SAMPLE SYLLABUS #2

AP® Spanish Language and Culture

Curricular Requirements

CR1	The teacher uses Spanish almost exclusively in class and encourages students to do likewise.	*See page:* 2
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts.	*See pages:* 2, 3, 4
CR3	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	*See pages:* 2, 5, 6
CR4	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)	*See page:* 3
CR5	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Speak and write in interpersonal and presentational contexts, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	*See page:* 2
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	*See page:* 3
CR7	The course prepares students to use Spanish in real-life situations.	*See page:* 6
CR8	The course provides students with opportunities to develop keyboarding skills.	*See page:* 7
CR9	The course dedicates time and support to help students build analytical, research, presentation, and interpersonal skills necessary to complete the course project.	*See page:* 7

AP Spanish Language and Culture Sample Syllabus #2

Course Overview

The AP® Spanish Language and Culture course gives students the opportunity to strengthen and expand their skills in Spanish. The course focuses on developing communication in real-world contexts and includes listening, speaking, reading, writing, and cultural understanding.

Students use Spanish to communicate actively and build fluency and accuracy. The course promotes critical thinking and prepares students to apply language skills across topics and disciplines. It also provides opportunities for students to conduct research and work on projects that explore cultural themes and current issues and events in the Spanish-speaking world. These themes include the required six AP units: **Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts**.

Class is conducted entirely in Spanish, and students are expected to participate using only Spanish. **CR1** Students will also prepare for the AP Spanish Language and Culture Exam.

Thematic Units and Integration of Content

The AP Spanish Language and Culture course is built around six required thematic units that provide meaningful contexts for language development and cultural exploration. These units integrate interdisciplinary content while encouraging students to investigate the **products**, **practices**, and **perspectives** of Spanish-speaking communities. Through interpretive, interpersonal, and presentational communication tasks, students develop both fluency and cultural competence of the target language.

Instruction emphasizes the use of authentic sources and real-world tasks that challenge students to think critically, collaborate, and communicate effectively in culturally appropriate manners. Each unit includes opportunities for students to analyze cultural products and engage in discussions that reflect their growing understanding of language and culture.

The following examples illustrate how each required unit is addressed in the course through sample activities and authentic materials:

Unit 1: Families and Communities **CR2**

Activity 1

Skill Focus: Speak in interpersonal contexts and demonstrate cultural understanding.

Students compare family roles and values by conducting interviews with Spanish-speaking individuals and analyzing generational shifts, through a film excerpt. **CR5**

Authentic Source: *Entre Nos* (film excerpt) by Gloria La Morte and Paola Mendoza **CR3**

Focus on Products, Practices, and Perspectives:

- **Product:** Spanish film
- **Practice:** Family structure, values and beliefs, and roles and responsibilities
- **Perspective:** Evolving views on familial responsibility

Activity 2

Skill Focus: Interpret and synthesize meaning. `CR4`

Students read a short story excerpt from *Cuando Era Puertorriqueña* by Esmeralda Santiago and interpret a family-related data set from the Pew Research Center. They synthesize information across both sources in a short essay comparing generational roles in families.

Sources:

- **Literary Text**: Excerpt from *Cuando Era Puertorriqueña* by Esmeralda Santiago
- **Visual Data**: Pew Research Center report on changing family structures in Latin America (focused on Colombia)

Unit 2: Language and Culture `CR2`

Activity 1

Skill Focus: Interpret meaning.

Students interpret public opinion data sources and regional language maps, answering written questions to examine how linguistic identity shapes social and cultural belonging.

Authentic Source: Pew Research Center report on language use in Latin America

Focus on Products, Practices, and Perspectives:

- **Product:** Survey and sociolinguistic data
- **Practice:** Language use in different societal settings
- **Perspective:** Value placed on bilingualism and regional identity

Unit 3: Art and Creativity `CR2`

Activity 1

Skill focus: Synthesize and infer meaning, demonstrate cultural understanding, share opinions in written communication.

Students analyze murals by artists such as **Diego Rivera** or **José Clemente Orozco** to **describe** the cultural products (murals), practices (public art), and perspectives (cultural identity and historical memory) represented in the artwork. They then **compare** these murals with works by other artists (e.g., **Judy Baca, Edgar Flores [Saner], or Paola Delfín**) to identify similarities and differences in themes, styles, and cultural perspectives across communities. Finally, students complete a **written reflection** explaining the significance of murals as expressions of cultural identity and historical memory and how these works shape understanding of the societies that produced them. `CR6`

Authentic Source: Virtual tour or images from Museo Nacional de Arte (MUNAL)

Focus on Products, Practices, and Perspectives:

- **Product:** Mural artwork
- **Practice:** Public art as a means of social commentary
- **Perspective:** Artistic expressions of political and cultural identity

`CR4`
The syllabus must describe at least two activities designed to address at least one learning objective within Skill Category 1 using an authentic source.

`CR6`
The syllabus must describe one or more activities to demonstrate how each learning objective in skill category 3 is addressed.

Unit 4: Science and Technology CR2

Activity 1

Skill Focus: Spoken presentational and interpersonal communication.

Students debate the social and ethical implications of artificial intelligence using an informative podcast and an infographic as evidence.

Authentic Source: TED en Español podcast or *El País Retina* article

Focus on Products, Practices, and Perspectives:

- **Product:** Podcasts and news media
- **Practice:** Public discourse on emerging technologies
- **Perspective:** Concerns and values surrounding innovation and privacy

Unit 5: Contemporary Life CR2

Activity 1

Skill focus: Compare cultural products, practices and perspectives.

Students compare university systems in Spain and the U.S., then write a persuasive letter recommending one system for a specific type of learner.

Authentic Source: University of Salamanca official website

Focus on Products, Practices, and Perspectives:

- **Product:** University websites and degree structures
- **Practice:** Access and expectations in higher education
- **Perspective:** Cultural attitudes toward education and career paths

Activity 2

Skill Focus: Engage in spoken interpersonal communication.

Description: After listening to a podcast episode on university entrance exams in Spain ("Estrés Académico Psicología Para Todos"), students participate in a small-group discussion comparing the pressures students face in different education systems. Students take turns leading the conversation using guiding questions and must refer back to the podcast during the discussion.

Sources:

- **Podcast:** "Estrés Académico Psicología Para Todos" (Spotify web player)

Unit 6: Global Contexts CR2

Activity 1

Skill Focus: Engage in spoken presentational communication.

Students collaborate on a multimedia presentation showcasing sustainable environmental practices in a Spanish-speaking country.

Authentic Source: UN Sustainable Development Goals site (Spanish version)

Focus on Products, Practices, and Perspectives:

- **Product:** Environmental policy reports and campaigns
- **Practice:** Community-based sustainability efforts
- **Perspective:** Ethical responsibility to future generations and the planet

Activity 2

Skill Focus: Engage in written interpersonal communication.

Description: Students read a blog post about water shortages in Mexico City and exchange messages in an online discussion forum responding to each other's opinions and offering suggestions for possible solutions. Students are required to formally cite details from the original blog post in their responses and ask follow-up questions.

Sources:

- **Blog:** "Problemas de Agua y Saneamiento en México," *Fundación Planeta Agua*

Course Structure

The table below outlines each required unit with at least one sample instructional activity and a variety of authentic materials, including literary texts, to exemplify how the unit works:

Unit	Activity	Literary Text	Audio Source	Visual Source	Audiovisual Source	Non-Literary Print Source CR3
Families and Communities	Students compare family roles using interviews with native speakers and analyze generational values through a short film.	*Entre Nos* (film excerpt by Gloria La Morte and Paola Mendoza)	Podcast episode on family dynamics (Radio Ambulante)	Infographic on family structures in Latin America (INEGI)	Short film clip: *Cuerdas*	Newspaper article on changing family values in Spain (*El País*)
Language and Culture	Analyze public opinion data and maps to explore concepts of linguistic identity.	Poem: "Me gusta el idioma español" by Francisco Álvarez Hidalgo (España)	Interview podcast about bilingual identity (TED en Español)	Map of language use across Spanish-speaking countries	Documentary clip: *Discurso de niña indígena en la CEE*, Natalia López López	Pew Research Center report on language use
Art and Creativity	Analyze a mural (e.g., Diego Rivera or José Clemente Orozco) compare with (e.g., Judy Baca, Edgar Flores, or Paola Delfín) and write a reflection on cultural representation.	Poem: "A Roosevelt" by Rubén Darío (Nicaragua)	Audio commentary on muralism in Latin America	Mural image from Museo MUNAL	Video tour of Museo de Arte Moderno	Blog post analyzing Latin American art
Science and Technology	Debate ethical implications of AI using a podcast and an infographic.	Short story: "La autopista del sur" by Julio Cortázar (Argentina)	Podcast: "La ética de la inteligencia artificial" (TED en Español)	Infographic about AI use in healthcare (*El País Retina*)	News segment from RTVE on AI	Online article on social media and mental health (*BBC Mundo*)

Unit	Activity	Literary Text	Audio Source	Visual Source	Audiovisual Source	Non-Literary Print Source CR3
Contemporary Life	Compare university systems in Spain and the U.S. using print/audio sources.	Story excerpt: *Cartas de mamá* by Julio Cortázar (Argentina)	Podcast: University student interviews (*Radio Nacional de España*)	Chart comparing cost of education	Video blog from a Spanish university student	University of Salamanca informational webpage
Global Contexts	Create a presentation on sustainable practices in a Spanish-speaking country.	Poem: "La Tierra" by Gabriela Mistral (Chile)	Interviews with environmental scientists, policy makers, and advocates in a Spanish-speaking country	Graph on the most popular applications for transportation and delivery in Latin America	Documentary clip: *Planeta Tierra* (in Spanish)	History of the foundation of Tenochtitlan (Mexican Government website)

Making Cultural Connections Through Community Engagement

AP Spanish Language and Culture students engage in an ongoing community partnership with a local organization connected to Spanish-speaking communities. During this activity, students interact with Spanish-speaking families and offer informal support. In this way, students deepen their understanding of community initiatives and global needs.

This experience allows students to apply their Spanish in authentic, human-centered contexts while gaining insight into the cultural and social realities of families from diverse Spanish-speaking communities. CR7

CR7
The syllabus demonstrates that students use Spanish in the classroom or beyond in real-life situations. Simply stating a list of real-life situations is not sufficient.

Developing Interpersonal Communication Through Conversation and Collaboration

The course provides students with regular opportunities to practice interpersonal communication through spontaneous spoken and written exchanges in Spanish. These activities require learners to negotiate meaning, express opinions, and ask and respond to questions in real time, using information from authentic sources when appropriate. Instruction supports students in developing accuracy and fluency at the Intermediate to Advanced Low range.

The following sample activities demonstrate how interpersonal communication is embedded in the course:

Ongoing Project: Country Ambassadors

Throughout the academic year, students engage in a long-term cultural investigation by selecting a Spanish-speaking country to represent as *embajadores culturales*. During the first semester, students research and report to the class on current events from their selected country while exploring its geography, history, and political structures. Students present to the class in 2–5-minute presentations. During the second semester, students use this country as the foundation for their final project, allowing them to synthesize knowledge gained throughout the year and apply their linguistic and cultural competencies to a real-world context.

Developing Proficiency in Spanish Typing

Throughout the course, students develop proficiency in typing in Spanish using appropriate diacritical marks and special characters. These skills are integrated into writing tasks from the beginning of the year and are reinforced as students prepare for the presentational writing components of the AP Exam. **CR8**

Sample Activities

- **Weekly Presentational Writing Practice**
  - Students create written responses, such as argumentative essays, typed in Spanish using correct diacritics.
  - Example: Write an argumentative essay from AP Classroom using two of the stimuli.

- **Digital Collaborative Projects**
  - Students design digital brochures, infographics, and blog posts in Spanish to simulate real-life tasks.
  - Example: Create a study abroad digital flyer that includes bullet points and descriptions in grammatically accurate Spanish.

- **Writing Practice and Assessments on AP Classroom**
  - Students regularly complete AP Classroom writing tasks where correct use of Spanish diacritics is expected and assessed.

- **Typing Tutorials and Practice Activities**
  - During the first weeks of class, students complete short practice sessions using Spanish keyboard shortcuts on their devices (PC, Mac, Chromebook) to ensure they can type effectively in Spanish.

These tasks not only build keyboarding skills but also reinforce communicative competence, preparing students to write accurately and confidently in Spanish across all modes.

Instructional Focus on the AP Course Project

In accordance with AP curricular expectations, the course dedicates a minimum of fifteen 45-minute class periods (or the equivalent of 11 hours) to the development and completion of the course project. Instructional time is structured to guide students through each component of the project while building analytical, research, interpersonal, and presentational skills. **CR9**

Students engage in scaffolded activities that include:

- Completing initial written reflection questions based on the project prompt and authentic source materials.
- Developing their Personalized Project Reference sheet.
- Participating in peer-reviewed practice presentations.
- Engaging in practice Q&A sessions to refine their interpersonal communication.

These experiences provide students with structured, guided opportunities to reflect deeply, synthesize information across sources, and prepare for the final project presentation and Q&A in an academic setting.

CR8
The syllabus must include at least one type of activity practiced regularly that integrates keyboarding skills, especially the use of diacritics or special characters, as part of developing communicative competence in Spanish.

CR9
The syllabus must include an explicit statement confirming that at least fifteen 45-minute class periods, or their equivalent, are dedicated to the course project (as outlined in the Course Project Manual). In particular, time must be specifically dedicated to research, guiding students through creating a written reflection, completing a Personalized Project Reference, and practice of the Project Presentation and Project Q&A.