

Course Overview

The AP Spanish Language Course is conducted almost exclusively in Spanish. We encourage all students throughout their Spanish studies to practice their target language and demonstrate their level of Spanish proficiency across three communicative modes: interpersonal, interpretive, and presentational. Students enrolled in this course will broaden their knowledge of the culture of Spanish-speaking countries and gain greater competence in their communication skills.

The students will:

- Recognize cultural elements implicit in oral and written texts.
- Understand conversations, lectures, oral presentations, newspapers, *realia*, letters, instructions, Internet articles and authentic literary selections.
- Express themselves orally by convincing, arguing, inquiring, describing and persuading.
- Express themselves in a variety of styles using different strategies and registers for different audiences.

Communication Skills

Written and Print Interpretative Communication: In addition to the literary selections chosen by the teacher; newspapers, Internet sites and magazine articles will be included in the readings. This variety will help improve and develop an overall comprehension of many topics along with contemporary ideas. Discussion can then be introduced spontaneously. The students will be given the opportunity to expand vocabulary knowledge and be able to recognize facts, opinions and hypotheses. Students will analyze the differences between Spanish culture and values to their own.

Written Interpersonal and Presentational Communication: Students will be required to write both formally and informally. Besides writing brief descriptive paragraphs after stories they have read, the students will be asked to express their feelings, opinions and ideas. As the year progresses, the writing tasks will become more challenging and technical. Students will use a variety of writing styles such as persuasive, expository and narrative. They will develop and strengthen effective techniques and styles by means of timed writing samples. Peer editing will be introduced in the first semester thereby allowing the students to evaluate their peers.

Spoken Interpersonal and Presentation Communication: Statistics have proven that a comfortable learning environment provides an affective domain and encourages language production in which communicating in the target language is crucial. All students participating in the Advanced Placement Spanish Language program will be required to speak primarily in the target language. Students will be provided with a series of activities affording them the

opportunity to use the target language in various types of situations. These may include debates, opinion forums, Socratic circles, cooperative learning activities, simulated conversations and formal and informal presentations. Students will be encouraged to speak in the target language outside the classroom and in the community.

Audio, Visual and Audiovisual Interpretive Communication: The entire Advanced Placement course is conducted primarily in the target language. Students are required to speak in Spanish on a daily basis which will strengthen their listening comprehension skills. Students are also presented with a variety of listening sources such as tapes / CD's, videos, podcasts, aural narrations and Internet sites. These elements are gathered from various authentic sources so that the students have the opportunity to hear different accents, tones, idiomatic registers and expressions.

UNIDAD 1

Theme: Personal and Public Identities / *Las identidades personales y públicas*

Recommended Contexts:

- Alienation and Assimilation / *La enajenación y la asimilación*
- Heroes and Historical Figures / *Los héroes y los personajes históricos*
- National and Ethnic Identities / *La identidad nacional y la identidad étnica*
- Personal Beliefs / *Las creencias personales*
- Personal Interests / *Los intereses personales*
- Self-Image / *La autoestima*

Overarching Essential Questions:

- How are aspects of identity expressed in various situations? / *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- How do language and culture influence identity? / *¿Cómo influyen la lengua y la cultura en la identidad de una persona?*
- How does one's identity develop over time? / *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*

Suggested Activities:

- Yo en una bolsa – Students bring in realia from their homes that reflect their personality and own cultural heritage. Students then use the target language to describe who they are.
- Mi verano – Over the summer students are to take pictures of their activities and create a presentation that relates those activities. Students give their presentation to the class during the first week of school.

- Figuras Influenciales – Students will create a visual (Glogster, Prezi, etc.) containing pictures and captions about a famous or influential Hispanic person. They will then use that visual to aid their oral presentation about the contributions made by these individuals to the global community.
 - Students may watch: *La Quinceañera, Sugar, La misma luna*
 - Students may read Preguntas de Esmeralda Santiago (Album p.12)
 - Students may read *Mareo escolar* de José Antonio Burgos (Aventuras Literarias Pg 111)
 - Students may watch: *Ser latino en USA; los jóvenes.* ([www.youtube](http://www.youtube.com))
 - Students may watch *Wet Feet Dry Feet* (Dateline documentary)
 - Students will complete Triángulo activities pertaining to these themes.
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- In small groups students will discuss the different challenges and obstacles confronted by immigrants according to the reading and videos answering to questions of ¿Quién? ¿Qué? ¿Dónde? ¿Cómo? ¿Cuándo? ¿Por qué? Each group will post questions to be asked to the rest of the class in a general debate. The class will present possible solutions to the problems presented by each group.
 - Students will research the internet for authentic material in Spanish regarding immigration. They may choose their specific theme and come to class prepared to present and respond questions about their research. (5 minutes oral presentation, written summary of the article)
 - Students will research the political situation / arrangement between Puerto Rico and the United States and its political / social implications on Puerto Ricans today.
 - Students will complete appropriate exercises in practice resources

Assessment:

- Write a formal letter to your congressman and/ or senator outlining a possible solution to the problem of immigration in the United States.
- Students write a culminating persuasive essay to answer the following prompt: *¿Debe uno asimilar la cultura o guardar su identidad cultural al inmigrar a otro país?* Students listen to an audio about the identity of the new generation of Hispanics in the U.S.: www.bbc.co.uk/mundo/cultura_sociedad/2010/06/100607_video_hispanos_generacion_la_np.shtml and read an article explaining how more than 60% of immigrant children living in Spain do not feel Spanish: www.eluniverso.com/2010/11/04/1/1360/mas-60-hijos-inmigrantes-identifican-como-espanoles.html?p=1360&m=1860 The essay is evaluated using the new exam scoring guidelines.

- Students will roll play as Puerto Rico residents, non residents, former residents, and / or politicians. They will discuss in panel format the current status of Puerto Rico and changing the current status.

UNIDAD 2

Theme: Families and Communities / *Las familias y las comunidades*

Recommended Contexts:

- Customs and Values / *Las tradiciones y los valores*
- Education Communities / *Las comunidades educativas*
- Family Structure / *La estructura de la familia*
- Global Citizenship / *La ciudadanía global*
- Human Geography / *La geografía humana*
- Social Networking / *Las redes sociales*

Overarching Essential Questions:

- What constitutes a family in different societies? / *¿Cómo se define la familia en distintas sociedades?*
- How do individuals contribute to the well-being of communities? / *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- How do the roles that families and communities assume differ in societies around the world? / *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

Suggested Activities:

- Socratic Circle: What is a family? How is it defined? How does it differ from your culture? What is traditional? What is modern? How/Why are they different? What types of family prevail in hispanic countries? What changes / differences are evolving with the family today here and in Spanish speaking countries?
- Story: Juan Gelman “Carta abierta a mi nieto” www.juangelman.net/tag/carta-abierta-a-mi-nieto/
- La Guerra Sucia y Las madres de la Plaza de Mayo: How did these women change the events that were unfolding in the history of Argentina? How can you make changes in your own communities? How was this event perceived / received around the world? www.madres.org
- Journal: ¿Quién es tu héroe y por qué?
- Students will complete appropriate exercises in practice resources

Assessment:

- Project: In pairs students research traditions and values that prevail in neighboring pairs of hispanic countries. Students then present the findings of the research then the class compares / contrasts the countries researched with each other and their own culture.
- Read “La siesta del martes” de Garcia Marquéz and complete modified activities in <http://www.ucm.es/info/especulo/numero41/dhlitera.html>
- Realizar una crónica policial de la muerte de Carlos Centeno
- Imaginar el diálogo de dos vecinas que esperan en la puerta de la iglesia al ver a la mujer y a la niña.
- Escribir el testimonio de la hermana del cura, acerca de la visita de la mujer y la niña.
- Escribir un obituario de Carlos Centeno y la elogia
- Compare / Contrast the events surrounding La Guerra Sucia with another similar event in history that has had global impact. (Ej. Holocaust, Castro, Chaves, Tiananmen square, etc.)

Unidad 3

Theme: Global Challenges / *Los desafíos mundiales*

Recommended Contexts:

- Economic Issues / *Los temas económicos*
- Environmental Issues / *Los temas del medio ambiente*
- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
- Population and Demographics / *La población y la demografía*
- Social Welfare / *El bienestar social*
- Social Conscience / *La conciencia social*

Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world? / *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- What are the origins of those issues? / *¿Cuáles son los orígenes de esos desafíos?*
- What are possible solutions to those challenges? / *¿Cuáles son algunas posibles soluciones a esos desafíos?*

Suggested Activities:

- Students may listen to Maná's CD *Amazonía* and *¿Dónde jugarán los niños?* Students write their reactions to the messages of the songs in preparation for an in class discussion.
- Students participate in a Socratic discussion about environmental issues found through online resources. Each student must formulate three well-thought questions that prompt peers to evaluate, predict, and propose solutions to current environmental issues which may or may not also be tied to economic concerns. Students respond to each other's questions. This is a student-led discussion. The teacher evaluates students and gives constructive feedback.
- Students will read the Declaración Universal de Derechos Humanos <http://www.un.org/es/documents/udhr/> and have a round table discussion on the need for such document.
- Student may watch one of the suggested films and analyze the story line to study and reflect upon the violation of human rights. They will react to the impact of these violations and how these violations are viewed today both orally and in written form.
 - Movie selection titles may include but not limited to: *La Historia Oficial*, *El Traje*, *Motorcycle Diaries*, *La fiesta del Chivo*, *Las Mariposas*, *Maria Full of Grace*
- Current events: Students share and discuss current event articles that portrait today's human rights struggles and strides.
- Read *Lazarillo de Tormes* and discuss its themes. Listen to "La Historia de Juan"-canción de Juanes (Sonicomusica.com). After, students will compare these two pieces.
- Students will complete appropriate exercises in practice resources

Suggested Assessment:

- Students will research individual countries and create a presentation of the travel opportunities, pros and cons of ecotourism in that country.
- Students will be given a budget and will create a ___ day long trip to either a specific or multiple countries.
- Debate the merits / detriments of developing ecotourism in various countries.
- Escribir un ensayo enfocándose en algunos remedios para los problemas del medio ambiente haciendo referencias a por lo menos dos fuentes que hemos leído o escuchado en la clase.

- Students will create a written proposal for an addition to the Declaración Universal de Derechos Humanos. They will present the proposed changes orally giving specific details of their importance using data to support all claims.
- Students will write an essay for the topic: The Greatest Human Rights Victory
- Journal & Reflection writing: Themes from class discussion (discrimination, poverty, stereotypes, ect..)

Sources:

El ecoturismo en:

Costa Rica Programa de BBC:

<http://www.bbc.co.uk/learningzone/clips/el-ecoturismo-en-costa-rica-pt-1-3/8591.html>

Espana:

www.ecoagroturismo.es

<http://www.biomanantial.com/ecogastronomia-comarca-sidra-a-1713-es.html>

Mexico:

<http://www.academianacionaldeturismo.org>

Colombia:

<http://www.ecoturismo-colombia.com/home.php>

Travel planning website:

<http://www.viajeros.com/destinos/>

Artículos:

La importancia de la Actividad Económica de Turismo y Viajes en Argentina:

<http://www.utntyh.com/wp-content/uploads/2011/09/La-importancia-de-la-actividad-econ%C3%B3mica-de-turismo-y-viajes-en-Argentina-CAT2.pdf>

2012 El Año de Turismo Latinoamericano

<http://www.enlaredradio.com/indexR.php?url=http://enlaredradio.com/turismo/turismo-al-dia/2012-el-ano-del-turismo-latinoamericano/>

La gran mentira del “ecoturismo” en Centroamérica y México 08/12

http://www.turismo-responsable.org/Investigacio_debate/0812_ecoturisme_Vigna.pdf

UNIDAD 4:

Theme: Science and Technology / *La ciencia y la tecnología*

Recommended Contexts:

- Access to Technology / *El acceso a la tecnología*
- Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*
- Health Care and Medicine / *El cuidado de la salud y la medicina*
- Innovations / *Las innovaciones tecnológicas*
- Natural Phenomena / *Los fenómenos naturales*
- Science and Ethics / *La ciencia y la ética*

Overarching Essential Questions:

- How do developments in science and technology affect our lives? / *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
- What factors have driven innovation and discovery in the fields of science and technology? / *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
- What role does ethics play in scientific advancement? / *¿Qué papel cumple la ética en los avances científicos?*

Suggested Activities:

- Socratic Circle Discussion: *¿Qué aparatos tecnológicos empleas todos los días? ¿Si tuvieras que escoger sólo un útil tecnológico y rendir todos los otros, cuál sería y por qué lo escogerías? ¿Cómo afectaría esta decisión tu vida y qué desafíos tendrías sin los otros aparatos tecnológicos?*
- 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. Students will answer to this questions in an on-line discussion making comments and answering to the comments of at least two of their classmates.*
- Students will watch the following video-clip: “*Móviles: una revolución en la salud.*” www.bbc.co.uk/mundo/noticias/2010/12/101217_celulares_salud_am.shtm?bw=nb&mp=wm&bbcws=1&news=1. In small groups, students will discuss the content of the video report; 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 teléfono celular? ¿Para qué lo utilizas más? ¿Típicamente, cuántos mensajes de texto mandas en un día?*

- *¿Cuáles avances tecnológicos veremos en este siglo?* In pairs, students identify what they consider to be the greatest challenges in the modern world in terms of technology and its use.
- Socratic circle to discuss and reflect on the following questions (students may, of course, add additional questions to the conversation): Spoken Interpersonal Communication *¿Conoces a alguien que no usa la tecnología o a quien no le importan los avances tecnológicos? Explica las circunstancias y las consecuencias de estas decisiones.*
- Research and discussion on the following topics:
 - *Describe y comenta algunos de los avances tecnológicos en el campo de la medicina*
 - *¿Cómo ha afectado la tecnología los efectos de los desastres naturales en años recientes?*
 - *¿Cuál es la importancia de la ética con el uso de la tecnología para la investigación biomédica?*
 - *¿Qué aparatos tecnológicos empleas todos los días?*
- Students listen to and read news about stem cell research and come prepared for a class debate on the pros and cons of stem cell research. They bring evidence from www.bionetonline.org/castellano/content/scintro.htm and www.rtve.es/noticias/celulas-madre/ or other sources to back up their opinion.
- Students may listen to “El Niágara en bicicleta” – canción de Juan Luis Guerra y 440 and discuss the topics mentioned in the song.
- Complete listening, reading, speaking and writing activities in Triángulo: chapter 2 La salud pertaining to the theme.
- Read “Nosotros, no” –short story by José Bernardo Adolph and orally discuss the possibilities presented in the story. Students will write a reaction to these possibilities.
- Students research, present and discuss articles regarding medicine, health systems in Spanish speaking countries, and advances made in these areas.
- Students write a persuasive essay on what would be the best future cure/ medical breaks-through.
- Students will complete appropriate exercises in practice resources

Assessments:

- Students address the impact of new advances in science and technology (social media, cloning, stem-cell research, etc.) using authentic sources and focusing on the essential question, *¿Qué impacto tiene el desarrollo científico en nuestras vidas?* Students present their information via Prezi or PowerPoint Presentation. The project must include their opinion on the topic.
- Students research hurricanes and cyclones that occurred before the Internet Age and other advances in technology. Then, they research technologies available for identifying and predicting hurricanes and cyclones today. Finally, citing their sources, they write a persuasive essay telling how outcomes may have been different in those early natural disasters if they had the technology we have today, while citing evidence and synthesizing their research.

UNIDAD 5:

Theme: Beauty and Aesthetics / *La belleza y la estética*

Recommended Contexts:

- Architecture / *La arquitectura*
- Defining Beauty / *Definiciones de la belleza*
- Defining Creativity / *Definiciones de la creatividad*
- Fashion and Design / *La moda y el diseño*
- Language and Literature / *El lenguaje y la literatura*
- Visual and Performing Arts / *Las artes visuales y escénicas*

Overarching Essential Questions:

- How are perceptions of beauty and creativity established? / *¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- How do ideals of beauty and aesthetics influence daily life? / *¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*
- How do the arts both challenge and reflect cultural perspectives? / *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

Suggested Activities:

- ¿Es bello o no lo es? – Students will research electronic images of art, architecture, fashion and other “creative” products. Using a rating application such as: polleverywhere (www.polleverywhere.com/) students will view examples of art,

architecture, clothing, and other products. They will answer the question. ¿Es bello? Discussion with them ensue lead by the questions: ¿Por qué? o ¿Por qué no? Students will need to be able to defend their opinion.

- Use the Prado Museum's online virtual tour: <http://www.museodelprado.es/en/the-collection/what-to-see/1-hour-in-the-museum/> in order to allow the students to see various famous works at the Prado. Students will write a critique of one of their favorite pieces in the collection. Students may debate which piece is "most beautiful."
- Students will watch a video clip of various famous works of architecture. They will research the history of various works and significance of these structures. These works include but are not limited to: La Sagrada Familia, La Alhambra, La Mezquita, Las Pirámides Mayas y Aztecas, Easter Island Statues y El Morro, among others. Students will give a presentation which summarizes the important elements of each work. Students will compare and contrast the elements of past architecture with those of modern buildings.
- Students will be given a socio-cultural context surrounding the work including but not limited to:
 - Corrientes literarias y artísticas: Boom latinoamericano, realismo mágico y surrealismo
 - Corrientes literarias y artísticas: Boom latinoamericano, realismo mágico y surrealismo
 - Autores: Gabriel García Márquez, Mario Vargas Llosa y Julio Cortázar
 - Artistas: Salvador Dalí, Diego Rivera y Fernando Botero
- Class will discuss the elements of realismo mágico and surrealismo in literature and arts
- Students will read individually (as homework over several nights and or a weekend) one story at a time. Once each story is read, students will retell the story and answers questions of ¿Quién? ¿Qué? ¿Dónde? ¿Cómo? ¿Cuándo? ¿Por qué? (Suggested stories: Ojos de Perro Azul de Gabriel García Márquez, La noche boca arriba de Julio Cortázar, El abuelo de Mario Vargas Llosa)

- Class discussion of different works by Salvador Dali, Diego Rivera y Fernando Botero, etc. Students will select one piece of work per author and the class will discuss the presence of magic realism, historical realism, fantasy, and the individual representation of realism in each art piece. The art pieces will be pre-approved, pre-selected, and/or suggested by the teacher.
- Mitos y Leyendas: <http://www.americas-fr.com/es/civilizaciones/leyendas/leyendas.html> ;
<http://www.publimetro.com.mx/noticias/las-leyendas-de-los-aztecas-y-los-mayas-alrededor-del-maiz/mkiC!vURItDjX37YEo/>
- Students will follow/ watch video for fashion week in Buenos Aires (February and August each year) they will then select a collection that appeals to them (negatively or positively) and describe why they think that particular collection stands out.
- Students will complete appropriate exercises in practice resources

Assessments:

- Vocabulary test using the vocabulary in the context of the readings
- Essay analyzing one of the stories in the context of *realismo mágico*, comparing one story to another or giving an individual analysis of one of the stories
- Students analyze one piece of art then work with a partner to compare and analyze the two works of art and orally present the similarities / differences to the class
- Students analyze one piece of art then work with a partner to compare and analyze the two works of art and orally present the similarities / differences to the class
- Students select a country and find several products specific to that country that express it's creativity they will then present what they have found to the rest of the class (Ramblas street performers, Peruvian textiles, Oaxacan silver, Damascene jewelry / metal works, Argentine leather, etc.)

UNIDAD 6: Theme: Contemporary Life / *La vida contemporánea*

Recommended Contexts:

- Education and Careers / *La educación y las carreras profesionales*
- Entertainment / *El entretenimiento y la diversión*

- Travel and Leisure / *Los viajes y el ocio*
- Lifestyles / *Los estilos de vida*
- Relationships / *Las relaciones personales*
- Social Customs and Values / *Las tradiciones y los valores sociales*
- Volunteerism / *El trabajo voluntario*

Overarching Essential Questions:

- How do societies and individuals define quality of life? / *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- How is contemporary life influenced by cultural products, practices, and perspectives? / *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- What are the challenges of contemporary life? / *¿Cuáles son los desafíos de la vida contemporánea?*

Online formats for letter writing en español (formal/amigable o formal/familiar):

http://www.oxfordlanguagedictionaries.com/Public/PublicResources.html?direction=b-es-en&sp=S/oldo/resources/es/writing_letters_in_spanish.html

Suggested activities

- Students will independently read the short story *Cartas de amor traicionado*. After discussing in class its content, the students will write their own love letter using the formats for letter writing.
- Students will explain and discuss functions in their desired job position and share their plans for the future (college, profession, where you could look for a job/exchange program in Latin America, etc.)
- Students will discuss the process of writing a letter when looking for a job
- Students will practice their skills as they create mock interviews with classmates
- Students will read *Poemas de la oficina* by Mario Benedetti

<http://www.librosgratisweb.com/html/benedetti-mario/poemas-de-la-oficina/index.htm>

Each student will choose selected poems from the book, discuss connections with vocabulary as well as the content

- Students will discuss in a round table how work affects the way we live our lives
- Students will complete appropriate exercises in practice resources

Suggested assessments:

- Students will write a resume + cover letter responding to a position selected from a newspaper in a Spanish speaking country – AP Presentational Rubric
- Students will play the parts of interviewer and interviewee for a mock job interview using cover letter/resume – AP Interpersonal Speaking Rubric
- Project: El proceso de ingresar a la universidad
 - a. El proceso de inscribirse –
 - i. los formularios
 - ii. requisitos
 - iii. ensayos
 - b. Las residencias estudiantiles
 - c. La matricula
 - d. Información específica sobre la carrera
 - e. Ayuda financiera y becas - como conseguir prestamos
 - f. El costo real de vivir en el campo universitario
 - g. Los compañeros de habitación
 - h. Cambios en la dieta y las costumbres
 - i. Como balancear la vida social y las responsabilidades