AP SPANISH
Queen Anne’s County High School
Teacher: Gladys Rosario Department: World Languages
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Credits: 1 Prerequisite: Successful completion of Spanish III or IV with a “C” or better

AP® Spanish Language and Culture Course
Course Overview 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. Central to communication is the following premise from the Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). To support building communicative proficiency, I use the Palabra de honor, adapted from the protocol used at Middlebury College, which requires that students speak the target language exclusively: between them and me and among the students themselves, at all times and for all purposes while in my classroom and beyond.

https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages/resources/lan
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 you 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.

Unidades temáticas, comunicación y cultura:
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 I prepare students 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.
Real-Life Language and Culture:

Students are required to engage in real-life activities to enrich their Spanish language and cultural experiences.

Units and Topics

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Each contextualized lesson or Contexto includes:

1. **Authentic Lecturas** that include all genres, as well as maps, tables and graphs – Each is preceded by a Desarrollo de vocabulario contextualized vocabulary preparation activities, a Sobre la lectura information section, Estrategias for reading, Antes de leer and Después de leer activities and assessments that present students with multiple opportunities to develop their interpretive, interpersonal, and presentational communication skills. Most authentic materials are accompanied by authentic photos and other graphics supporting comprehension.

2. **Authentic Audios** that include interviews, narratives, and news reports – Each is preceded by a Palabras clave contextualized vocabulary preparation activities, an Introducción information section, Estrategias for listening, Antes de escuchar, Mientras escuchas and Después de escuchar activities and assessments that present students with multiple opportunities to develop their interpretive, interpersonal, and presentational communication skills.
3. **Conexiones culturales**, with more authentic resources and Websites for students to explore the context from the perspective of various Spanish-speaking communities of the world. A very important element of each of these sections is a Presentación oral: comparación cultural activity that mirrors the new task on the exam itself and gives students a plethora of tools for comparing various aspects of target language communities and their own home community. These sections are rich in visuals to provide an even greater look into the culture. In addition, each thematic unit includes: Léxico sections that present students with thematic vocabulary appropriate to the

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**All units will be centered on the five C’s:**

- **Communication:** Students work in the Interpersonal, Presentational, and Interpretative modes
- **Cultures:** Students investigate the Practices, Products, and Perspectives of Spanish-speaking cultures.
- **Connections:** Students connect to other disciplines such as geography, math, and ecology.
- **Comparisons:** Students compare their culture(s) to the Spanish-speaking cultures they encounter in the program.
- **Communities:** Students build communities at school and outside of the classroom by reaching out to Spanish speakers in their region and around the world.
**Textbook and Materials:** A variety of online resources will be utilized to enhance instruction. Students will need the following materials everyday:

- Laptop (fully charged, with earbuds)
- Online textbook ¡Que Chévere!
- A composition notebook
- Writing utensils, colorful pencils, and highlighters,

**Note:** The class will utilize an online textbook. However, you may request a hardcopy.

These are some of the ways you will learn Spanish while having fun?

- Online games like Quizizz.com, Quizlet flashcards, Quizlet Live, Kahoot, and Charlala, Padlet, Music, Art, Authentic listening and videos, Real-Life Situations,
- Short reading selections, FlipGrids,
- Family Involvement activities, etc…
Mastery Assessments (50%) and Progress Assessments (50%)

Examples of Mastery Assessment are projects, essays, lesson and unit tests, speaking and listening prompts/drills, videos etc…

Examples of Progress Assessments are: warm-ups, discussion questions, daily work, quizzes, speaking and listening prompt/drillss, videos, etc…

Late work: Students will have three days from the assigned due date to submit work late; each day after that, the assignment will be docked 10% off the final score. Teachers will establish a due date and a deadline for each assignment. After the deadline, late work will not be accepted. In extenuating circumstances, please work with the teacher directly.

Office hours: Students are encouraged to meet with me during the following days and times: Monday, Tuesday, Thursday and Friday between the hours of 8:00-10:00 or 2:00-3:30.
Revised Student Attendance Regulation:

In the event school buildings are closed and students are engaged in Distance Learning; students who are present will be coded as DL (Distance Learning). At the secondary level, students must log in to each class daily to be counted as present. Students who are unable to login due to connectivity issues or other restrictive barriers must communicate with their teacher or the school’s front office to be counted as present.

Academic Integrity: All students at Queen Anne’s County High School are expected to conduct themselves with great pride in academics and the community at large. To this end, it is expected that all students will maintain academic integrity in every assignment. Work must be completed individually unless otherwise directed by the teacher. In our virtual learning environment, student work may only include the resources provided or recommended by the teacher. Submitting work copied from non-approved resources such as google translate is considered plagiarism.

LA NOTICIA DE LA SEMANA– Current Event
PROGRESS ASSESSMENT- 30 POINTS

Noticias de la semana / Current Event- Monthly

Every month you are required to research and present a current event from a Spanish-speaking country for the class. Each student must prepare a notecard with the 5 W's in the new story. Often, the five Ws are introduced in a story's opening paragraph. You will talk about the who, where, when, what, and why of the story. Circle or highlight and label the areas of the story that tells each of the five W's. You might underline each of the five W's with a different colored crayon.