

SPS HONORS 4TH YEAR SPANISH *ASÍ SE DICE* –

Notes*

Language and Culture Exam. It is suggested that teachers choose 1-2 “Proyectos” per semester, in lieu of a traditional unit assessment.

Rationale for “proyectos”: to emphasize “communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations.” –AP College Board

Though this is not an AP Course, it strives to connect the learner to global AP themes. These themes “facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts.” –AP College Board

AP Themes have been identified in each unit to help teacher and student familiarize themselves with AP-aligned expectations. Regardless of whether or not a student continues into a Spanish AP course, the AP integration strives to give real world context and application to student learning. For those who do matriculate into AP Spanish Language and Culture, they will gain confidence with the 6 AP themes, content, and expectations.

It is paramount that schools vertically team, beginning with Spanish 1 through Year 5 to maximize student success both in the classroom, and beyond.

Spanish AP Overview: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-spanish-language-and-culture-course-overview.pdf>

SEMESTER 1 2016

1ST QUARTER (3rd year book)
Sept. 23, 2016

Aug. 30-

¡Bienvenidos! (Unidad introductoria)- This mini-unit strives to build excitement and to establish course expectations and norms (including device protocol), and personal responsibilities and citizenship. It emphasizes team building and interpersonal relationships as we create class community, guides students to set goals for year, and models appropriate register with teacher and classmates.

AP Theme 1: Las familias y las comunidades (Contexto 1: Las comunidades educativas; Contexto 2: Las redes sociales; Contexto 4: Las tradiciones y los valores)

AP Theme 2: La ciencia y la tecnología (Contexto 1: Tecnología, individuo, y sociedad)

AP Theme 6: Las identidades personales y públicas (Contexto 2: La autoestima)

Vocabulario 1: La tecnología (Panorama, Ch. 11)

Gramática 1: Review of present subjunctive to assert desires and wishes for this year, this class, using subjunctive vs. infinitives for expectations of teacher, self, and classmates.

Gramática 2: Review present perfect to discuss what we have and have not yet done (icebreaker).

Gramática 3: Review/present the conditional tense to say what we would like to accomplish this year in the three modes of communication (Interpretive, Interpersonal, Presentational)

Proyecto: Students work in teams to create a video for younger Spanish levels 1-2-3, providing advice and tips for success in becoming advanced Spanish student leaders, ambassadors of Hispanic culture, and global citizens.

CAPÍTULO 5 -Los buenos modales (Así se dice Level 3)
26-Oct 28, 2016

Sept.

AP Theme 1: Las familias y las comunidades (Contexto 4: Las tradiciones y los valores)

AP Theme 2: Ciencia y Tecnología (Contexto 1: tecnología, individuo, sociedad)

Vocabulario: Saludos, despedidas, comportamiento

Vocabulario suplemental: etiqueta en la clase con el celular (Panorama Ch 11)

Gramática 1: El imperfecto del subjuntivo (also level 4 Ch. 7)

Gramática 2: Subjuntivo o infinitivo

Gramática 3: Sufijos

Lectura del libro: ¿Buen comportamiento o mal comportamiento?

Lectura opcional: *No sin mi móvil* (supplemental AP Reading, Temas p. 74)

Literatura: *El conde Lucanor* por don Juan Manuel

Proyecto (Email reply--Interpersonal writing mode): “Querida Clara”-- students articulate a problem in the form of an email to a “Dear Abby” character. They exchange problems and respond using guidelines for AP interpersonal writing email reply.

2nd QUARTER (continue with 3rd year book)

CAPÍTULO 6- Viajes

Oct.

31- Dec. 14, 2016

AP Theme 4: La vida contemporánea (Contexto 3: Los viajes y el ocio)

Vocabulario 1: En el aeropuerto

Vocabulario 2: En la estación de tren

Gramática 1: El subjuntivo con conjunciones de tiempo

Gramática 2: El subjuntivo con verbos especiales

Gramática 3: Sustantivos irregulares

Lecturas del libro: ¡A Bolivia ya!

Literatura: “Temprano y con sol por Emilia Pardo Bazán”

Proyecto: (Persuasive essay—Presentational Writing mode): Citing 3 sources of multiple viewpoints about study abroad programs, write a letter to your friend convincing him or her to participate in the same study abroad Exchange.

Source 1: Rick Steves, *Travel as a Political Act* Video Lecture

Source 2: *El choque cultural*

Source 3: Students choose a country and find a graphic reflecting advantage of visiting that country.

CAPÍTULO 7- Arte y literatura

Jan. 3- Jan. 27, 2016

AP Theme 3: La belleza y la estética (Contexto 3: El lenguaje y la literatura; Contexto 4: las artes visuales y escénicas)

Vocabulario 1: El arte

Vocabulario 2: La literatura

Gramática 1: El subjuntivo-- presente perfecto y pluscuamperfecto

Gramática 2: Cláusulas con *si*

Gramática 3: adverbios con “mente”

Lectura del libro: Las artes

Literatura: “No sé por qué piensas tú” por Nicolás Guillén

Proyecto: (Cultural comparison—2 minute spoken Interpretive and presentational modes,)-- Compare two paintings, identifying key objects, cultural symbols, and articulate the artist’s perspective and purpose.

SEMESTER 2 2017

3rd Quarter

Jan. 31-

March 3, 2017

CAPÍTULO 8- Latinos en Estados Unidos (see also Ch 8, Asi se dice Level 4)

AP Theme 6: Las identidades personales y públicas (Contexto 3: La identidad)

nacional y la identidad étnica)

AP Theme 5: Los desafíos mundiales (Contexto 3: La población y la demografía)

Vocabulario 1: Televisión, prensa

Gramática 1: Subjuntivo con aunque

Gramática 2: Usos especiales del artículo definido

Gramática 3: Uso especial del artículo indefinido

Gramática 4: Adjetivos apocopados

Lectura del libro: Latinos en Estados Unidos

Literatura: A Julia de Burgos por Julia de Burgos

Proyecto: (Interpersonal speaking): Students work in teams to interpret data regarding U.S. census information about different Hispanic ethnicities in the United States and create an appropriate graph to represent the data. (Source CIA World Factbook, Culture Grams). In addition, students create 10 culturally sensitive interview questions and interview a heritage speaker within the school or community. Students submit a written summary of their findings.

(Switch to Así se dice Level 4 book)

CAPÍTULO 1: España

March 6-

March 31, 2017

AP Theme 6: Identidades personales y públicas (Contexto 3: La identidad nacional y la identidad étnica)

Lección 1: Cultura- Geografía e historia de España; Unas ojeadas históricas

Lección 2: Gramática

a. Regular Preterite

b. Preterite Sole verbs

c. Preterite Irregulars

d. Nouns & art, fem nouns, irreg nouns

Lección 3: Periodismo – Guernica, Inmigrantes de África

Lección 4: Poesía Canción del pirata de José de Espronceda

La primavera besaba de Antonio Machado

Prosa el niño al que se le murió el amigo de Ana María Matute

Proyecto: Prezzi (Presentational Speaking & Written print, audio, and audiovisual interpretive modes):

- 1. Research modern-day Spain: political climate, religious beliefs, or cultural practices (choose one of these aspects).**
- 2. Make connections between modern Spanish society and historical influences on the aspect of society that you choose.**
- 3. Create a visual depiction of these connections. Your visual should demonstrate your command of the present and preterit (and imperfect, as appropriate)**

CAPÍTULO 2: Países andinos

April 10- May

5, 2017

AP THEME 1: Familias y comunidades (contexto 3: geografía humana, contexto 4: las tradiciones y los valores)

Los países andinos: Ecuador, Perú, Bolivia – Geografía, Historia, Cultura

Lección 1: Cultura: Geografía e historia de la región andina; Unas ojeadas históricas

Lección 2: Gramática

a. El Imperfecto

b. Imperfecto y pretérito

c. Tiempos progresivos

d. Comparativo y superlativo

Lección 3: *Periodismo – Nuevas explosiones en volcán Tungurahua Mentores mentados*

Lección 4: Poesía “Quién Sabe” de José Santos Chocano

Proyecto (Spoken presentational communication): Students view film “El minero del diablo” and compare the life of the protagonist, Basilio Vargas, to yours.

CAPÍTULO 6 : *El Caribe: Cuba, Puerto Rico, República Dominicana – Geografía, Historia, Cultura*
May 8-June 15, 2017

AP Theme 3: La belleza y la estética (Contexto 4: Las artes visuales y escénicas)

AP Theme 4: La vida contemporánea (Contexto 3: El entretenimiento y la diversión)

Lección 1: Cultura: La geografía y el clima; Unas ojeadas históricas

Gramática:

- a. Future & Conditional
- b. Future Perfect & Conditional Perfect
- c. Demonstrative Pronouns
- d. Possessive Pronouns
- e. Relative Pronouns
- f. Conjunctions y/e and o/u

Lección 3: Periodismo: Lucha por preservar muralla de San Juan

Lección 4: Literatura: Poesía: Búcate plata por Nicolás Guillen

Proyecto (all modes of communication):

1. In groups, choose a musical genre from the Caribbean (salsa, merengue, rumba, vallenato, son, cha cha, conga, danzón, cumbia, reggaetón, etc.
2. Research the genre in the Target Language (Interpretive mode)
3. Prepare a presentation which informs your classmates on how the genre reflects Caribbean culture. The presentation should include an authentic audio-visual component (song, video, interview, etc.)
4. Teach yourselves the basic rhythm and/or dance step of your genre. Prepare a short lesson and engage your classmates in song or dance.
5. Final, open-note assessment: your teacher will play 5 audio/visual tracks. Students will identify which musical or dance genre is performed.

6 AP SPANISH LANGUAGE AND CULTURE THEMES

- Diversity Issues
- Economic issues
- Environmental issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

Global Challenges

Personal and Public Identities

- Alienation and Assimilation
- Beliefs and Values
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

- Current Research Topics
- Discoveries and Inventions
- Ethical Questions
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

Science and Technology

Families and Communities

- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel

Contemporary Life

Beauty and Aesthetics

- Architecture
- Contributions to World Artistic Heritage
- Ideals of Beauty
- Literature
- Music
- Performing arts
- Visual arts