Spanish Language: Preparing for the AP* Spanish Exam
Syllabus 2016

Do you want to take the Spanish AP exam, but your school doesn't offer a course? Are you looking for a way to get more practice with and exposure to the Spanish AP exam in general? Here is a simple way to do it! Take this interactive online course with Boston University Spanish instructors.

This course, conducted entirely in Spanish, will prepare you to do all the tasks on the AP exam, such as:

- interpret authentic written and audio texts
- speak both conversationally and give a formal presentation
- write correspondence and persuasive essays
- think productively about Hispanic cultures and compare them to your own culture
- understand and discuss issues pertaining to all of the themes covered in the Spanish AP exam: contemporary life, families and communities, personal and public identity, science and technology, beauty and aesthetics, as well as global challenges
- consider the intersection of these themes as well as connections to your own lives

Enroll in this course to prepare for the AP Spanish Language exam and refine your linguistic skills in the process. ¡Bienvenidos!

COURSE MATERIALS

Each module begins with an animated video, in which you will hear about the life of Luz Moreno, a US high school student of Ecuadorian origin. Through reflections on her own life, she will introduce the topics that will be addressed in each module. After watching the videos, you will be asked to answer a series of Can Do Statements to pre-assess your skills related to the theme.

Then you will proceed through the module’s contents: four authentic materials from Hispanic cultures—videos, podcast, songs, journalistic articles, and short stories—that respond to an essential question related to the topic of the module.

At the module’s end, you will assess your progress once again with the Can Do Statements to see what skills you have gained and what you may still need work on.
STRATEGIES FOR SUCCESS
We have carefully designed this course to provide you with practice with all of the different skills and tasks required by the AP exam. Below is a primer on how to get the most out of this course.

Interpretive skills: Each course text has a series of interpretive questions that mimic the questions that you will see on the AP, which assess your understanding of idiomatic expressions, advanced vocabulary and grammar structures, and cultural or interdisciplinary information. The exam uses a wide variety of vocabulary, and it is recommended that you look up words that you do not know, as well as use targeted reading/listening strategies, such as:

- inferring the meaning of words in context;
- identifying cognates (words that have the same root as those of other languages);
- reading/listening first for global meaning (main ideas) then for specific, significant details;
- making educated guesses about the intended purpose, audience and message.

This course will not explicitly practice grammatical structures, but we will include links to useful resources for you to fortify your linguistic knowledge.

Interpersonal speaking: We have organized online discussion times for each module in order for you to practice spontaneous speech with your classmates. We will also be using Voice Thread to practice the recorded, prompted conversations that you will be asked to perform on the exam. Some of the targeted strategies you should utilize for these activities include:

- initiating and sustaining communication with others
- asking follow-up questions to extend conversation, to elicit further information, and/or to clarify meaning
- responding clearly to prompts or questions by staying on topic
- adding detail to support opinions
- incorporating transitional words and phrases, as well as idiomatic expressions

Interpersonal and presentational writing: There are two writing assessments that mimic the AP written tasks: an email response and a persuasive essay based on three different authentic sources. Your participation in these tasks requires not only submitting your own writing samples, but also doing assessments of your peers’ writing as well. This will be a beneficial exercise to hone your own awareness of successful writing and editing strategies. These include:

- using the aforementioned interpretive strategies to demonstrate comprehension of content
- organizing ideas in advance of writing to ensure flow and clarity;
- including a clear thesis statement or topic statement;
- making use of transitional words and phrases in order to write cohesive paragraphs as opposed to strings of loosely-connected sentences;
- identifying and incorporating appropriate details from the texts to support your argument
- properly acknowledging and citing source material;
• using proper mechanical writing conventions (i.e., punctuation, accents, spelling, paragraph formatting, etc.).

**Presentational speaking and cultural comparison:** The AP two-minute oral presentation asks you to compare your culture to another Hispanic culture that you have observed or studied. To facilitate these cultural comparisons, we have created discussion forums for you to compare your culture not only with those presented in the course texts, but also, ideally, with the cultural perspectives of your classmates.

To that end, we have created teams around the different cultures of the Hispanic world for you to do additional research on these cultures. You will choose a culture of interest, and throughout the course, you and your classmates will deepen your knowledge of that culture by researching and sharing links, and then discussing the information you’ve found. This way you will not only benefit from the research of your classmates, but you will also have productive conversation about the issues that arise in these teams.

To sign up for a team based on your cultural interests, look for the Teams tab at the top right side of the course page. You will be able to participate in one team only, but will be able to see all of the discussion of your classmates, thereby gaining knowledge of many of the cultures of the Hispanic world.

**COURSE OUTLINE**

**Module one: Contemporary life**

1. **What is education like in the contemporary world?**  
   Video: “La educación explicada por un niño”:  
   [https://www.youtube.com/watch?v=SNrAqVZ6BxE&list=LL0kz0bsZYPI9JNNMckk2&q&index=2](https://www.youtube.com/watch?v=SNrAqVZ6BxE&list=LL0kz0bsZYPI9JNNMckk2&q&index=2)

2. **What is “friendship” in the technological era?**  

3. **What is romance in the technological era?**  
   Song: “Mi cuenta nueva”, Los tres tristes tigres

4. **Do teenagers spend too much time on social media sites?**  
   Podcast: “Un informe relaciona el abusivo consumo de redes sociales con las tendencias suicidas”  
Module 2: **Science and technology**

1. **What is the future of human culture in the face of increasing technological dependence?**
   Story: “Apocalipsis” by Marco Denevi

2. **Will technology change what it means to be human?**
   Article: “En 2030, la nanotecnología nos hará ‘divinos’, según Ray Kurzweil”

3. **How has technology influenced our vocabulary?**
   Song: “Loi”, Los Ganglios

4. **What are the professional advantages and disadvantages of social media?**
   Podcast: “¡Cuidado con las redes! Pueden ser fundamentales a la hora de buscar trabajo”

Module 3: **Personal and public identity**

1. **Who are you?**
   Song: “No hay nadie como tú”, Calle 13

2. **Can social media help define our identity?**
   Podcast: “¡Defínete! Facebook estudia la incorporación de etiquetas de personalidad a sus perfiles”

3. **How do we represent our identity? The selfie generation**
   Article: “La locura de los selfies, en números”

4. **How do our nationalities and cultures of origin shape our identities?**
   Article: “La adolescencia de las niñas Mei Ming”

**Assessment: Interpersonal Speaking: A conversation with a fellow student about yourself and your identity**
Module 4: Families and communities

1. How do gender and culture shape our familial roles?
   Video: “Eramos pocos” https://www.youtube.com/watch?v=YQ9txWq3Ae8

2. How do we integrate (or not) into our community?
   Story: “No speak English” from La casa en Mango Street: http://faculty.weber.edu/cbergeson/3060/cisneros.pdf

3. Where is our home: the country we live in or our country of origin?
   Song: “La jaula de oro”, Los Tigres del Norte

4. How do you define a family?
   Podcast: “Corte Suprema de EE.UU. reconoce legalidad de matrimonio gay a nivel nacional” http://www.bluradio.com/#!103263/corte-suprema-de-eeuu-reconoce-legalidad-de-matrimonio-gay-nivel-nacional

**Assessment: Interpersonal Writing Assignment: An email response to a study abroad program

Module 5: Aesthetics and beauty

1. How do notions of beauty vary in different cultures?
   Article: “Nociones de belleza norteamericanas vs. europeas” http://hushmagazine.ca/es/modas-editoriales/belleza/nociones-de-belleza-norteamericanas-vs-europeas/#.VVoq-qawD3V

2. How do standards of beauty affect our self esteem?
   Song: “Gorda”, Veronika Silva

3. Can art help us define beauty?
   Video: Frida Kahlo, “Extraña como yo” https://www.youtube.com/watch?v=hooKj1Bfxg

4. Can art improve people's' lives?
   Video: “Arte urbano para transformar: Boa Mistura at TEDxMadrid” https://www.youtube.com/watch?v=gKRNLXghU94

**Assessment: Persuasive essay on standards of beauty, comparing three sources
Module 6: **Global challenges**

1. **What are the challenges we face in the world today and how can we combat them?**
   Video: “Hiyab”
   [https://www.youtube.com/watch?v=HFaVukU3saw&index=5&list=LL0Iksz0bsZYPI9JNNMQckk2g](https://www.youtube.com/watch?v=HFaVukU3saw&index=5&list=LL0Iksz0bsZYPI9JNNMQckk2g)

2. **How can art combat social injustice?**
   Interview with Xavi Sala, el director de “Hiyab”

3. **Does the world need heroes?**
   Article: “Héroe y sociedad: Un mundo sin héroes”

4. **What attitude should we adopt towards injustice?**
   Song: “Sólo le pido a Dios”, León Gieco

**Assessment: Oral presentation comparing diversity in your culture with that of a Hispanic culture**