

SYLLABUS DEVELOPMENT GUIDE

AP[®] Spanish Language and Culture

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP[®] Spanish Language and Culture Course and Exam Description (CED)* may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

These statements define terms in the Syllabus Development Guide that may have multiple meanings

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim examples or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

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|-------------|---|------------------------|
| CR1 | The teacher uses Spanish almost exclusively in class and encourages students to do likewise. | <i>See page:</i> 3 |
| CR2 | The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges. | <i>See page:</i> 4 |
| CR3 | The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures. | <i>See page:</i> 6 |
| CR4 | The course provides opportunities for students to make cultural comparisons. | <i>See page:</i> 7 |
| CR5 | Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts. | <i>See page:</i> 8 |
| CR6 | The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text. | <i>See page:</i> 9 |
| CR7 | The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections. | <i>See page:</i> 10 |
| CR8 | The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text. | <i>See page:</i> 11 |
| CR9 | The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions. | <i>See page:</i> 12 |
| CR10 | The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others. | <i>See page:</i> 13 |
| CR11 | The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others. | <i>See page:</i> 14 |
| CR12 | The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations. | <i>See page:</i> 15 |
| CR13 | The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations. | <i>See page:</i> 16 |
| CR14 | The course prepares students to use the target language in real-life situations. | <i>See page:</i> 17 |

Curricular Requirement 1

The teacher uses Spanish almost exclusively in class and encourages students to do likewise.

Required Evidence

- The syllabus must explicitly state that the course is conducted almost exclusively in Spanish.

Samples of Evidence

1. The syllabus states that “All communication in the AP[®] Spanish Language and Culture class is conducted in Spanish, and class participation grades reflect the requirement that students use Spanish almost exclusively in the classroom.”
2. The syllabus states that the course is an “immersion experience requiring the use of Spanish exclusively.”
3. The syllabus states that the teacher and students speak Spanish almost exclusively in class.

Curricular Requirement 2

The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.

Required Evidence

- The syllabus must explicitly list the six required course themes and describe one or more sample activities and authentic sources per theme.

Samples of Evidence

1. The syllabus explicitly lists the six required themes and explains how each theme is specifically developed by detailing activities and the authentic resources used for each theme. For example:
 - Group activities exploring generational conflicts through literary texts and films. **(families and communities)**
 - Class discussions about national identity using maps, public opinion surveys, and a variety of expository texts. **(personal and public identities)**
 - Student presentations about the impact of advertising on concepts of beauty and body image through a study of advertisements for clothing and weight-loss products. **(beauty and aesthetics)**
 - Debates on the social impact of new communication technologies and social media based on current news sources. **(science and technology)**
 - Writing assignments on health and well-being based on a variety of audio and print sources. **(contemporary life)**
 - Student-focused discussions of war and human rights based on a documentary film. **(global challenges)**

2. The syllabus states, “The course organizes thematic interdisciplinary instruction into units that include all six required course themes: families and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.”

Each thematic unit outlined in the syllabus describes activities based on authentic sources. For example, each unit includes an essay writing activity that incorporates authentic sources related to the theme.

3. The syllabus explicitly lists the six required themes and includes at least one activity and authentic source addressing each theme. For example:

Families and Communities: Students watch Spanish television shows and listen to podcasts about Spanish families. They then discuss what they have learned about family life in Spain and compare it family life in their own community.

Personal and Public Identities: Students use maps, public opinion surveys, and a variety of expository texts to prepare for an in-class discussion on the topic of national identity in various Spanish-speaking countries.

Beauty and Aesthetics: In small groups, students analyze and discuss the mural *Sueño de una tarde dominical en la Alameda Central* (Diego Rivera, 1946) and then discuss how murals are used to portray community scenes and to capture community values.

Science and Technology: Students listen to news reports on the internet about scientific advances in a Spanish-speaking country. Based on what they learn, students then try to predict, orally or in writing, the direction of future scientific advances.

Contemporary Life: Students write short responses to questions related to the impact education has on career choices using audiovisual and print sources that address this topic.

Global Challenges: Students discuss approaches to natural resource conservation in response to a podcast on global warming.

Curricular Requirement 3

The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

Required Evidence

- The syllabus must describe **at least two activities** that focus on developing an understanding of cultural perspectives as revealed in the products and/or practices of the culture.

Clarifying Terms

Products: both tangible (clothing, food, a literary work, a monument) and intangible items (a law, an educational system) created by the target culture

Practices: customs, routines, and patterns of social interaction representative of the target culture

Perspectives: values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer

Samples of Evidence

1. The syllabus includes several activities that focus on cultural perspectives as revealed in products and practices. For example, in response to a film, students work in pairs to create a Spanish-language PowerPoint presentation on attitudes toward cultural diversity.

The syllabus also describes an activity about family life in a Spanish-speaking country in which students work with current information from various authentic sources and, in groups, prepare panel discussions on what resources the government should provide to support families.

2. The syllabus includes activities on rites of passage and the cultural perspectives that inform them, based on authentic written sources. For example, in response to a reading and a film, students have a roundtable debate/discussion answering questions on beliefs about young people taking on adult responsibilities.

Students also research different recipes and foods of a target language country and develop a presentation or video for the class demonstrating how that target culture prepares and shares a meal. Their presentations should compare target cultural attitudes towards meals and meal-taking to those in their own community.

3. The syllabus includes several activities that engage students with different perspectives on a topic or theme, (e.g., multiculturalism and personal identity) by including a unit in which students study citizenship laws in a Spanish-speaking country, examine the effects of their enforcement on the lives of immigrants (e.g., voting rights, marriage, healthcare), and discuss concepts of citizenship and identity and what it means to be a member of a community (local, regional, national, global).

Curricular Requirement 4

The course provides opportunities for students to make cultural comparisons.

Required Evidence

- The syllabus must describe **at least two activities** in which students make cultural comparisons.

Samples of Evidence

1. Students will read Isabel Allende's *Cuentos de Eva Luna* and identify instances in which Allende includes indigenous words and expressions that students can compare to language and expressions used in other narratives written in Spanish.
Students compare the importance of music in a Spanish-speaking community to that in their own or another community.
2. Students learn about the role of public transportation in Spanish-speaking countries in comparison with the role public transportation plays in their home country.
Students read *The House on Mango Street* by Sandra Cisneros and "Máscaras" from *Laberinto de la soledad* by Octavio Paz and make comparisons between the vocabulary and culture presented in the two works.
3. More than one thematic unit includes a reflective essay focused on a cultural comparison. For one reflection, students compare the school system in the target culture with that in their own culture. In another essay, students reflect on similarities and differences in youth language in the target culture and their own culture.

Curricular Requirement 5

Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.

Required Evidence

- The syllabus includes at least one example of authentic materials from each of the following types of sources:
 1. Audio (e.g., podcasts, radio programs, songs)
 2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
 3. Audiovisual (e.g., music videos, films, video clips, TV shows)
 4. Written/Print Literary (e.g., plays, short stories, poems)
 5. Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Authentic materials: materials in the target language not originally created for instructional purposes

Samples of Evidence

1. The syllabus lists multiple occasions where students work with authentic audio and video materials (e.g., news broadcasts, songs, films, podcasts), visual materials (e.g., works of art, photographs, promotional ads, cartoons), literary texts (e.g., novels, plays, short stories, poems, comic books), and non-literary texts (e.g., newspaper and magazine articles, reports, blog entries, social media entries).
2. The syllabus includes a variety of authentic sources in each unit to address one or more themes and includes at least one example of each of the following types of sources: audio, visual, audiovisual, literary, and non-literary print sources.
For example, the following sources are used to explore the Global Challenges theme: a song, a graph, a Spanish-language feature film, a poem, and an online text.
3. The bibliography/sources section of the syllabus lists authentic sources in each of the five required categories such as podcasts, charts, music videos, short stories, and newspapers.

Curricular Requirement 6

The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook or its table of contents is not sufficient.

Clarifying Terms

Comprehend text: describing the literal meaning of the text and data

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus includes activities in which students summarize information from an authentic print and/or an audio source (e.g., newspaper article, podcast, blog). For example, students listen to podcasts on family life in modern Spanish-speaking societies, and later summarize main ideas and details of what they have learned in writing or through discussion.
2. Students are asked to follow an identified topic from current events that has become a hot button issue in both the U.S. and abroad through print, visual, and audiovisual sources. Students record their findings in weekly reflection journals and provide oral updates during discussions of current events in class.
3. Students read a short story or novel in Spanish. They give oral summaries to the class and keep a reflective journal in which they summarize events, record their questions, and predict what will happen.

Curricular Requirement 7

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or series of activities designed to address at least one learning objective within Skill Category 2 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook or its table of contents is not sufficient.

Clarifying Terms

Connections: make cultural connections within the target language and connections in and across disciplines

Interpretive Mode: Making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities in which students relate one course theme to another. For example, after reading an authentic online article and listening to an authentic podcast, students discuss the effects of environmental changes on individual families and global communities.
2. In part of the unit on “How Science and Technology Affect our Lives,” students focus on the Internet of Things. Using authentic articles, charts, and infographics, students identify connections between two of the sources and explain how data from those sources help to illustrate this interdisciplinary topic.
3. The syllabus includes activities where students listen to podcasts from at least two Spanish-speaking countries and then discuss what they have heard making comparisons between how the information is presented in the sources and comparing any differences in perspectives that may be present.

Curricular Requirement 8

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or series of activities designed to address at least one learning objective within Skill Category 3 using an authentic written or audio source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook or its table of content is not sufficient.

Clarifying Terms

Interpret: analyze the distinguishing features and the meaning of a text

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus indicates that students complete a “current events” activity each quarter. They read, view, or listen to authentic sources about current events in Spanish-speaking communities and they identify the intended purpose and audience of the sources and identify viewpoints.
2. Students will be asked to interpret an infographic that details the popularity of specific trends in a Spanish-speaking country. They will be asked to infer what the data reveal about that culture.
3. The syllabus includes an activity in which students identify the distinguishing features of advertisements in Spanish, including such features as organization and rhetorical structures.

Curricular Requirement 9

The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or series of activities designed to address at least one learning objective within Skill Category 4 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook or its table of contents is not sufficient.

Clarifying Terms

Meanings: determine the definition of familiar and unfamiliar words and expressions

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities in which students encounter an authentic print and/or audio or audiovisual source and work with unfamiliar vocabulary. For example, students identify key terms important for understanding the source(s) and determine their meaning.
2. Students look up sayings in Spanish (*refranes, dichos y proverbios*) and compare those sayings/proverbs with similar expressions in English. (For example: *De tal palo, tal astilla/A chip off the old block.*) Students identify ways to apply the sayings and illustrate them on posters.
3. The syllabus includes an activity in which students read an authentic letter. As part of the activity, students identify the use of formal register, as well as transitional expressions and cohesive devices.

Curricular Requirement 10

The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others, as outlined in the AP Course and Exam Description (CED). (Interpersonal Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5.

Clarifying Terms

Spoken Interpersonal Communication: direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students engage in a series of improvised role-plays that foster their interpersonal speaking skills. For example, students prepare for an interview for a volunteer opportunity in a Spanish-speaking country. Working in pairs, one student serves as the interviewer and the other as the applicant. After doing this role-play once, students can switch roles or switch partners.
2. The syllabus includes frequent opportunities for students to interact orally with other students and the teacher. For example, students discuss a text in groups, pairs, and with the entire class.
3. Students engage in regular debates on topics which address overlapping themes such as whether technology has had a positive effect on the improvement of community and family interactions or whether television and video games have led to a lack of imagination in today's youth.

Curricular Requirement 11

The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others, as outlined in the AP Course and Exam Description (CED). (Interpersonal Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6.

Clarifying Terms

Written Interpersonal Mode: direct written communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus includes activities in which students regularly exchange information in formats such as email, threaded discussions, texting, tweeting, letter writing, and interactive blogs or journals.
2. Students participate in a class blog on selected topics related to the course themes. Students are required to post their individual responses to a question posed by the instructor and then respond to at least three other students' entries asking for clarifications and suggesting further ideas.
3. Students will write to an e-pal in one or more Spanish-speaking country/countries to ask and answer questions regarding the differences between school schedules in their home community vs. that of their e-pal(s).

Curricular Requirement 12

The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations, as outlined in the AP Course and Exam Description (CED). (Presentational Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 7.

Clarifying Terms

Spoken Presentational Communication: oral communications to an audience. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes at least one activity in which students prepare and present a skit, a role-play, a scene from a play, or a dramatization of an authentic text related to one of the required course themes.
2. The syllabus includes activities where students conduct research, evaluate sources, organize information, and practice effective public speaking techniques such as eye contact, gestures, emphasis, and voice fluctuation in preparation for oral presentations.
3. At the end of each unit, alternating students offer a presentation to the class, using a tool such as PowerPoint, Google Slides, or Prezi. Students analyze an issue related to the theme(s) of the unit, such as the challenges of disease, global warming, or unequal living standards, and discuss the cultural perspectives underlying the issue in the target culture and in their own community.

Curricular Requirement 13

The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations, as outlined in the AP Course and Exam Description (CED). (Presentational Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 8.

Clarifying Terms

Written Presentational Communication: written communications to an audience. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students design posters to promote a volunteer opportunity in a Spanish-speaking community, including the type of opportunity, where and when it is offered, the characteristics applicants should have, etc.
2. Students prepare a variety of written presentations such as announcements of events, advertisements of products, an opinion piece related to current events, short stories, or children's literature.
3. The syllabus states that students write formal argumentative essays based on authentic audio, visual, and written sources. Students produce drafts and engage in peer-editing prior to receiving teacher feedback on their essays. Students can further revise their work based on teacher feedback.

Curricular Requirement 14

The course prepares students to use the target language in real-life situations.

Required Evidence

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

Samples of Evidence

1. The syllabus includes information about a yearlong partnership between the class and students in a Spanish-speaking high school to provide regular opportunities for real-life language use.
2. Students create an electronic portfolio with artifacts and documents that demonstrate their language proficiency, cross-cultural awareness, and personal experiences within the target culture beyond the classroom setting.
3. The syllabus states that students attend or view online lectures, films, performances, or other cultural events conducted in Spanish, for which they provide written reviews for the class blog, tweets, and/or oral summaries of the events.