 Señora **DeMeyer** mdemeyer@rocklin.k12.ca.us

 **R**ocklin **H**igh **S**chool, Foreign Language Department

 **Office hours**: before & after school & PLUS period, Room **R24**

 **AP exam fee** is **$\_\_ due** by **Dec. \_\_** Make checks to RHS, payable in Storm Cellar\*

 **AP Spanish** Language & Culture Course Syllabus **2013-2014**

**Course Overview AP exam is May 6th, 2014**

The AP® Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level.

**Organization**

The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed.

***\*****Students may set up a payment plan to pay exam fees prior to Dec. 1st. The College Board provides a fee reduction plan for students that qualify. Students may visit the Counseling Center for additional information.*

The **AP Spanish** Language & Culture **course & exam** are designed around the following **themes**:

Global Challenges Contemporary Life

Science and Technology Personal and Public Identities

Families and Communities Beauty and Aesthetics

**Teaching Strategies**

The course’s units of study are designed around topics that will connect with the six AP Spanish Themes. The topics are chosen to encourage sharing of opinions and participation of the students in all four skill areas (listening, speaking, reading and writing). Students will practice their language skills, using the format of the AP test within each unit. Regular assessments will include the students’ participation in these activities, formal written quizzes, note taking, essays, oral presentations (individual and group), simulated conversations, debates, and practice AP exams. It is critical that students complete daily homework assignments, AND do so thoughtfully and diligently. Students will be expected to complete homework prior to each class meeting, AND come prepared with questions/doubts (grammar), and ready to participate in class discussions regarding assignments. The activities we do within each thematic unit of study will mimic the learning objectives for communication of the AP course and exam. The goal is to help prepare students to demonstrate PROFICIENCY in three communicative modes: **Interpersonal** (interactive communication), **Interpretive** (receptive communication) and **Presentational** (productive communication).

**Thematic units, communication and culture:**

These units are totally organized and based on the themes, recommended contexts, and

essential questions of the Curriculum Framework, as well as focusing on integrating the

six primary learning objectives of effective communication as we prepare for the

AP® Spanish Language and Culture Exam in May. In addition, culture is central to content as we explore products, practices, and perspectives of various countries. Students are guided to develop a deeper understanding of what the people of a particular culture believe and how they view the world. They also make constant comparisons between Spanish-speaking communities of the world and their own home culture in preparation for the presentational speaking exam task.

It is also important to note that, although this syllabus is structured as studying one thematic unit at a time, we are in fact integrating aspects of many themes and contexts as we explore real life. There is an inherent interconnectedness among the six thematic units; they do not exist in isolation.

Moreover, this interwoven nature of the themes is even more obvious as we use the Internet to delve into everyday world events and news through Spanish language news and Web sites of organizations and foundations. This is real-life: Using the lens of the Internet to view what is happening in the world and discussing the plethora of news and events among ourselves. As we do this we naturally synthesize through comparing and contrasting, evaluating, analyzing, making predictions, inferring, and drawing conclusions. A big part of this exploration will take place through the use of the **Supersite** in conjunction with the course text, *Temas*.

**Course Planner**: Semester 1 (timeline subject to minor changes due to student needs)

Introduction to course (August)

Overview of exam format; become familiar w/ all exam tasks & instructions; course goals

Review of summer work

Diagnostics & skill assessments

Introduction to the Supersite

**Unit One** (September)p. 3-69

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

**Contextualized Chapters or *Contextos*: \*** *We will* ***not*** *cover all contextos in any one unit*

• Education Communities / *Las comunidades educativas*

*•* Social Networking / *Las redes sociales*

*•* Human Geography / *La geografía humana*

*•* Customs and Values / *Las tradiciones y los valores*

• Global Citizenship / *La ciudadanía global*

• Family Structure / *La estructura de la familia*

**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 diferentes sociedades del mundo?*

**Lecturas auténticas**

**Selecciones auténticas de audio**

**Conexiones culturales**

This section provides more authentic resources and Web sites to expand the students’

cultural knowledge of other Spanish-speaking communities within the context of ***Las***

***tradiciones y los valores***. They will culminate with a cultural comparison presentational

speaking activity.

**Presentación oral: comparación cultural** (according to the Primary Learning

Objectives and exam task)

Prepara una presentación oral sobre este tema:

*¿Cuáles son los principales factores que influyen en la formación de los valores de una*

*persona?*

Compara la formación en valores que tú has tenido con la que reciben los jóvenes en una

región del mundo hispanohablante que te sea familiar.

***UNIT CLOSURE:***

***Integración del tema***: Every Thematic Unit or *Tema* will end with an essay that students

will write after revisiting and rethinking that particular theme’s *Preguntas esenciales.*

*Ensayo de comparación*

**Unit Two** Octoberp. 70-139

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

**Contextualized Chapters or *Contextos*:**

• 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*

• Science and Ethics / *La ciencia y la ética*

• Natural Phenomena / *Los fenómenos naturales*

• Access to Technology / *El acceso a la tecnología*

• Innovations / *Las innovaciones tecnológicas*

**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?*

**Lecturas auténticas**

**Selecciones auténticas de audio**

**Conexiones culturales**

**Presentación oral: comparación cultural**

***UNIT CLOSURE:***

Informe de investigación

**Unit Three** November-December p. 140-207

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

**Contextualized Chapters or *Contextos*:**

• Defining Beauty / *Definiciones de la belleza*

• 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*

• Architecture / *La arquitectura*

• Defining Creativity / *Definiciones de la creatividad*

**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?*

**Lecturas auténticas**

**Selecciones auténticas de audio**

**Conexiones culturales**

**Presentación oral: comparación cultural**

***UNIT CLOSURE:***

Ensayo narrativo

**Course Planner**: Semester 2

**Unit Four** January p. 208-277

**Tema: Contemporary Life / *La vida contemporánea***

**Complete Contextualized Chapters or *Contextos*:**

• Education and Careers / *La educación y las carreras profesionales*

• Entertainment / *El entretenimiento y la diversión*

• Travel and Leisure / *Los viajes y el ocio*

• Relationships / *Las relaciones personales*

• Lifestyles / *Los estilos de vida*

• Social Customs and Values /*Las tradiciones y los valores sociales*

**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?*

**Lecturas auténticas**

**Selecciones auténticas de audio**

**Conexiones culturales**

**Presentación oral: comparación cultural**

***UNIT CLOSURE:***

Ensayo argumentativo (persuasivo)

**Unit Five** February p. 278-347

**Tema: Global Challenges / Los desafíos globales**

**Contextualized Chapters or *Contextos*:**

• Economic Issues / *Los temas económicos*

• Environmental Issues / *Los temas del medioambiente*

• Population and Demographics / *La población y la demografía*

• Social Welfare / *El bienestar social*

• Philosophical Thought and Religion / *El pensamiento filosófico y la religión*

• Social Conscience / *La conciencia social*

**Essential questions:**

*¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las*

*sociedades del mundo?*

*¿Cuáles son los orígenes de esos desafíos?*

*¿Cuáles son algunas posibles soluciones a esos desafíos?*

**Lecturas auténticas**

**Selecciones auténticas de audio**

**Conexiones culturales**

**Presentación oral: comparación cultural**

***UNIT CLOSURE:***

*Ensayo de opinión (persuasivo)*

**Unit Six** March p. 348-417

**Tema: Personal and Public Identities / *Las identidades personales y***

***públicas***

**Contextualized Chapters or *Contextos*:**

• Alienation and Assimilation / *La enajenación y la asimilación*

• Self-Image / *La autoestima*

• National and Ethnic Identities / *La identidad nacional y la identidad étnica*

• Personal Interests / *Los intereses personales*

• Personal Beliefs / *Las creencias personales*

• Heroes and Historical Figures / *Los héroes y los personajes históricos*

35

**Essential Questions:**

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

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

*¿Cómo influyen la lengua y la cultura en la identidad de la persona?*

**Lecturas auténticas**

**Selecciones auténticas de audio**

**Conexiones culturales**

**Presentación oral: comparación cultural**

***UNIT CLOSURE:***

Una crítica de una película (ensayo persuasivo)

April🡪 Finish *Temas*, exam prep

**AP** Spanish Language **Exam**: Tuesday, **May 6th**, 2014, 8:00am

**Proyecto final** (May, details TBA)

**Student Evaluation** In order to pass the class, students must earn a minimum of 70% of the total points AND demonstrate mastery ALL Essential Skills and Concepts.

**End of semester exam 15%**

**Exams (oral & written), presentations 40%**

**Daily Language Activity (D.L.A.) 20%** homework, in class activities, notebook, conversation hours

**Quizzes 15%** (announced & UNANNCOUCED)

**Supersite 10%**

**Quarter 4 will include a project in May which will be weighted like an exam (40%)**

**Class notebook/binder** Students must have and maintain (up to date) a notebook/binder\* divided into the following sections and subsections.

1. **Apuntes** (BBC mundo, notes from lectures, notes from student presentations)
2. **Gramática** (grammar handouts, practice)
3. **Escritura** (keep all writing assignments)
4. **Modismos** (daily idiom)
5. **Vocabulario** (your own “dictionary” and any additional vocabulary handouts)

\* The notebookforms a large portion of the D.L.A. grade for the course. Please note that late work will not be accepted unless due to illness. Sloppy (messy, illegible, lack of effort) work will not be accepted. Plagiarized work will receive a 0. Copying homework will receive a 0 for both parties and a discipline referral.

**Rules** **1.** **Respect**. Respect your classmates, your teacher and your classroom at all times. **2.** **NO inglés**. ONLY Spanish is allowed in the classroom. **3.** **Tardy policy**. Being on time to class means in YOUR DESK BEFORE the bell rings.

**Sources**

**Required** & provided text for the course: Draggett, Parthena, ***Temas*** AP Spanish Language and Culture, Vista Higher Learning, 2014

**Recommended**: Frisancho, Jorge, \*AP Spanish Language and Culture Exam Preparation, Vista Higher Learning, 2014

**Websites** The list below includes a few of the HUNDREDS of websites out there. My advice? Check them out and pick a **few** favorites to consult on a **regular** basis.

**Noticias**

\*BBC Mundo <http://www.bbc.co.uk/mundo/>

Terra (periódico digital) <http://www.terra.com/portada/>

List of worldwide news sources (newspaper, magazine, radio) <http://todalaprensa.com/>

La capital, periódico de Argentina <http://www.lacapital.com.ar/2004/11/18/ciudad/noticia_150953.shtml>

**Recursos**

The following three are essentially sites with LOTS more links/pages/resources and are completely NECESSARY and indispensable. (\* = my favs & very necessary for YOUR success!)

AP Spanish Language Course homepage \*<http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3499.html>

\*Web sources in Spanish divided by category <http://www.lawrence.edu/fast/faresg/sites.htm>

\*Spanish Grammar: Online Advanced Spanish Book <http://www.bowdoin.edu/~eyepes/newgr/ats/>

**Práctica**

\***Listening** based learning <http://www.audiria.com/index.php>

**Podcasts** and corresponding activities http://www.notesinspanish.com/

 \*Spanish **Proficiency Exercises** <http://www.laits.utexas.edu/spe/siteindex.php> *amazing*

\*Spanish grammar <http://www.bowdoin.edu/~eyepes/newgr/ats/> *fenomenal*

\*Buenos ejercicios de **escuchar** <http://www.ver-taal.com/index.htm> *great*

Listen to DIFFERENT Spanish **dialects** <http://lab.chass.utoronto.ca/rescentre/spanish/>

Learn Spanish <http://www.studyspanish.com/> *nice*

**Pronunciation** drills <http://www.studyspanish.com/pronunciation/>

Spanish Language and Culture <http://www.colby.edu/~bknelson/SLC/index.php> *grand*

Spanish **conversation** group <http://spanishconversation.wikispaces.com/>

Juegos <http://www.juegosdepalabras.com/>

**Referencia**

\*Real Academia Española <http://www.rae.es/rae.html> *my Bible for words*

\*Online language dictionary <http://www.wordreference.com/> (**the app is also GREAT!)**

Laminated Quick Study Guide for exam <http://www.barcharts.com/Inventory/Navision/9781423214939> ($5.95)

Lyrics to songs in Spanish <http://www.musica.com/letras.asp?letras=canciones>

**Other resources that are a regular part of my curriculum and instruction for**

**AP Spanish Language and Culture:**

http://audiria.com/

http://cadena3.com/

http://clear.msu.edu/teaching/online/ria/

http://contenido.com.mx/

http://cvc.cervantes.es/ensenanza/actividades\_ave/aveteca.htm

http://imow.org/

http://lab.chass.utoronto.ca/rescentre/spanish/

http://news.bbc.co.uk/hi/spanish/programmes/estudio\_834/

http://www.20minutos.es/

http://www.abc.es/

http://www.bbc.co.uk/mundo/

http://www.bowdoin.edu/~eyepes/latam index.html

http://www.ciudadseva.com/

http:// www.elmundo.es

http://www.elnuevoherald.com/

http://www.elpais.com/tecnologia/

http://www.eluniverso.com

http://www.informador.com.mx/

http://www.ivoox.com

http://www.lagaceta.com.ar/

http://www.laits.utexas.edu/spe/

http://www.lasexta.com/noticias/

http://www.masvoces.org

http://www.nacion.com/

http://www.polleverywhere.com/

http://www.radioteca.net/

http://www.rae.es/rae.html

http://www.rnw.nl/espanol/radioprogramme/informativo-internacional

http://www.spanishnewsnetwork.com/

http://www.telecinco.es/informativos/

http://www.un.org/spanish/News/

http://www.unesco.org

http://www.univision.com/

http://www.unmultimedia.org/radio/spanish/

http://www.ver-taal.com/