

AP Spanish Language and Culture – SUMMER 2024

First, welcome to SUMMER! We are looking forward to meeting you (or to teaching you again) once we get back to school in the fall. Until then, please summer well – relax, recharge, find somewhere to serve, take some time to read for fun, and try to go to bed before 2 am at least a few times.

Second, we are hopeful that you are ready for the challenges that AP Spanish may present. We will step away from the traditional structure that you may have become accustomed to in your other Spanish language classes, but we will continue to push you to grow as a Spanish speaker, writer, reader, and listener.

Please take some time throughout the summer to complete the following tasks. These will give you a little bit of a glimpse into some of the things we will tackle together next school year. Don't cut corners – you'll learn that we're not really interested in just "checking the boxes" but more interested in how you improve through what you're doing. So jump in – and find some things that interest you!

YOUR TASK: READ / VIEW SPANISH CONTENT WEEKLY and create a hand-written writeup that contains:

- Title and source (website, magazine, Netflix, etc – including date of publication)
- A 4 sentence **summary** in Spanish (DO NOT USE ANY OUTSIDE RESOURCES FOR WRITING IN SPANISH) – include details
- At least one idea that compares or contrasts with something in your own culture / experience

This activity won't have the same effect if you wait and cram them all the week we return to school. So set an alarm for every Tuesday (or whatever day you prefer) and find an article, podcast, episode, experience or movie to read or watch in Spanish.

THESE SHOULD BE ABOUT THINGS HAPPENING IN or RELATED TO THE SPANISH-SPEAKING WORLD.

You will complete at least 10 of these writeups.

- At least 4 should be print / internet articles (of at least 200 words each)
- At least 4 should be TV / audio / video sources (preferably NOT English content dubbed or subtitled)
- If you travel to a Spanish speaking country or interact with native speakers, you can document that experience to include

DUE DATE: All work is due by the 5th day of class in the fall – This will be the first summative grade for the semester.

If you have any questions, email emily.humphrey@gcpsk12.org or sherome.edwards@gcpsk12.org – but remember, it is summer. ☺

AS ALWAYS WITH THE INTERNET AND NETFLIX, EXERCISE CAUTION WHEN VIEWING CONTENT.

Radio Naciones Unidas	https://news.un.org/es/	BBC Mundo	http://www.bbc.com/mundo
Voice of America	http://www.voanoticias.com/	CNN en español	http://cnnespanol.cnn.com/
Audiria	http://www.audiria.com/	Radio Nacional Español	http://www.rtve.es/radio/
Telemundo	https://www.telemundo.com/	Univision	https://www.univision.com/
La Nación (Costa Rica)	http://www.nacion.com	People en español	http://www.peopleespanol.com/
Thepaperboy (click on world)	http://www.thepaperboy.com/	National Geographic	http://www.ngenespanol.com/
Prensa Escrita	http://www.prensaescrita.com/	Mundo Hispánico (ATL)	http://mundohispanico.com/
El Mundo (España)	http://www.elmundo.es/		

Themes, Related Contexts, and Overarching Essential Questions

I. Theme: Global Challenges / Los desafíos mundiales

A. Recommended Contexts:

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

B. Overarching Essential Questions:

- i. 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?
- ii. What are the origins of those issues? / ¿Cuáles son los orígenes de esos desafíos?
- iii. What are possible solutions to those challenges? / ¿Cuáles son algunas posibles soluciones a esos desafíos?

II. Theme: Science and Technology / La ciencia y la tecnología

A. Recommended Contexts:

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

B. Overarching Essential Questions:

- i. How do developments in science and technology affect our lives? / ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?
- ii. 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?
- iii. What role does ethics play in scientific advancement? / ¿Qué papel cumple la ética en los avances científicos?

III. Theme: Contemporary Life / La vida contemporánea

A. Recommended Contexts:

- i. Education and Careers / La educación y las carreras profesionales
- ii. Entertainment / El entretenimiento y la diversión
- iii. Travel and Leisure / Los viajes y el ocio
- iv. Lifestyles / Los estilos de vida
- v. Relationships / Las relaciones personales
- vi. Social Customs and Values / Las tradiciones y los valores sociales
- vii. Volunteerism / El trabajo voluntario

B. Overarching Essential Questions:

- i. How do societies and individuals define quality of life? / ¿Cómo definen los individuos y las sociedades su propia calidad de vida?
- ii. 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?
- iii. What are the challenges of contemporary life? / ¿Cuáles son los desafíos de la vida contemporánea?

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

A. Recommended Contexts:

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

B. Overarching Essential Questions:

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

V. Theme: Families and Communities / Las familias y las comunidades

A. Recommended Contexts:

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

B. Overarching Essential Questions:

- i. What constitutes a family in different societies? / ¿Cómo se define la familia en distintas sociedades?
- ii. How do individuals contribute to the well-being of communities? / ¿Cómo contribuyen los individuos al bienestar de las comunidades?
- iii. 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?

VI. Theme: Beauty and Aesthetics / La belleza y la estética

A. Recommended Contexts:

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

B. Overarching Essential Questions:

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