



COURSE SYLLABUS

AP Spanish Language and Culture A/B

COURSE DESCRIPTION

AP Spanish Language and Culture A/B

Our online AP Spanish Language and Culture course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century.

The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish.

The course is based on the six themes required by the College Board, namely,

1. Global challenges
2. Science and technology
3. Contemporary life
4. Personal and public identities
5. Families and communities
6. Beauty and aesthetics

The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives.

The course contains a forum where students share their own opinions and comments and comment on other students' posts.

The course makes great use of the Internet for updated and current material.

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COURSE OBJECTIVES

After completing this course, students will be able to:

- Listen, read, understand, and interpret a wide-variety of authentic Spanish-language materials and sources.
- Demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish.
- Gain knowledge and understanding of the cultures of the Spanish-speaking world.
- Use Spanish to connect with other disciplines and expand knowledge in a wide variety of contexts.
- Develop insight into the nature of the Spanish language and its culture.
- Use Spanish to participate in communities at home and around the world.

STUDENT EXPECTATIONS

This course requires the same level of commitment from you as a traditional classroom course would. Throughout the course, you are expected to spend approximately 5–7 hours per week online on the following activities:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to



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notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.



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SCOPE AND SEQUENCE

Semester 1				
Unit	Unit Theme	Unit Topics	Grammar	Culture, History, and Literature
1	Personal Identity	Self-Image Personal Interests Personal Beliefs	Present Tense- (Regular/ Irregular) <i>Gustar</i> & Other Verbs <i>Ser vs. Estar</i> with Adjectives Possessives Demonstratives	<i>Las posadas</i> Spanish in Africa
2	Families and Communities	Family Structure Customs and Values Education Communities	Progressive Tenses Preterite Imperfect Preterite vs. Imperfect	<i>Tapas</i> Movie Ratings in Other Countries History: <i>Dictadura de Francisco Franco</i> Literature: <i>Don Quijote</i>
3	Beauty and Aesthetics	Beauty and Creativity Fashion and Design Language, Literature, and Architecture	Pronominal Verbs (reflexive, reciprocal) <i>Por vs. Para</i> Pronouns (object, subject) Double object pronouns	African influence in Latin America (food, dancing, vocab, etc.) <i>Garifunas</i> of Central America <i>El arte de Diego Rivera</i> Literature: <i>Sensemayá</i> (Nicolás Guillén)
Midterm and AP Spanish Exam Practice				
4	Contemporary Life	Relationships Lifestyles Social Customs and Values	Present Subjunctive Noun Clauses Adjective Clauses Adverbial Clauses	Monarchy in Spain <i>Torres humanas</i> History: <i>Cortés, la malinche, y la bandera de México.</i> Literature: <i>Don Quijote</i>
5	The Family and its Interaction with the World	Social Networking Human Geography Global Citizenship	Indirect Commands Direct Commands Present Perfect Indicative (regular / irregular) Present Perfect Subjunctive.	Gestures <i>El tren de las nubes</i> Literature: <i>Poema 20</i> (Pablo Neruda)



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Semester 1 (continued)				
Unit	Unit Theme	Unit Topics	Grammar	Culture, History, and Literature
6	Global Challenges	Population and Demographics Economic Issues Environmental Issues	Future - with probability Conditional -with probability Prepositions Relative pronouns	Cuba: Cars, Embargo, and Rafts <i>Nazca Lines</i> History: Che Guevara (early life) Literature: <i>Don Quijote</i>
Final Exam and AP Exam Practice				
Semester 2				
7	Science and Technology	Access to Technology Effects of Technology on Self and Society Innovations	Past Subjunctive Noun Clauses Adjective Clauses Adverb Clauses	Political Party Structure in Mexico History of the Mexican flag Literature: <i>Quiroga</i>
8	Life Outside of Work	Travel and Leisure Entertainment Volunteerism	Passive Voice (<i>ser</i>) Passive <i>se</i> Unintentional <i>se</i> <i>Haber</i> & Perfect Tenses (including subjunctive)	Mexican Candy Velazquez: <i>Auto-retrato</i> Literature: <i>Sor Juana</i> Literature: <i>Don Quijote</i>
9	Social Development	Social Welfare Social Conscience Philosophical Thought and Religion	Hypothetical Situations (if/then) Past Participles (<i>ser, estar, haber</i>) Diminutive & Augmentatives Comparatives & Superlatives	<i>Bailes hispanos: cumbia, salsa, y merengue</i> Literature: <i>Los maderos de San Juan</i> Literature: <i>Las cartas de Cristobal Colón</i>
Midterm and AP Spanish Exam Practice				
10	Public Identity	Heroes and Historical Figures National and Ethnic Identities Alienation and Assimilation	Gerunds/Infinitives Another Compound Form Indicative vs. Subjunctive Review of Tenses & Moods	Mexican Restaurant/ Kitchen History: Cuba (Bay of Pigs) Hisotry: Puerto Rico (Guantanamo Bay) Literature: <i>Don Quijote</i>
AP Exam Practice				
Final Projects				
Final Exam				

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HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

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EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century