

**5H/AP Spanish Language and Culture 2020-2021**  
**Teacher: Sr. Batista**

## Course Overview

The 5H/AP Spanish Language and Culture course is designed to help students move from the intermediate level towards the advanced level of proficiency in interpersonal, presentational and interpretive communication modes in Spanish. Unit goals are stated in the form of Essential Questions relating to the AP themes. These essential questions drive instruction; students are regularly assessed and receive formative feedback to refine communication skills and develop deep understandings relating to the essential questions. This course is the equivalent of a third-year college level.

## Class Materials

- 1 binder with six dividers (One for each AP Spanish Language and Culture Theme) \*\*Label each divider :1. Las Familias y las Comunidades, 2. La Ciencia y la Tecnología, 3. La Belleza y la Estética, 4. La Vida Contemporánea, 5. Los Desafíos Mundiales, 6. Las Identidades Personales y Públicas.
- Binder paper, pencils, and a blue or black pen
- Spanish/English dictionary.
- Textbooks:
  - *Temas*
  - *Preparing for the Language Examination, AP Spanish*

## Grading Policy

<i>Interpretive (Reading and listening)</i>	<b>20%</b>
<i>Interpersonal (Speaking, writing, engagement)</i>	<b>25%</b>
<i>Presentational (writing and speaking)</i>	<b>20%</b>
<i>IPAs/ Common Assessments</i>	<b>35 %</b>

*IPAs (Integrated Performance Assessment): Towards the end of each unit, the student's ability to use and understand the target language in a real-life situation will be assessed. An IPA, or Integrated Performance Assessment, is a type of assessment that uses an authentic resource as the basis. The IPA consists of three parts, which each reflect the three modes of communication, Interpretive (comprehension), Interpersonal (conversational) and Presentational. The students work is assessed through the use of a rubric, which will be given to the student ahead of time. The IPAs are meant to be comprehensive, reflecting the way that language builds upon itself. They are also meant to be similar to a situation that the student may encounter in the real-world, where they must negotiate meaning using vocabulary and concepts gone over in class. Students are expected to only use the target language to the best of their ability during the IPA.*

## Daily/Weekly/Monthly Activities to address Learning Objectives

- La palabra del día—students explore a word a day, analyze its meaning, find root words, synonyms and antonyms, and make linguistic comparisons.
- Las noticias: weekly, students will be summarizing and synthesizing current event articles from various Spanish-speaking countries to present to the class. \* See Resource List below.

- Las discusiones—at various times during the year, students are responsible for posting a link to a news article, video, or podcast to the class blog, and creating a discussion question for all in class to participate in an online or class discussion (CANVAS).
- Language lab-students practice recording a simulated conversation and a cultural comparison. All samples are assessed using the AP scoring guidelines for this assignment. Sometimes the teacher scores the work and other times the students and their classmates score each other. This is an excellent way for students to internalize and understand the scoring guidelines.
- Writing: approximately every three weeks, a formal, well-organized, synthesized, analytical or persuasive essay on an appropriate topic in reaction to a text or information is discussed or viewed in class. The essay is evaluated for its content, organization, cultural relevance, range and appropriateness of vocabulary, and grammatical accuracy.
- Approximately every 3 weeks, a new theme is introduced; however, interconnectedness of themes is expected and encouraged. Within the basic theme, students work on all aspects of communication: Interpretive, Interpersonal, and Presentational. In lieu of a test for each theme, students are evaluated based on various assignments graded according to the AP World Language and Culture Scoring Guidelines available in the AP Spanish Language and Culture Course and Exam Description. The following is a list of themes that are covered in this course.

## Course Planner

<b>Tema 1: Las familias y las comunidades</b>	Recommended Contexts: Customs and Values, Family Structure, Childhood and Adolescence
<b>Tema 2: La ciencia y la tecnología</b>	Recommended Contexts: Access to Technology, Effects of Technology on Self and Society, Science and Ethics
<b>Tema 3: La belleza y la estética</b>	Recommended Contexts: Defining Beauty, Defining Creativity, Visual and Performing Arts
<b>Tema 4: La vida contemporánea</b>	Recommended Contexts: Education and Careers, Travel and Leisure, Lifestyles
<b>Tema 5: Los desafíos mundiales</b>	Recommended Contexts: Economic Issues, Environmental Issues, Healthcare and Medicine
<b>Tema 6: Las identidades personales y públicas</b>	Recommended Contexts: Personal Beliefs, Personal Interests, Self-Image, National and Ethnic Identities Alienation and Assimilation

### **Classroom Honor System:**

I expect students to be honest about the work that they do for this course. This means that students should think about assignments beyond just filling in blanks and reading words off a page. This also means that work that is presented to me should **be one's own**; it should reflect your thinking and understanding. Importantly, students should understand three things:

1. Though online dictionaries are acceptable, **online translators are not**. If you are unclear on the difference, only use [wordreference.com](http://wordreference.com).
2. Getting help from friends to understand class material is great, but letting friends help you to finish work without understanding the material is not acceptable.
3. Work that requires research should cite sources, including Internet sources.