

AP Spanish Language and Culture
Springfield High School
Springfield, PA 19064

Course overview:

The primary objective of the course is to have students broaden and enhance their understanding in reading, speaking, writing, and listening. In order for students to understand the culture through the language, authentic materials are the prime focus of the course. AP Spanish is a college level course which focuses on advanced listening, speaking, reading and writing skills. The students in the class read and discuss short stories, poems and other reading materials appropriate for the course level. The students listen to authentic voice and musical recordings using a variety of dialects. The students also write compositions, opinion papers, letters, and creative essays. The course is designed to allow them to comprehend oral and written texts through podcasts, videos, and readings (Interpretive Communication) and to use Interpersonal/ Presentational Communication to share their thoughts and opinions on a wide range of variety of topics. Students also make recordings of their voices on a variety of themes. The use of English is not permitted in class unless an advanced grammar point is being clarified. Students are encouraged to increase their proficiency outside of the classroom by listening to the radio, watching television, using the internet and interacting with one another or native speakers in their community.

Assessments are designed to give students the opportunity to demonstrate their knowledge using different modes of communication, and student self-assessment is employed periodically in order to help students identify areas where they might need improvement. Students spend time practicing for the AP Exam by using previously released AP Exam questions that may relate to the theme being studied and the AP rubrics are used to grade the students in the different parts of the exam. The students will use the computers so that they can all practice speaking at the same time; this is a skill they will need during the exam.

Throughout the school year students will continue to review and practice elementary and complex grammatical structures and continue expanding their vocabulary. Students will use the “Triangulo Apreciado” textbook as a major resource to cover the required themes for the AP Exam as well as current event articles and resources. The book’s units incorporate geography, vocabulary, culture, grammar, literature, current events and conversational components. Students will also use the Online site to practice listening and speaking to help them prepare for the exam as well . The students will complete two simulated exams closer to the exam date in order for them to have a clear picture of the exam structure and length.

Unit 1 :El Smartphone:	Themes: <ul style="list-style-type: none"> ● Science and Technology ● Families and Communities ● Contemporary Life 	Essential questions: <ul style="list-style-type: none"> ● What impact has technology had in society and in individuals? ● What are the social implications of technology? ● Does technology improve our lives?
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Learning objectives Comprehend written, audio, audiovisual, and visual text. Make interdisciplinary and cultural connections. Interpret the content of written and audio text. Make meanings from words and expressions. Presentational and interpersonal speaking	Materials Videos La tecnología y el internet- como ha cambiado nuestra vida. Artículos: El uso de la tecnología y los jóvenes. El deber de los padres. Consecuencias Culturales de las Nuevas Tecnologías Online article- Los niños prefieren preguntar a google que a sus padres. Video- El uso de la tecnología entre los jóvenes y sus efectos.	Activities Students work in groups to brainstorm how technology has improved their life. Students listen to video reports on technology etiquette. Students will also compare and contrast the use of technology and social media in the USA and Spanish speaking countries. Students react to the video reports and respond to emails to address the issues with the use of social media. Students read articles and then give an oral presentation about their opinion and that stated about the dependency of people and cell phones. Students read and answer comprehension questions. Students debate the use of social media among students. Students will compare and contrast use of social media in the Spanish speaking world.
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	AP test prep	<p>Students will research and present to the class the way technology is being used in the military, in agricultural fields, in the medical and educational fields.</p> <p>Students will practice the different sections of the test related to these themes. (Reading and audio activities, email response and formal essay, simulated conversations and formal cultural comparison.)</p>
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<p>Unit 2: “La Mochila”</p>	<p>Themes:</p> <ul style="list-style-type: none"> ● Beauty and Aesthetics ● Contemporary Life ● Global Challenges ● Science and Technology, 	<p>Essential questions:</p> <ul style="list-style-type: none"> ● How is one’s identity reflected in the things we chose to wear and use in our daily lives? ● How can a bag’s design reflect one’s sense of identity related to our personal and cultural identity? ● How do circumstances change one’s personal and cultural identity?
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Students interpret charts about what students do with their free time. Google images to compare and contrast what young people in the US do to spend their free time and what young people do in Spanish speaking countries.

Video: la importancia del ocio y el tiempo libre.

El ocio y el tiempo libre forman parte de la identidad personal de los jóvenes.

¿Cómo han cambiado las formas de ocio entre los jóvenes?

La Wati y L Tutu (Cultura, estética y pensamiento arhuaco)- cultura indígena

AP Practice

Comparison of time before technology to now.

Students will listen to how teens in other countries spend free time and what hobbies they have. Then the students will write an essay comparing it to the United States.

Students will talk about their own experiences with how they spend their own time and compare it to what they read, heard and talked about in class.

Students will talk about their own experience with how they go about choosing their bags and how a bag can give us so much information on a person based on their personal style but also a cultural style.

Students will learn about the Indiginious art of weaving bags and the importance in their society and in their relationship with others.

Students will practice the different sections of the test related to these themes. (Reading and audio activities, email response and formal essay, simulated conversations and formal cultural comparison.)

<p>Unit 3 “El Pan”</p>	<p>Themes:</p> <ul style="list-style-type: none"> ● Families and communities ● Public and Personal Identities ● Science and Technology ● Global Challenges 	<p>Essential questions:</p> <ul style="list-style-type: none"> ● What role does food play in traditions? ● What is the relationship between food and nutrition? ● How do different societies view family life and traditions? ● Has the role of family unity changed over time? ● How do economic conditions, social and religious values affect the celebration of important events?
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<p>Make meanings from words and expressions.</p> <p>Presentational and interpersonal speaking</p>	<p>Internet- newspapers, magazines-La desnutrición y el problema con el acceso a comida saludable para todos.</p> <p>El acceso a la comida y la desnutrición es un gran problema en los países hispanos.</p> <p>Las familias mexicanas están cambiando.</p> <p>El rol de la mujer hispana en las familias hispanohablantes.</p>	<p>Students will learn about “El Dia de los Muertos’ and about “La Santeria” then participate in a discussion comparing them to celebrations heard in class and comparing them to their own culture.</p> <p>Students read articles about malnutrition and the problem communities have accessing food. They will read articles and listen to videos about the lack of proper nutrition for some people and the role it plays in their lives and in the community they live in.</p> <p>Students respond to teacher created questions about families and the issues that families are facing nowadays.</p> <p>Students will read and engage in class discussion based on the articles they read about how families have changed and the effect of the family unity has had in society.</p> <p>Students will discuss the role of women in society and how it has evolved especially in hispanic families.</p> <p>Students watch and comment on how life is presented on television and how it compares to their own family life.</p>
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AP Practice

Students will practice the different sections of the test related to these themes. (Reading and audio activities, email response and formal essay, simulated conversations and formal cultural comparison.)

<p>Unit 4 “La Diversidad”</p>	<p>Themes:</p> <ul style="list-style-type: none"> ● Public and Personal Identities ● Global challenges ● Families and communities 	<p>Essential questions:</p> <ul style="list-style-type: none"> ● What does cultural diversity mean? ● What are the factors that affect culture in one’s society? ● What impact has immigration had in communities? ● What is the impact of Hispanic culture in the United States?
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<p>Presentational and interpersonal speaking</p>	<p>Cajas de Cartón -</p> <p>Immigration issues, living the American dream. (CNN español)</p> <p>El acceso a la educación para los inmigrantes.</p> <p>3 Heroes de José Martí- Simón Bolívar, Miguel Hidalgo y Jose de San Martín.</p> <p>AP Practice</p>	<p>Students will read the short story and answer comprehension questions about the story. Students will also have an opportunity to discuss their understanding of the story and talk about how they would react in a similar situation. The story is about migrant workers.</p> <p>Students will read, listen to and react to the question “what is the American dream?” Students will write a persuasive essay about the pros and cons of immigration from the point of view of living the “American dream” and having access to education, jobs, etc.</p> <p>Students will compare and contrast the education system in the United States and the education system in Spain.</p> <p>Students will read Jose Martí’s work about 3 national heroes and discuss National heroes and their role in social identity and diversity. Students will research hispanic heroes and present to class.</p> <p>Students will practice the different sections of the test related to these themes. (Reading and audio activities, email response and formal essay, simulated conversations and formal cultural comparison.)</p>
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<p>Unit 5: “La Vida Feliz”</p>	<p>Themes:</p> <ul style="list-style-type: none"> ● Contemporary Life ● Family and Communities ● Public and Personal Identities ● Global Challenges ● Beauty and Aesthetics 	<p>Essential questions:</p> <ul style="list-style-type: none"> ● How does one define a happy life? ● What are the social standards on happiness? ● How can you plan for happiness? ● Does beauty define happiness?
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	<p>Video- ¿Qué es la felicidad? Una vida feliz</p> <p>El arte y la belleza en las comunidades.</p> <p>Diego Rivera y Salvador Dali</p> <p>AP Practice</p>	<p>Students will answer teacher created questions about what they learned about “ ¿Qué es la felicidad? Una vida feliz”</p> <p>Students will debate the importance of being happy and what defines happiness. Students must take a stand on their beliefs.</p> <p>Students will research the role of art in communities and the importance of beautifying them. They will learn about Hispanic artists and how they have contributed to beautifying their communities.</p> <p>After learning about Rivera and Dali’s work, students will research hispanic artists and present an artist and it’s contribution to “beauty” in society.</p> <p>Students will practice the different sections of the test related to these themes. (Reading and audio activities, email response and formal essay, simulated conversations and formal cultural comparison.)</p>
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