

AP Spanish 4

Course Objectives and Goals:

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect.

World Languages and Cultures Learning Objectives: The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the ACTFL Performance Descriptors for Language Learners. Students are expected to: • Engage in spoken interpersonal communication; • Engage in written interpersonal communication; • Synthesize information from a variety of authentic audio, visual, and audiovisual resources; • Synthesize information from a variety of authentic written and print resources; • Plan, produce, and present spoken presentational communications; and • Plan and produce written presentational communications. (Source: APCentral, College Board).

Approved Textbooks

- Draggett, P., Conlin, C., Ehram, M., Millán, E. (2014). TEMAS. Boston, MA: VISTA Higher Learning.
- Allende Urbieto, Concepción, de La Fuente-Zofío, Maité. Español B. . Harlow, Essex: Pearson Education Limited, 2011.
- Frisancho, J., Redman, Maria T., Restrepo Bravo, Marta Lucía. (2014.) AP Spanish Language and Culture Exam Preparation. Boston, MA: VISTA Higher Learning.

Rules/Class Procedures

· All policies in the STUDENT HANDBOOK, STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY POLICY will be followed.

· **Discipline:** I have one simple rule in my class: ***You can do whatever you want to in the classroom, as long as it does not bother anyone in the class, including the teacher.*** We will have a discussion in class concerning this rule and its implications.

· The teacher uses Spanish almost exclusively in class and encourages students to do likewise.

· **Teaching/Homework:** Our class period is 90 minutes in length. We spend the entire period either in active teaching/learning, reinforcing, practicing (written and /or oral) or testing and evaluating. This

means that regular and consistent attendance is important. Every formative assignment is important even though it may not be graded. In addition, you will have homework assignments. The assignment may be a written, oral or reading assignment. If an assignment is given, I expect the student to do the homework on time.

· **Quizzes/Exams:** All departmental quizzes and exams will be kept in a filing cabinet. Each student will have a separate file with his/her evaluations. After taking each exam or quiz, we will go over the assessment in class and the student will be allowed to re-test. A similar assessment will be administered. The student must make plans to improve his/her grade, including coming to tutoring. Ten days are allowed for one re-assessment.

· Parents are entitled to have access to all written records of the district concerning the parent's child, including test scores. **Tex. Educ. Code, section 26.004.** Furthermore, the school district is required to make tests readily available for review by parents; however, the school district may specify reasonable hours for such review. **Tex. Educ. Code, section 26.006.** Providing a parent access to and review of the teaching materials and administered tests fulfills the requirements of the Texas Education Code's mandate that parents are partners with the school district in the education of children.

GRADING POLICY

The following School Board approved grading percentages will serve as a basis for the grades for this class:

Minor Summative	30%
Major Summative	70%

Late Work

- An assignment will NOT be accepted after 10 days
- MSG=0

Reassessment

In order to earn your FULL 10 day reassessment window students will need to:

- Turn in the summative assessment on the due date (you will lose a reassessment day for every day that you delay turning in your assignment)
- Submit a valid attempt to meet minimum standard**
- Complete ALL minor assignments by due date or within that assignment's 10 day window.
- Show up on time for all reassessment appointments (tutorials, etc.)
- Complete additional demonstrations of learning as determined by teacher
- Demonstrate new or additional learning to increase the grade (i.e. show application of knowledge; this is up to the student)

*Minor grades that support major grades do not have to be changed if your major grade is higher. This is up to teacher discretion.

**Teacher is expected to verbally communicate to a parent when the student is not meeting minimum standard.

*For ELA, World Language, and Social Studies, Process Papers are not reassessed.

*Teachers are not required to reassess minor grades.

Important Dates:

- 8 AP practice sessions in the Spring: Dates to be announced
- 1 AP Examination Practice on a Saturday in February
- AP Examination, Tuesday, May 8, 2018

Scope and Sequence

AP themes to be covered include: *Las familias y las comunidades. La ciencia y la tecnología. La belleza y la estética. La vida contemporánea. Los desafíos mundiales. Las identidades personales y públicas*

Unit 1: Las familias y las comunidades**Essential Questions:**

- ¿Cómo se define la familia en distintas sociedades?*
- ¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diversas sociedades del mundo?*

Sample Learning Activities:

Interpersonal Writing: Write an e-mail to a friend about an activity or extracurricular experience in which you have learned important life lessons.

Interpersonal Speaking: Talk about what you have learned and how those lessons have influenced you.

Interpretive Communication/Interpersonal Speaking: Make a list of community service organizations in your school and discuss:

- a) their objectives*
- b) main projects*
- c) share with class*

Interpretive Communication: *Tiempo de juego (Fundación Tiempo de Juego.)*

<http://www.tiempodejuego.org>

Presentational Writing: After reading *Tiempo de juego*, think of a club or program you would like to start in your school and write a proposal to your school principal explaining the following points: [CR5b]

- a) importance of the program*
- b) who would benefit*
- c) vision & mission*
- d) goals*

Assessments: Interpretive Communication

Interpersonal Writing
Interpersonal Speaking
Presentational Writing
Presentational Speaking

Unit 2: La ciencia y la tecnología

Essential Questions:

- ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
- ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
- ¿Qué papel cumple la ética en los avances científicos?*

Sample Learning Activities:

Interpersonal Writing: Write a message to a friend about your cell phone habits and how they are affected during school hours.

Interpretive Communication: *No sin mi móvil* (María Valerio Sainz.) <http://www.elmundo.es/>

Interpersonal Speaking: Discuss the article. Is nomofobia a real problem? Do you know people affected by it?

Presentational Speaking: Addiction to technological devices/Solutions.

Interpretive Communication: *Un atajo, un camino* (Mariana Flores Villalba.)

<http://www.youtube.com/watch?v=CYn2m.0I3h-L0>

Un atajo, un camino (Mariana Flores Villalba.)

Presentational Writing: After watching *Un atajo, un camino*, write a letter to a local energy company about the importance of starting a program of renewable energy sources.

Assessments: Interpretive Communication

Interpersonal Writing
Interpersonal Speaking
Presentational Writing
Presentational Speaking

Unit 3: La belleza y la estética

Essential Questions:

- ¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*
- ¿Cómo las artes desafían y reflejan las perspectivas culturales?*

Sample Learning Activities:

Interpersonal Writing/Speaking: Write a brief description of the following and share with a partner:

a) a beautiful place you have visited

b) a beautiful person you know

c) a beautiful song you like

Interpretive Communication: *El concepto de lo estético a través de la historia (M. Rodríguez y M^a Rodríguez)*

<http://www.macroestetica.com/articulos/el-concepto-de-lo-estetico-a-traves-de-la-historia/>

Presentational Writing: ¿Qué aprendiste en esta lectura sobre la evolución del concepto de la belleza? ¿Qué semejanzas/diferencias encuentras entre conceptos de la estética de otras generaciones con tu generación?

Interpretive Communication: *Umbrales!: Arte precolombino (Luis Jaime Castillo)*

<http://umbrales-tvperu.blogspot.com/2012/06/umbrales-arte-precolombino.html> [CR4a]

Interpersonal Writing: Write an e-mail to a friend sharing your thoughts about pre-Columbian art.

Assessments: Interpretive Communication

Interpersonal Writing

Interpersonal Speaking

Presentational Writing

Presentational Speaking

Unit 4: La vida contemporánea

Essential Questions:

¿Cómo definen los individuos y las sociedades su propia calidad de vida?

¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?

¿Cuáles son los desafíos de la vida contemporánea?

<http://www.youtube.com/watch?v=Xyp7xt-ygy0>

Sample Learning Activities:

Interpersonal Writing: Write an e-mail to a friend about a trip to a Spanish-speaking country.

Interpersonal Speaking: What other country would you like to visit and why?

Interpretive Communication: *Qué difícil es hablar el español (intentalocarito.)*

<http://www.youtube.com/watch?v=Xyp7xt-ygy0>

Presentational Speaking: Personal experiences learning Spanish (motivations, difficulties, etc.)

Interpretive Communication: *Prepárese: En el futuro, todos autónomos (El País.)*

http://sociedad.elpais.com/sociedad/2012/05/29/vidayartes/1338320269_995685.html

Presentational Writing: How can universities prepare students for success long term?

Assessments: Interpretive Communication

Interpersonal Writing

Interpersonal Speaking

Presentational Writing

Presentational Speaking

Unit 5: Los desafíos mundiales

Essential Questions:

¿Cuáles son los desafíos sociales, políticos y del medioambiente que enfrentan las sociedades del mundo?

¿Cuáles son los orígenes de esos desafíos?

¿Cuáles son algunas posibles soluciones a esos desafíos?

Sample Learning Activities:

Interpersonal Writing: Write an e-mail to the founder of *Posada de Belén*, a home for abused boys in

Lima, expressing you would like to spend Spring Break with them as a volunteer.

Interpretive Communication: *Clase media crece en América Latina y el Caribe (Radio ONU.)*

http://www.ivoox.com/clase-media-crece-america-latina-el-audios-mp3_rf_1572148_1.html

Interpersonal Speaking: How does greater access to higher education for women affect the economy of a region?

Presentational Writing: In what ways do the environment, natural resources and physical geography influence the economy of a nation

Interpretive Communication: *Arrugas (Paco Roca.)*

<http://www.pacoroca.com/portfolio/arrugas#!prettyPhoto>

Presentational Speaking: Compare the treatment of the elderly in your own culture with another one.

Assessments: Interpretive Communication

Interpersonal Writing

Interpersonal Speaking

Presentational Writing

Presentational Speaking

Unit 6: Las identidades personales y públicas [CR6d]

Essential Questions:

¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?

¿Cómo influyen la lengua y la cultura en la identidad de una persona?

¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?

Sample Learning Activities:

Interpersonal Writing: Write an e-mail to a new student suggesting ways to adapt to his/her new

school, meet other students and feel he/she belongs.

Interpretive Communication: *Expulsados* (Francisco Jiménez.) <http://books.google.com>

Interpersonal Speaking: Compare your experiences with those of Francisco Jiménez in the areas of

life conditions, school experiences, home responsibilities and fears or concerns.

Presentational Writing: Write a persuasive essay for or against the deportations of Francisco and

Roberto.

Interpretive Communication: *El espía* (Juan Bautista Stagnaro.)

<http://www.youtube.com/watch?v=7IEn9QHYA1Y>

Presentational Speaking: José de San Martín: a traitor to Spain or a patriot to Argentina?

Assessments: Interpretive Communication

Interpersonal Writing

Interpersonal Speaking

Presentational Writing

Presentational Speaking

Authentic Resources

- El País - www.elpais.com
- El Mundo - www.elmundo.es
- Prensa Escrita - www.prensaescrita.com
- Audiria - www.audiria.com
- BBC Mundo - www.bbc.co.uk/languages/spanish
- Univisión - www.univision.com
- Corporación Radiotelevisión Española - www.rtve.es
- United Nations- www.un.org/radio/es/

- [Cervantes Institute- www.cvc.cervantes.es/aula/lecturas/](http://www.cvc.cervantes.es/aula/lecturas/)

TEKS (Texas Essential Knowledge and Skills) Intermediate Level 4

(1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

(A) Engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;

(B) Interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and

(C) Present information and convey short messages on everyday topics to listeners and readers.

(2) **Cultures.** The student gains knowledge and understanding of other cultures. The student is expected to:

(A) Use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) Use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:

(A) Use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and

(B) Use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

(4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:

(A) Use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) Use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) Use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

(5) **Communities.** The student participates in communities at home and around the world by using languages other than English. The student is expected to:

(A) Use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) Show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.