

Prerequisite(s) (REQUIRED):
Spanish I, Spanish II, Spanish III OR Spanish SS I, Spanish SS II
Corequisite(s) (REQUIRED):
n/a
Brief Course Description (REQUIRED):
AP Spanish Language and Culture course is the fourth-year course of study that is offered at this district. Completion of levels 1-3 or 1-2 of Spanish for Spanish Speakers or equivalent is required prior to taking the course. This course is a yearlong course designed to prepare the student to take the AP Spanish Language and Culture exam. The course is conducted entirely in Spanish. 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, music and songs, 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 experience requiring almost exclusive use of Spanish.

B. COURSE CONTENT
Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
The AP Spanish Language and Culture Curriculum and Exam, focuses on six overarching themes that are at the heart of real-world communication. The course will allow students to use Spanish in realistic contemporary settings that prepare them to interact with Spanish speakers in real-life situations, both in writing and in speaking, for a variety of contexts and purposes. Students will develop a deeper understanding of challenging language and concepts applied in interpretative, interpersonal, and presentational communication, using rich, varied vocabulary.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

- **Tema 1: Las familias y las comunidades / Unit 1 Families and Communities**

In this unit, students will study what families look like in different societies. Students will examine how individuals contribute to the well-being of communities and how families assume different roles in different societies.

- Context 1/Contexto 1: Las comunidades educativas/ Educational Communities
- Context 2/Contexto 2: Las redes sociales/ Social Media
- Context 3/Contexto 3: La geografía humana / Human Geography
- Context 4/Contexto 4: Las tradiciones y los valores/ Traditions and Values
- Context 5/Contexto 5: La ciudadanía global/ Global Citizenship
- Context 6/Contexto 6: La estructura de la familia/ Family Structure

- **Tema 2: Las identidades personales y públicas/ Unit 2 Personal & Public Identities**

In this unit, students will learn how the different aspects of identity are expressed. Students will examine how language and culture influence a person's identity and how a person's identity develops over time.

- Context 1/Contexto 1: La enajenación y la asimilación/ Context 1 Alienation & Assimilation
- Context 2/Contexto 2: La autoestima/ Self Esteem
- Context 3/Contexto 3: La identidad nacional y la identidad étnica/ National and Ethnic Nationality
- Context 4/Contexto 4: Los intereses personales / Personal Interests
- Context 5/Contexto 5: Las creencias personales / Personal Beliefs
- Context 6/Contexto 6: Los héroes y los personajes históricos/ Heroes and Historical Figures

- **Tema 3: La belleza y la estética / Unit 3 Beauty and Aesthetics**

In this unit, students will learn how perceptions of creativity and beauty are established. Students will examine the ideals of beauty and the aesthetic impact in everyday life while discussing how art defines and reflects cultural perspective.

- Contexto 1: Definiciones de la belleza / Beauty definitions
- Contexto 2: La moda y el diseño / Fashion and Design
- Contexto 3: El lenguaje y la literatura / Language and Literature
- Contexto 4: Las artes visuales y escénicas / Visual and scenic arts
- Contexto 5: La arquitectura / Architecture
- Contexto 6: Definiciones de la creatividad / Creativity definitions

- **Tema 4: La ciencia y la tecnología/ Unit 4 Science and Technology**

In this unit, students will learn about the impact of science and technology in our lives. Students will also examine what factors have driven the development and innovation of science and technology while looking at the roles of ethics in scientific advances.

- Contexto 1: Tecnología, individuo y sociedad/Technology, Individuals and Society

- Contexto 2: El cuidado de la salud y la medicina/Healthcare and Medicine
- Contexto 3: La ciencia y la ética/Science and Ethics
- Contexto 4: Los fenómenos naturales/Natural Disasters
- Contexto 5: El acceso a la tecnología/ Access to Technology
- Contexto 6: Las innovaciones tecnológicas/ Technological Innovation

● **Tema 5: La vida contemporánea/ Unit 5 Contemporary Life**

In this unit, students will learn how quality of life is defined. Students will examine how culture is examined in everyday life and what are the challenges of everyday life.

- Contexto 1: La educación y las carreras profesionales/ Education and Professional Careers
- Contexto 2: El entretenimiento y la diversión/ Entertainment and Fun
- Contexto 3: Los viajes y el ocio/ Trips and Leisure
- Contexto 4: Las relaciones personales/ Personal Relationships
- Contexto 5: Los estilos de vida/ Styles of Life
- Contexto 6: Las tradiciones y los valores/ Traditions and Values

● **Tema 6: Los desafíos mundiales/ Unit 6 Global Challenges**

In this unit, students will learn about the social, political and environmental challenges that people face world-wide. Students will also examine the origins of these challenges and what are some possible solutions to these challenges.

- Contexto 1: Los temas económicos/ Economic Themes
- Contexto 2: Los temas del medioambiente/ Environmental Themes
- Contexto 3: La población y la demografía/ Population and Demographics
- Contexto 4: El bienestar social/ Social Well-Being
- Contexto 5: El pensamiento filosófico y la religión/ Philosophical Thought and Religion
- Contexto 6: La conciencia social/ Social Conscience

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Presentational Writing: Argumentative Essay

In the argumentative essay the student will:

- Demonstrate effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrate content from all three sources in support of an argument
- Present and defend the student's own position on the topic with a high degree of clarity; develop an argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Maintain a fully understandable, with ease and clarity of expression; with occasional errors do not impede comprehensibility
- Use a varied and appropriate vocabulary and idiomatic language

- Use accuracy and variety in grammar, syntax, and usage, with few errors
- Develop paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

Structure of the essay will be as follow:

- Write 1 paragraph expressing your position on this matter. This will be your thesis statement.
- Write 1 paragraph with main points from this unit’s sources to support your position, including evidence and examples from the sources that support your thesis.
- Write 1 paragraph expressing your own reasoning or ideas. You can cite personal experiences or one’s of a friend, something that you have read, or some other source.
- Write 1 conclusion paragraph that summarizes your position.

SAMPLE PROMPTS PER TEMA (TOPIC):

Tema 1/Unit 1: Students will write an argumentative essay utilizing the unit’s different readings and infographics. Students will write an essay based on the following question. Students will construct their essay using the format listed above.

- Is it worth joining social media or is it better avoiding it?

Tema 2/Unit 2: Students will write an argumentative essay utilizing the unit’s different readings and infographics. Students will write an essay based on the following question. Students will construct their essay using the format listed above.

- How do ties with the past help us understand our national and ethnic identity?

Tema 3/Unit 3: Students will write an argumentative essay utilizing the unit’s different readings and infographics. Students will write an essay based on the following topic: **Write an analysis about the concept of beauty in your country or community.** Include the following aspects:

- The factors that influence the perspectives about beauty
- A summary about the common perspectives that you have observed
- The factors that contribute to the variety of perspectives that you have observed
- The past influences about the contemporary perspectives

Tema 4/Unit 4: Students will write an argumentative essay utilizing the unit’s different readings and infographics. Students will write an essay based on the following question. Students will construct their essay using the format listed above.

- Should cellphone use be allowed on high school campuses?

Tema 5/Unit 5: Students will write an argumentative essay utilizing the unit’s different readings and infographics. Students will write an essay based on the following question: “How can today’s schools and universities prepare students for success in the workforce in the long run?” Students will construct their essay using the format listed above. Their essay must include the following information:

- A brief description of the most significant changes in the world.
- The necessary abilities and qualities for professional success.
- The way in which the best schools prepare their students.
- A comparison between the actual world and the future world in 20 years.

Tema 6/Unit 6: Students will write an argumentative essay utilizing the unit's different readings and infographics. Students will write an essay based on the following question. Students will construct their essay using the format listed above.

- In what way can one improve his/her community that offers optimal well-being to its inhabitants, in a way that's also beneficial to the environment?
- What problems need to be resolved or reduced?
- Write a proposal with the solutions that can be implemented.

Interpersonal writing: Email Reply

In the interpersonal writing the student will:

- Maintain the exchange with a response that is clearly appropriate within the context of the task.
- Provide required information (responses to questions, request for details) with frequent elaboration
- Maintain a fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility.
- Use varied and appropriate vocabulary and idiomatic language
- Use accuracy and variety in grammar, syntax, and usage, with few errors
- Use mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence, Usted, (e.g., greeting, closing), despite occasional errors
- Use variety of simple and compound sentences, and some complex sentences

SAMPLE PROMPTS PER TEMA (TOPIC):

Tema 1/Unit 1:

Contexto 2: :Las redes sociales/ Social Media

Pg 27. Your Spanish class has connected with a group of students from Argentina. One of your Argentine friends has written you an email asking for advice on using social media to promote reading in her community. Reply to her and give her the advice she is asking for.

***Selección 1 | Las tradiciones familiares / Family Traditions**

Contexto: Las tradiciones y los valores/ Tradition & Values

This email is sent to you by Carlos Smith, a sociology professor at Panhispanica University. He is researching the traditions among families and how they are changing now that many families live far apart.

Selección 2 | Acceso del personal a las redes sociales y a Internet /Access of staff to social networks and the Internet

Contexto: Las redes sociales

This email is sent to you by the Board of Directors of the advertising company where you work.

Tema 2:

Contexto 1: La enajenación y La asimilación / Alienation and Assimilation

Pg. 76 Write an email to Ruben Sánchez and share your reaction after reading his interview.

***Selección 4 | Preparación para el debate/ Debate preparation**

Contexto: La autoestima

You are a journalism student and you must participate in a debate that will be presented by your university's television channel. The topic of the debate is the relationship between self-esteem and social success. To prepare for the program, you must answer some questions suggested by the professor.

Tema 3:

***Selección 7 | Gustos de los consumidores/ Consumer preferences**

Contexto: La moda y el diseño

You are a user of an Argentine clothing brand that is consulting the tastes of its consumers to design its next collection.

Tema 4:

Contexto: La salud / Health care

Students will compose an email to the president of a food processing company to convince them to reduce the amount of salt in their products.

Tema 5:

Contexto 1: La educación y las carreras profesionales/ Education and professional careers

Pg. 284 You think that your community should establish a social circus school. Write an email in which you try to convince the municipal council to study the matter

Tema 6:

Contexto: Participando en un proyecto ambiental/ Participating in an environmental project

The email is a message from María José Rodríguez de Cerna, the director of the organization “Fauna de Todos”. You have received this message because you want to participate in one of the organization’s projects.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: TEMAS- AP Spanish Language & Culture	Edition:
Author:	ISBN: 978-1-54338-274-7
Publisher: Vista Higher Learning	Publication Date: 2024
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>

Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Presentational Speaking-- Cultural Comparison: Students will make an oral presentation on a specific topic. They will have one minute to give your presentation. They should demonstrate your understanding of cultural features of a Spanish-speaking community with which you are familiar. They should also organize your presentation clearly.
SAMPLE PROMPTS PER TEMA (TOPIC):

Tema 1:

What is the role of grandparents in everyday life of contemporary families and how has it changed in the last decades? Compare your observations about a Spanish speaking region that you are familiar with and your observations about your community or another community. In your presentation, you can refer to what you have studied, lived, observed, etc.

Tema 2:

What factors affect the self image, and self esteem of a person?

Tema 3:

What problems can you identify with respect to the beauty industry, and what are the effects on youth? Compare your observations about a Spanish speaking region that you are familiar with and your observations about your community or another community. In your presentation, you can refer to what you have studied, lived, observed, etc.

Tema 4:

Make a comparison about ancient Inca medical practices with present day medical procedures in your community or country. Compare your observations about a Spanish speaking region that you are familiar with and your observations about your community or another community. In your presentation, you can refer to what you have studied, lived, observed, etc.

Tema 5:

Compare the everyday life of youth, especially in regards to the school schedules. Compare your observations about a Spanish speaking region that you are familiar with and your observations about your community or another community. In your presentation, you can refer to what you have studied, lived, observed, etc.

Tema 6: What is the importance of natural resources in the economy of a country?

Interpersonal Speaking--Conversation: Students will participate in a conversation. Each time it is your turn to speak, you will have 20 seconds to record your response. You should participate in the conversation as fully and appropriately as possible.

Tema 1:

- You are going to participate in a conversation with Amparo, one of your friends. She and her mother are preparing a party. Amparo goes to your house to speak with you.

Tema 2:

- You will have a conversation with Jaime, one of your classmates. He wants to know more about the topic presented today in History class. (Heroes and Historic characters)

Tema 3:

- In this conversation, you will prepare for an interview with professor Muñoz, your Spanish teacher, that will be part of your final exam. Guillermo, an upperclassman, helps you take the role of the professor. Answer his questions, and give detailed information. Since he is a friend, treat him as “tú”

Tema 4:

- You will participate in an interview with Jorge, a student who will collaborate with “Juventud Magazine” about the topic of animals.

Tema 5:

- You will participate in a conversation with Vicente, your classmate. You will speak to him about his post-secondary plans.

Tema 6:

- You will participate in a conversation with Ana María, a family friend. She works in a community center and talks to you about her part-time job.

MCQR: Comprehension and inference based multiple choice questions from various sources (text, text with audio, and only audio).

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Vocabulary Assessments
- Grammar Assessments
- Lesson Assessments
- Unit/Chapter Assessments

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)