembre
268	14	el 11 de diciembre
256	2	el 8 de enero
257	3	el 22 de enero
260	6	el 5 de febrero
264	10	el 18 de febrero
265	11	el 4 de marzo
269	15	el 18 de marzo
271	17	el 1 de abril
272	18	el 15 de abril
270	16	el 29 de abril
263	9	el 13 de mayo

Community Volunteer Translation Activity

Students will be given an opportunity to use their speaking skills to help Spanish-speaking clients of the Salvation Army through their Toys For Tots program. Each student will be required to attend the fieldtrip to Shopko Hall to translate during the first toy distribution day. The students will miss school for most of the day to help this worthy cause and to practice their speaking skills with authentic speakers. This is a required activity and it is worth 50 points.

Reading Skills

Students are required to read authentic pieces of writing throughout this course. These include a wide variety of Spanish-written materials such as pertinent segments in the textbook, newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions). Additionally, students participate in the Literature Circles by reading an authentic, short story and then discussing it in small groups. This takes place every Friday during class.

Writing Skills

Students are required to continually improve upon their writing skills. In class, they are called upon to write informal and formal essays. Most of these essays must be completed during class time so that the exercise imitates the exam format. Some of the journal entries are student-chosen while others are teacher-chosen. Informal e-mail responses are each worth 30 points. Formal persuasive essays are worth 50 points each.

Course Plan

Theme	Week	Date	Chapter from <u>Abriendo paso – Temas y lecturas</u>	AP Spanish: Preparing for the Language and Culture Examination *	Other Resources**
Introduction	1	Sept. 1-4		Part A #21 Part B-2 #1 Part F #1	
1 – Las identidades personales y públicas	2	Sept. 8-11	Ch 1 – La enajenación y la asimilación	Part A #4 Part B-1 #3 Part C #1 Part E #1 Part F #2	
2 – La vida contemporánea	3	Sept. 14-18	Ch 7 – La educación y las carreras profesionales	Part A #2 Part B-2 #2 Part C #2 Part F #14	Movie - <i>Real Women have Curves</i> – rated PG-13 -women in higher education -traditional feminine roles

3 – Las familias y las comunidades	4	Sept. 21-25	Ch 14 – Las tradiciones y los valores	Part A #9 Part B-1 #9 Part C #10 Part D 5 Part E #7 Part F #7	Movie – <u>Viva Cuba</u> – rated PG-13 -social class -family structure
4 – La belleza y la estética	5	Sept. 29-Oct. 2	Ch 20 – La arquitectura	Part A #1-3 Part B-2 #3 Part C #3 Part F #6	
5 – La ciencia y la tecnología	6	Oct. 5-9	Ch 26 – El acceso a la tecnología	Part A #11 Part B-1 #1 Part C #8 Part D #3 Part E #5 Part F #32	
6 – Los desafíos mundiales	7	Oct. 12-16	Ch 32 – Los temas económicos	Part A #7-8 Part B-2 #4 Part C #5 Part E #4 Part F #6	Movie – <u>La Misma Luna</u> – Rated PG-13 -immigration
1 – Las identidades personales y públicas	8	Oct. 19-23	ch 2 – Los héroes y los personajes históricos	Part A #3 Part B-1 #2 Part C #16 Part D #2 Part F #3	
Day of Dead Project	9	Oct. 26-29			
2 – La vida contemporánea	10	Nov. 1-5	Ch 8 – El entretenimiento y la diversión	Part A #5-6 Part B-1 #11 Part B-2 #5 Part C #6 Part D #2 Part E #13 Part F #20	

3 – Las familias y las comunidades	11	Nov. 9-13	Ch 15 – Las comunidades educativas	Part A #7 Part B-2 #20 Part C #4 Part F #5	
4 – La belleza y la estética	12	Nov. 16-20	Ch 21 – Definiciones de la belleza	Part A #15 Part B-2 #6 Part C #25 Part D #15 Part E #4 Part F #12	
Mexican Culture	13	Nov. 23-25			Movie - <u><i>Atlético San Pancho</i></u> – rated G -soccer -Mexican culture
5 – La ciencia y la tecnología	14	Nov. 30-Dec. 4	Ch 27 – Los efectos de la tecnología en el individuo y en la sociedad	Part A #20 Part B-1 #4 Part C #14 Part D #7 Part E #14 Part F #8	
6 – Los desafíos mundiales	15	Dec. 7-11	Ch 33 – Los temas del medio ambiente	Part A #16 Part B-2 #8 Part C #24 Part F #3	
1 – Las identidades personales y públicas	16	Dec. 14-18	Ch 3 – La identidad nacional y la identidad étnica	Part A #12 Part B-1 #14 Part C #15 Part D #11 Part E #2 Part F #9	
2 – La vida contemporánea	17	Dec. 21-23	Ch 9 – Los viajes y el ocio	Part A #10 Part B-2 #11 Part C #9 Part F #24	

3 – Las familias y las comunidades	18	Jan. 4-8	Ch 16 – La estructura de la familia	Part A #30 Part B-1 #5 Part B-2 #20 Part D #13 Part E #3 Part F #111	Movie – <u>Tortilla Soup</u>
Semester Exam	19	Jan. 11-15* End of Sem.			Semester exam project
4 – La belleza y la estética	20	Jan. 18-22	Ch 22 – Definiciones de la creatividad	Part A #32 Part B-1 #6 Part C #13 Part E #6 Part F #16	
5 – La ciencia y la tecnología	21	Jan. 25-29	Ch 28 – El cuidado de la salud y la medicina	Part A #28 Part B-2 #7 Part C #20 Part F #13	
6 – Los desafíos mundiales	22	Feb. 1-5	Ch 34 – El pensamiento filosófico y la religión	Part A #25 Part B-1 #10 Part B-2 #12 Part C #11 Part D #1 Part E #10 Part F #10	
1 – Las identidades personales y públicas	23	Feb. 8-12	Ch 4 – Las creencias personales	Part A #14, 22 Part B-2 #19 Part F #18	
2 – La vida contemporánea	24	Feb. 15-19	Ch 10 – Los estilos de vida	Part A #13, 31 Part B-1 #15 Part C #12 Part D #14 Part F #30	
3 – Las familias y las	25	Feb. 22-26	Ch 17 – La ciudadanía global	Part A #38	

comunidades				Part B-2 #21 Part F #15	
4 – La belleza y la estética	26	Feb. 29 - Mar. 4	Ch 23 – La moda y el diseño	Part A #36-37 Part B-1 #17 Part C #18 Part E #11 Part F #25	
5 – La ciencia y la tecnología	27	Mar. 7-10	Ch 29 – Las innovaciones tecnológicas	Part A #27 Part B-1 #19 Part B-2 #19 Part F #24	
6 – Los desafíos mundiales	28	Mar. 14-18	Ch 35 – La población y la demografía	Part A #31, 41 Part B-1 #16 Part C #19 Part D #8 Part E #15 Part F #17	
1 – Las identidades personales y públicas	29	Mar. 21-24	Ch 5 – Los intereses personales	Part A #23 Part B-2 #14 Part C #23 Part F #22	
2 – La vida contemporánea	30	Mar. 30-Apr. 1	Ch 11 – Las relaciones personales	Part A #17 Part B-2 #13 Part C #17 Part D #9 Part F #35	
3 – Las familias y las comunidades	31	Apr. 4-8	Ch 18 – La geografía humana	Part A #18 Part B-1 #13 Part C #7 Part F #28	
4 – La belleza y la estética	32	Apr. 11-15	Ch 24 – El lenguaje y la literatura	Part A #19 Part B-2 #10 Part C #21 Part E #18	

				Part F #29	
5 – La ciencia y la tecnología	33	Apr. 18-21	Ch 30 – Los fenómenos naturales	Part A #35 Part B-1 #8 Part F #26	
6 – Los desafíos mundiales	34	Apr. 25-29	Ch 36 – El bienestar social	Part A #45 Part B-1 #18 Part B-2 #15 Part C #22 Part E #16 Part F #19	
1 – Las identidades personales y públicas	35	May 2-6	Ch 6 – La autoestima	Part A #27 Part B-2 #22 Part F #32	AP EXAM!!!! (Tuesday, May 3rd 8:00 a.m.)
	36	May 9-13			Movie – <u>El Norte</u>
	37	May 16-20			Semester Exam Project
	38	May 23-26			Semester Exam Project

*Activities come from AP Spanish: Preparing for the Language and Culture Examination.

**Other authentic and up-to-date resources will be added throughout the year based

Please note: Sra. Barnes reserves the right to add or delete any of the above activities.

Part A = Interpretive Communication: Print Texts

Part B-1 = Interpretive Communication: Print and Audio Texts

Part B-2 = Interpretive Communication: Audio Texts

Part C = Interpersonal Writing: E-mail Reply

Part D = Presentational Writing: Persuasive Essay

Part E = Interpersonal Speaking: Conversation

Part F = Presentational Speaking: Cultural Comparison

Student Evaluation

Weighting of Components

Class grades are weighted depending upon the type of activity.

Quizzes (20 percent)

This category comprises all assessments that are given throughout the year. These include anything from vocabulary and grammar quizzes to short-answer quizzes on stories that are read in class and at home. Exams can be short-answer, fill-in-the-blank, and/or matching questions. Essay questions can be included in any quiz or test. This category also includes the research projects.

Essays/written assignments (25 percent)

All written work falls into this category--journal entries, letter and e-mail exchanges, and informal and formal writing assignments.

Aural/oral activities (25 percent)

All listening/speaking assignments are included in this category.

Classroom participation (20 percent)

At the end of every period, individual student participation is recorded on a "Participation Chart". Enthusiastic as well as lackluster participation is noted. Each student is given 20 points per week in this category and can lose points if they choose not to participate.

Homework (10 percent)

This is a category that can consist of various activities such as homework from the AP Exam prep book, grammar practice, definitions of words, and weekly summaries of news articles.

Grades

Grades are based on the following scale:

95-100%	A	86-88%	B	77-79%	C	68-70%	D
92-94%	A-	83-85%	B-	74-76%	C-	65-67%	D-
89-91%	B+	80-82%	C+	71-73%	D+	less than 65%	F

Internet Resources to enhance listening and reading skills:

ABC

<http://www.abc.es>

BBC Mundo.com.

<http://news.bbc.co.uk/hi/spanish/news>

Ciber Centro

<http://www.cibercentro.com>

CNN en español

www.cnn.com/espanol

ECOS Magazine.

www.ecos-online.de/audio

El País

<http://www.elpais.es>

Grupo Radio Centro

www.radioedfm.com.mx/

Hoy en Marca

<http://www.marca.com>

Instituto Cervantes

<http://radiocervantes.es/>

The Latin American Virtual Newsstand

<http://www.latinworld.com>

Latin World

<http://www.latinworld.com>

Lingolex.com.

www.lingolex.com/swom/index.htm

El Mundo

<http://www.elmundo.es>

Nuevos Horizontes

www.nuevoshorizontes.org

Prensa Escrita

www.prensaescrita.com

Puerta del Sol. Audio magazine.

Nashville, Tenn.: Champs-Elysées.

[www.puerta-del-](http://www.puerta-del-sol.com/products/spanish/default.aspx)

[sol.com/products/spanish/default.aspx](http://www.puerta-del-sol.com/products/spanish/default.aspx)

Radio Naciones Unidas

www.un.org/radio/es/

La Razón

<http://www.larazon.es>

Univision

www.univision.com/portal.jhtml

The specific news programs that are used for class change annually and depend upon the interests of the current group of students.

I am excited to take this journey with you through AP Spanish Language and Culture. In order to improve your speaking skills, it is very important for you to speak Spanish during class. Don't be afraid to make mistakes. The biggest mistake you can make is not giving it a try. If you need help, please ask. I am available before/after school and 1st and 7th hours. ¡Juntos nosotros podemos hacerlo!

Sra. Barnes