

***Courtney Johnson's gorgeous syllabus made me want to teach AP Spanish. I wondered how she got through it all! The reality is that she did not. That does not mean she was a failure: it means she adapted what she originally thought would work to the reality of the classroom.***

***The syllabus includes great ideas and links: I highly recommend looking for interesting ideas and compelling videos!***

**These are her thoughts two years later: (the syllabus is below)**

"The actual syllabus itself ([still available here! check it out!](#)) Oh my. My official syllabus... is beautiful. Look at all those resources. Look at my introductory paragraph. It's gorgeous. So convincing that I'm gonna be successful.

The reality of my syllabus? If you somehow can teach everything in that beast AND have time to prepare your students for the test AND get around all the stuff that seniors miss school for... please let me know how you did it. I typically teach units 1, 2, and 3 (prehispanic cultures/gender roles/fashion) in the fall, and hit 5, 6, and 9 (La Guerra Sucia/immigration/mobile technology) in the spring. We also do FVR/bloggging and Gran Hotel weekly, so I really am only teaching content from the syllabus 3 days a week. (This is up for potential change this year.) The units I pick are ones that have the most compelling content and the ones I feel most competent teaching. I might pull unit 8 (love and romance) or unit 10 (the return of measles) down to Spanish 3, with adaptations and time permitting. Things are really up in the air this year.

So overall, I think my original thoughts were on point. The reality of teaching, however, is not that easy. I always joke that I am THE BEST teacher on paper, which is true. Actually teaching real, live humans? Sometimes, not so much. I still think my syllabus is pretty darn great, and I don't intend on changing it for the moment. It's my in-class practices that need to change. But if you're someone who is wanting to use units or the whole thing, feel free – just know that if you weren't able to get through everything, that's okay. I made the syllabus, and I couldn't either. "

Course Overview

[Courtney Johnson](#)

Her blog is: [Making Good Mistakes](#)

The AP Spanish Language and Culture course is designed to meet requirements similar to a collegiate level Spanish course. The AP Spanish class is taught exclusively in Spanish with extensive use of authentic materials. Students will develop their skills in interpersonal communication, interpretive reading and listening, and presentational speaking and writing through a series of tasks designed to increase their proficiency in Spanish from the Intermediate to Pre-Advanced level.

## Course Objectives

By the end of this course, students will be able to:

- verbally discuss and defend points of view on various topics of interest relating to themselves and their communities
- use written communication to explore various topics in formal and informal capacities
- demonstrate an understanding of the comparisons between the student's culture and features of the target cultures studied
- analyze and synthesize information gained through authentic resources to create an original presentation in both verbal and written formats

## Course Organization

AP Spanish will be divided into 2-3 week units with each unit pertaining to one or more of the six overarching themes of the Curriculum Framework. Each unit provides ample opportunities for practice including exercises and readings from the textbooks *Imagina* and *Triángulo Aprobado*. In addition, many resources are culled from the Internet including but not limited to BBC Mundo, El País, CNN Mexico, Youtube videos, Audio Lingua, University of Texas - Austin Listening, authentic music sources, tweets, and blogs.

Each week, students will complete an assortment of activities intended to develop their proficiencies. Although the activities will vary from unit to unit, each week students will spend class time reading a novel of their choosing. They will also complete a weekly interpersonal writing activity on the class blog where they must read and respond to the original post as well as each other. Students are also expected to complete personal language enrichment activities outside of class on a regular basis. This class is conducted as a hybrid class with technological integration through Google Classroom as well as face-to-face work. Students will also have the opportunity to use their skills by participating in the University of Nebraska - Lincoln's annual language fair.

## Course Plan

The course plan outlines each unit, which themes are addressed within that unit, specific examples of assessments within that unit that address particular modes of communication, and a list of authentic resources that may be used. In addition to the assessments, each day will have intensive interpretive practice of the materials with interpersonal and presentational practice to show evidence of learning.

### Unit 1: Ancient civilizations and cultures

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| Course theme(s) addressed | Personal and Public Identities<br>Families and Communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Essential question(s):    | How did the Aztec, Inca, and Maya communities affect the development of their modern day locations?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Assessments               | Presentational writing/speaking: Students will create and present an informational presentation about one of the Prehispanic cultures studied                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Authentic resource list   | <p>Video - Huehuetl and teponatzle drum<br/> <a href="https://www.youtube.com/watch?v=LdliMkWIZoQ">https://www.youtube.com/watch?v=LdliMkWIZoQ</a></p> <p>Video - Instrumentos musicales prehispánicos<br/> <a href="https://www.youtube.com/watch?v=rxJVfwb6eE#t=250">https://www.youtube.com/watch?v=rxJVfwb6eE#t=250</a></p> <p>Video - El imperio azteca - Grandes civilizaciones<br/> <a href="https://www.youtube.com/watch?v=JKznxJ2YvVA">https://www.youtube.com/watch?v=JKznxJ2YvVA</a></p> <p>Lectura - "La noche más corta" - <i>Triángulo Aprobado</i></p> <p>Lectura - El Eclipse - Augusto Monterroso</p> |

## Unit 2: Gender roles

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| Course theme(s) addressed | Families and Communities<br>Personal and Public Identities<br>Contemporary Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Essential question(s):    | What are the different expectations of genders in society?<br>How do these expectations affect the behavior of people?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Assessments               | Presentational writing: Compare/contrast the treatment and expectations of women in the Mosuo community, Spanish speaking communities, and our community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Authentic resource list   | <p>Lectura - El reino de las mujeres -<br/> <a href="http://soliobrera.cnt.es/secciones/feminismo/609-documental-el-reino-de-las-mujeres-los-mosuo-la-ultima-sociedad-matriarcal.html">http://soliobrera.cnt.es/secciones/feminismo/609-documental-el-reino-de-las-mujeres-los-mosuo-la-ultima-sociedad-matriarcal.html</a></p> <p>Lectura: "¿Qué es machismo y de dónde proviene?" -<br/> <a href="https://oasisdeisa.wordpress.com/2009/11/03/%C2%BFque-es-el-machismo-y-de-donde-proviene/">https://oasisdeisa.wordpress.com/2009/11/03/%C2%BFque-es-el-machismo-y-de-donde-proviene/</a></p> <p>Lectura - Matrimonios jóvenes - <i>Triángulo Aprobado</i></p> <p>Gráficos - Tasas de nupcialidad/nacimientos en España - <i>Triángulo Aprobado</i></p> <p>Audio - Matrimonio a temprana edad - <i>Triángulo Aprobado</i></p> <p>Poema - "Hombres necios que acusáis" - Sor Juana</p> <p>Video - PODER - <a href="https://www.youtube.com/watch?v=HEqrxrpTBdc">https://www.youtube.com/watch?v=HEqrxrpTBdc</a></p> <p>Video - La amenaza del machismo -<br/> <a href="https://www.youtube.com/watch?v=NrO8n7H1ubY">https://www.youtube.com/watch?v=NrO8n7H1ubY</a></p> |

### Unit 3: Fashion and identity

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| Course theme(s) addressed | Personal and Public Identities<br>Contemporary Life<br>Beauty and Aesthetics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Essential question(s):    | How do different people express themselves through fashion?<br>What should be the role of school in restricting fashion choices?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Assessments               | Interpersonal speaking: Student debate about dress code<br>Interpersonal writing: Appeal to a principal about fashions allowed in schools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Authentic resource list   | <p>Video - Conozca a la "Barbie cholita"<br/> <a href="http://www.bbc.co.uk/mundo/noticias/2011/02/110215_video_bolivia_barbie_cholita_np.shtml">http://www.bbc.co.uk/mundo/noticias/2011/02/110215_video_bolivia_barbie_cholita_np.shtml</a></p> <p>Video - Uniforme escolar, ventajas y desventajas<br/> <a href="https://www.youtube.com/watch?v=BO6laW068Gc">https://www.youtube.com/watch?v=BO6laW068Gc</a></p> <p>Video - "No me voy a quitar el velo" -<br/> <a href="https://www.youtube.com/watch?v=sQmYv6rqNyU">https://www.youtube.com/watch?v=sQmYv6rqNyU</a></p> <p>Video (cortometraje) - <i>Hiyab</i> -<br/> <a href="https://www.youtube.com/watch?v=lwcev9iuLe8">https://www.youtube.com/watch?v=lwcev9iuLe8</a></p> <p>Video - Mexican pointy boots (botas picudas)<br/> <a href="https://www.youtube.com/watch?v=veQkt4tS0Tc">https://www.youtube.com/watch?v=veQkt4tS0Tc</a></p> <p>Lectura con fotos - La chola paceña<br/> <a href="http://www.turismolapaz.com/cultura/la-chola-pacenia.html">http://www.turismolapaz.com/cultura/la-chola-pacenia.html</a></p> <p>Lectura - El auge de las cholitas<br/> <a href="http://www.bbc.co.uk/mundo/noticias/2014/02/140220_cholitas_bolivia_fin_de">http://www.bbc.co.uk/mundo/noticias/2014/02/140220_cholitas_bolivia_fin_de</a></p> <p>Lectura con fotos - El hijab en las aulas - <i>Triángulo Aprobado</i></p> <p>Lectura con fotos - Hiyarbie, la primera Barbie con hiyab -<br/> <a href="http://www.tendencias.com/noticias-de-la-industria/hiyarbie-la-primera-barbie-que-luce-un-hiyab">http://www.tendencias.com/noticias-de-la-industria/hiyarbie-la-primera-barbie-que-luce-un-hiyab</a></p> <p>Lectura - El uniforme escolar: pros y contras<br/> <a href="http://hijos.about.com/od/Escuela/a/El-Uniforme-Escolar-Pros-Y-Contras.htm">http://hijos.about.com/od/Escuela/a/El-Uniforme-Escolar-Pros-Y-Contras.htm</a></p> <p>Lectura - Uniformes de colegio-<br/> <a href="http://www.uniformescolegio.es/ventajas-uniformes-colegiales">http://www.uniformescolegio.es/ventajas-uniformes-colegiales</a></p> <p>Lectura - "La familia de los pies menuditos" - <i>La casa en Mango Street</i></p> |

### Unit 4: Life in the Caribbean

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| Course theme(s) addressed | Families and Communities<br>Personal and Public Identities |
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| Essential question(s):  | How does the history of the Caribbean islands lead to the differences in culture and language that we see today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Assessments             | Presentational speaking: Compare/contrast Caribbean culture to another Spanish speaking area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Authentic resource list | <p>Audio - José Martí, símbolo de Cuba y de América - <i>Triángulo Aprobado</i></p> <p>Audio - Campañas de Radio por ACAPLE - <a href="http://www.academiapr.org/inicio/academia/capsulas-radio">http://www.academiapr.org/inicio/academia/capsulas-radio</a></p> <p>Música - Sin salsa no hay paraíso - Gran Combo</p> <p>Música - Guantanamera - Buena Vista Social Club</p> <p>Música - Echa Pa'lla - Pitbull</p> <p>Lectura - Mi raza - José Martí</p> <p>Poema - Versos sencillos - José Martí</p> <p>Video - Idioma defectuoso, pensamiento defectuoso (1) - <a href="https://www.youtube.com/watch?v=VXFTVP0_0_M">https://www.youtube.com/watch?v=VXFTVP0_0_M</a></p> <p>Video - Idioma defectuoso, pensamiento defectuoso (2) - <a href="https://www.youtube.com/watch?v=prKieu92qQo">https://www.youtube.com/watch?v=prKieu92qQo</a></p> |

#### Unit 5: La Guerra Sucia

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| Course theme(s) addressed | Global Challenges                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Essential question(s):    | <p>What is the historical and political background of Argentina's Dirty War?</p> <p>What are the residual effects of the Dirty War?</p>                                                                                                                                                                                                                                                                                                                                                                           |
| Assessments               | <p>Presentational writing: Summary/opinion over the Dirty War in Argentina</p> <p>Interpersonal speaking: Comparison of the Dirty War with other political movements (Cuban revolution, Mexican revolution, etc.)</p>                                                                                                                                                                                                                                                                                             |
| Authentic resource list   | <p>Poema - La mejor tinta - <i>Imágina</i></p> <p>Lectura - Desparecidos: Expertos de la ONU en Argentina <a href="http://www.un.org/spanish/News/story.asp?NewsID=13069#.VVNJAdNVikQ">http://www.un.org/spanish/News/story.asp?NewsID=13069#.VVNJAdNVikQ</a></p> <p>Audio - Adopciones <a href="http://www.notesinspanish.com/2008/05/22/advanced-spanish-podcast-95-adopciones/">http://www.notesinspanish.com/2008/05/22/advanced-spanish-podcast-95-adopciones/</a></p> <p>Película - La historia oficial</p> |

#### Unit 6: Hispanic immigration into the United States

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| Course theme(s) addressed | <p>Global Challenges</p> <p>Personal and Public Identities</p> |
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| Essential question(s):  | How has Hispanic immigration into the United States shape the country we know today?<br>What are the issues that immigrants face when coming to the United States?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Assessments             | Presentational writing/speaking: Students will research a topic related to immigration (working conditions, legal difficulties, available jobs, etc.) and create a written product based on their findings which will also be shared verbally.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Authentic resource list | Documental - The Other Side of Immigration<br>Video - Aumentan los hispanos pero no crece el español en EEUU<br><a href="https://www.youtube.com/watch?v=YPz6jiKAmlQ">https://www.youtube.com/watch?v=YPz6jiKAmlQ</a><br>Audio - <a href="http://radioambulante.org/audio/el-coyote">http://radioambulante.org/audio/el-coyote</a><br>Lectura - En ceros la migración neta de México hacia Estados Unidos - <a href="http://www.elnuevogeorgia.com/2012/04/en-ceros-la-migracion-neta-de-mexico-hacia-estados-unidos/">http://www.elnuevogeorgia.com/2012/04/en-ceros-la-migracion-neta-de-mexico-hacia-estados-unidos/</a><br>Video - Español en EEUU - <a href="https://www.youtube.com/watch?v=9PTWzHx337k">https://www.youtube.com/watch?v=9PTWzHx337k</a> |

#### Unit 7: The heritage of Spanish speakers

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| Course theme(s) addressed | Personal and Public Identities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Essential question(s):    | How do Spanish speakers represent themselves in film and literature?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Assessments               | Presentational writing: Compare/contrast elements of identity in U.S. with heritage speakers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Authentic resource list   | Lectura - “La desesperación de las letras” - Ginés S. Cutillas<br>Lectura - “Algo muy grave va a suceder” - Gabriel García Márquez<br>Lectura - La Virgen de Guadalupe - <i>Stories from Mexico</i><br>Lectura - “Que pobres somos” - Paulo Coelho<br>Lectura - Superhéroes Latinos - <i>Veinte Mundos</i><br><a href="http://www.veintemundos.com/magazines/18-en/personajes/">http://www.veintemundos.com/magazines/18-en/personajes/</a><br>Lectura - Escritores latinoamericanos - <i>Veinte Mundos</i><br><a href="http://www.veintemundos.com/magazines/16-en/personajes/">http://www.veintemundos.com/magazines/16-en/personajes/</a><br>Video - Espíritu Deportivo - <i>Imagina</i> |

#### Unit 8: Love and romance

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| Course theme(s) addressed | Contemporary Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Essential question(s):    | How do different cultures express their romantic feelings?                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Assessments               | Interpersonal writing: Students will write a letter to a friend expressing a problem they're having with their significant other. The friend will respond with some advice.                                                                                                                                                                                                                                                                                                                                           |
| Authentic resource list   | Poema - Poema 20 - Pablo Neruda<br>Poema - Te amo - Pablo Neruda<br>Infografía - El amor está en la red - <a href="http://www.misapisportuscookies.com/2012/04/el-amor-esta-en-la-red/">http://www.misapisportuscookies.com/2012/04/el-amor-esta-en-la-red/</a><br>Tweets - #quierounnovioque<br>Video - Momentos de estación - <i>Imágina</i><br>Música - Eres mi tesoro - Jesse y Joy<br>Música - Limón y sal - Julieta Venegas<br>Música - Tengo tu love - Sie7e<br>Música - Bailando (español) - Enrique Iglesias |

#### Unit 9: The effects of mobile technology

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| Course theme(s) addressed | Contemporary Life<br>Science and Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Essential question(s):    | How has technology changed how people interact?<br>How does technology affect families?<br>How does technology impact education and schooling?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Assessments               | Presentational speaking: How has technology affected your life?<br>Interpersonal writing: Write to the principal of the school asking for changes to be made to the school technology policy OR in support of the current policies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Authentic resource list   | Lectura - El móvil se convierte en el primer medio de acceso a Internet<br><a href="http://economia.elpais.com/economia/2014/10/02/actualidad/1412248263_581779.html">http://economia.elpais.com/economia/2014/10/02/actualidad/1412248263_581779.html</a><br>Lectura - La tecnología abre una brecha generacional entre padres e hijos<br><a href="http://www.informador.com.mx/tecnologia/2013/452588/6/la-tecnologia-abre-una-brecha-generacional-entre-padres-e-hijos.htm">http://www.informador.com.mx/tecnologia/2013/452588/6/la-tecnologia-abre-una-brecha-generacional-entre-padres-e-hijos.htm</a><br>Lectura - La generación del Milenio o Generación Y<br><a href="http://www.colombiadigital.net/actualidad/articulos-informativos/item/6210-la-generacion-del-milenio-o-generacion-y.html">http://www.colombiadigital.net/actualidad/articulos-informativos/item/6210-la-generacion-del-milenio-o-generacion-y.html</a><br>Lectura + infografía - El 80% de los usuarios españoles utiliza el móvil para acceder a Twitter - |

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|  | <a href="https://blog.twitter.com/es/2014/el-80-de-los-usuarios-espanoles-utiliza-el-movil-para-acceder-a-twitter">https://blog.twitter.com/es/2014/el-80-de-los-usuarios-espanoles-utiliza-el-movil-para-acceder-a-twitter</a><br>Lectura - Diario Viaslado - <i>Triángulo Aprobado</i> p.65<br>Audio - BOOK, un producto revolucionario - <i>Triángulo Aprobado</i><br>Música - Bituaya - Tuitter<br>Video - Desconexión - Yecid Benavides<br><a href="https://www.youtube.com/watch?v=FZRrw1vmkyg">https://www.youtube.com/watch?v=FZRrw1vmkyg</a> |
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#### Unit 10: The return of measles

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| Course theme(s) addressed | Science and Technology<br>Global Challenges                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Essential question(s):    | What role do vaccinations play in keeping us safe and healthy?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Assessments               | Interpersonal speaking: Student debate - Should parents be required to vaccinate their children?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Authentic resource list   | Lectura - SSA detectó dos casos de sarampión importados de EU - <a href="http://www.eluniversal.com.mx/nacion-mexico/2015/impreso/ssa-detecto-dos-casos-de-sarampion-importados-de-eu-222577.html">http://www.eluniversal.com.mx/nacion-mexico/2015/impreso/ssa-detecto-dos-casos-de-sarampion-importados-de-eu-222577.html</a><br>Lectura - El sarampión, la vacuna, y los riesgos para salud - <a href="http://noticieros.televisa.com/mundo/1502/sarampion-vacuna-riesgos-salud/">http://noticieros.televisa.com/mundo/1502/sarampion-vacuna-riesgos-salud/</a><br>Lectura - California - 70 casos de sarampión en brote iniciado en Disneylandia<br><a href="http://www.bbc.co.uk/mundo/ultimas_noticias/2015/01/150122_ulnnot_california_brote_sarampion_vacunas_jg">http://www.bbc.co.uk/mundo/ultimas_noticias/2015/01/150122_ulnnot_california_brote_sarampion_vacunas_jg</a><br>Video - Requieren vacunas para niños en California - <a href="http://losangeles.univision.com/videos/video/2015-06-26/requieren-vacunas-para-ninos-en">http://losangeles.univision.com/videos/video/2015-06-26/requieren-vacunas-para-ninos-en</a> |