



SAMPLE SYLLABUS #1

AP[®] Spanish Language and Culture

Curricular Requirements

CR1	The teacher uses Spanish almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 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.	<i>See pages:</i> 2, 3, 4, 5, 6
CR3	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See pages:</i> 3, 4, 5
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)	<i>See pages:</i> 4
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)	<i>See pages:</i> 4, 5
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)	<i>See page:</i> 7
CR7	The course prepares students to use Spanish in real-life situations.	<i>See page:</i> 3
CR8	The course provides students with opportunities to develop keyboarding skills.	<i>See page:</i> 3
CR9	The course dedicates time and support to help students build analytical, research, presentation, and interpersonal skills necessary to complete the course project.	<i>See page:</i> 8

AP Spanish Language and Culture Sample Syllabus #1

Course Overview

¡Bienvenidos a la clase de español AP®! This advanced Spanish language course is crafted to sharpen students' skills in listening, speaking, reading, and writing—the four pillars of communicative competence. The course invites, inspires, and immerses, emphasizing authentic communication through culturally rich, globally relevant contexts. Students won't just learn a language; they'll explore the heartbeat of Hispanic cultures, delving into the significance of products, practices, and perspectives that paint a vibrant portrait of the Spanish-speaking world. **CR1** Both students and teacher must commit to this linguistic journey to exclusively use Spanish, creating an environment that not only supports but demands and drives growth.

While the course strengthens linguistic accuracy through targeted grammar and vocabulary instruction, its ultimate goal is meaningful communication—where linguistic lessons serve as a bridge, not a barrier, to authentic self-expression.

CR1

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

Course Units

The course is organized around thematic units aligned with the AP framework, yet each unit remains flexible—ready to evolve in response to students' interests. In this way, the learning is not only structured but also student-centered and dynamic. Increasing both a student's personal vocabulary library and grammar skills helps one feel more confident with the language and facilitates one's comfort when using Spanish to connect, express ideas, and communicate in real-life situations.

Unit One: Families and Communities **CR2**

Duration: 3 weeks of a one-semester block class.

Essential Questions:

- What constitutes a family in Spanish-speaking societies?
- How do families shape values and traditions, as well as personal beliefs and interests?
- How do families and communities experience today's world?

Key Topics:

- Family relationships
- Community traditions and customs
- Social networks and their functions
- Cultural celebrations and festivals

CR2

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

Sample Activities:

- Watch a video on family life in modern target language societies (Comer juntos en familia es más importante que nunca by Aprendemos Juntos 2030), and answer questions in writing and through discussion with a partner before summarizing the video using relevant details with multiple transitional expressions.
- Compare how the poems “La balada de los dos abuelos” by Nicolás Guillén and “A Julia de Burgos” by Julia de Burgos communicate influences on identity (literary sources representing cultural products, practices, and perspectives). **CR3**
- Explain how the painting “La tamalada” by Carmen Lomas Garza represents the traditional Latino family (visual source). **CR3**
- Role play situational text messaging between family members with a classmate, practicing proper diacritical and special character use.
- Compare Christmas traditions of Hispanic and Anglo-Saxon worlds using articles from newspapers found in different Spanish-speaking communities (print non-literary source).
- Give a presentation comparing the importance of extended family gatherings in Hispanic communities versus another community, researching and using survey data and ethnographic studies to support their analysis.
- As students study family and community celebrations, they complete the following activities relating to the quinceañera, researching information online:
 - First, they create a detailed infographic identifying and explaining the cultural products (dress, tiara, religious items), practices (mass ceremony, waltz, shoe-changing ritual), and perspectives (transition to womanhood, community investment) that comprise quinceañera celebrations.
 - Next, they compare quinceañera traditions between Mexico and another Spanish-speaking country, analyzing differences in ceremonial elements, costs, and cultural significance to understand how the same celebration reflects varying regional values and economic realities.
 - Then students write an argumentative essay debating why families should or should not invest in the quinceañera tradition despite economic challenges, connecting this tradition to broader questions about cultural preservation, identity, and what their own culture values enough in order to make financial sacrifices. This essay will be typed into AP Classroom and students will use diacritics and special characters as part of developing communicative competence in Spanish for the 21st century. **CR8**
- Create brochures in Spanish to help navigate Spanish-speaking parents during back-to-school and curriculum night OR come to these nights and be a guide for these members of the community. **CR7**

CR3

The syllabus includes at least one example of authentic materials from each of the following types of sources:

1. Audio
2. Visual
3. Audiovisual
4. Written/Print Literary
5. Written/Print Non-Literary

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.

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.

Unit Two: Language and Culture **CR2**

Duration: 3 weeks

Essential Questions:

- How do language and culture influence each other?
- How do language and culture evolve over time?
- How does technology influence language and culture?

Key Topics:

- Language as cultural expression
- Regional linguistic variations
- National and ethnic identity

Sample Activities:

- In a Google Slides or PowerPoint presentation, explain the importance of studying languages using internet data and graphics from Instituto Cervantes reports (visual/print non-literary sources).
- Discuss current forms of communication and how people communicate with gestures in Spain using clips from “Splunge” TV show (audiovisual source). **CR5 CR3**
- Engage in role-plays about family dynamics in Spanish-speaking cultures, incorporating conversational tasks while exploring themes from Sandra Cisneros’ “Mi nombre” from *La casa en Mango Street* (literary source). **CR4 CR3**
- Compare language in songs from Argentina, Spain, Puerto Rico, and Mexico using tracks by Los Fabulosos Cadillacs, La Oreja de Van Gogh, Calle 13 and Maná (audio sources). **CR3**
- Compare regionalisms and cultural expressions in Tomás Rivera’s “La noche Buena” and Rosa Montero’s “Como la vida misma,” identifying how different Spanish-speaking countries use language to reflect cultural values (literary sources).
- Create promotional materials for the community’s Hispanic Heritage Month celebration (or another Hispanic celebration) and/or record interviews with people there about what the celebration means to them.

CR5

The syllabus must describe at least one spoken and one written activity, or series of activities, to address learning objectives within Skill Category 2.

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.

Unit Three: Art and Creativity **CR2**

Duration: 2 weeks

Essential Questions:

- How can art and creativity influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value art and creativity?
- How is art used to record history?

Key Topics:

- Visual and performing arts
- Definitions of creativity and beauty
- Fashion and design
- Musical traditions and contemporary music
- Dance as cultural expression
- Literature and artistic movements
- Architecture and urban art

Sample Activities:

- After listening to various songs from the Latino world (Maná, Juanes, Shakira), discuss the story behind each song (audio sources). **CR4**
- Compare a Hispanic singer or group with your favorite artist in a presentation using music videos and interviews (audiovisual sources).
- Debate which singer or musical group best represents their culture using Billboard charts and cultural analysis articles (visual/print sources).
- Learn dance steps of typical Latino dances using instructional videos and discuss how they represent cultural practices (audiovisual sources).
- Study graffiti in the Hispanic world using photographs from “Arte Urbano” exhibitions and discuss how it reflects and challenges cultural perspectives (visual sources).

- Create and present a museum tour for a specific Spanish-speaking artist using authentic museum catalogs, images, and/or art criticisms (print non-literary sources). **CR3**
- Discuss the influences of fashion celebrities on cultural identity using interviews from *¡Hola!* magazine (print non-literary source).
- Analyze murals in the Spanish-speaking world and in the local community, examining how murals portray community scenes and capture community values, then create presentations about how public art reflects cultural perspectives.
- Compare the role of music in Spanish-speaking communities to that in other communities, analyzing how music reflects trends in culture.
- Debate whether graffiti is more art or more vandalism. Students will research and find their own sources to use for the debate, including at least one audio and one print resource. They will then use that information with a partner to go through a public forum debate.
- After the debate, write an argumentative essay on the topic citing the sources researched. Use diacritics and special characters as part of developing communicative competence in Spanish.

Unit Four: Science and Technology **CR2**

Duration: 3 weeks

Essential Questions:

- What factors drive innovation and discovery in the fields of science and technology?
- How does technology enhance global communication?
- What is the societal impact of scientific or technological advancements?

Key Topics:

- Technological innovations and their effects
- Access to technology and digital divide
- Healthcare and medical advances
- Effects of technology on education
- Technology in the workplace
- Social networks and digital communication

Sample Activities:

- Write a persuasive essay about the use of new technologies in class using three sources: “El futuro de la educación digital” from *El País* (print non-literary), “Tecnología en las aulas” podcast from Cadena SER (audio), and infographics about digital education (visual sources). **CR5**
- Discuss how technology has affected the healthcare field using articles from *ABC Salud* and *BBC Mundo* (print non-literary source).
- After viewing an episode of “Hospital Central,” dramatize situations between doctors and patients using medical technology gleaned from the show (audiovisual source).
- Research and present about technological innovations in Hispanic countries using reports from *National Geographic en Español* (print non-literary source).

Unit Five: Contemporary Life **CR2**

Duration: 2 weeks

Essential Questions:

- How has contemporary life changed in the last 20 years?
- What impact do cultural values and traditions have on contemporary life?
- What influences one's interpretation and perception of what is valued in contemporary life?

Key Topics:

- Urban life and development
- Population and demographics
- Lifestyle and daily routines
- Sports and leisure activities
- Food culture and gastronomy
- Health and wellness

Sample Activities:

- Research and present various cultural influences on Hispanic dishes looking at the origin of common ingredients and excerpts from episodes of “Street Food: Latin America” (literary/audiovisual sources).
- After researching mealtime customs and regional dishes in a Spanish-speaking country (print non-literary and/or audiovisual sources), explain how history has influenced gastronomy customs.
- Read parts of *Como Agua para Chocolate* by Laura Esquivel and explain relationships between food and family (literary source).
- Explore traditional sports in Hispanic countries using *ESPN Deportes* articles (print non-literary source) and compare with American sports.

Unit Six: Global Contexts **CR2**

Duration: 3 weeks

Essential Questions:

- How do global phenomena impact Spanish-speaking communities?
- What role do individuals play in understanding and responding to global phenomena?
- How do complex issues affect a society's culture?

Key Topics:

- Global challenges and solutions
- Economics and globalization
- Global communication and cultural exchange
- Travel and cultural understanding
- Transportation
- Natural world
- Policy and planning

Sample Activities:

- Give presentations persuading travel agencies to invest in tourism in Hispanic countries using economic data from World Bank reports (visual source).
- Discuss statistics about natural disasters in the Hispanic world using CEPAL climate reports (visual source) and their effect on tourism.
- Write letters of advice to friends traveling to Costa Rica (or another Spanish-speaking country) using travel guides from *Lonely Planet en Español* (print non-literary source).
- Respond to letters from foreign universities offering scholarships using authentic scholarship announcements (print non-literary sources).
- Students study transportation systems. They describe and compare public transportation systems and their use in cities like Barcelona, Spain, or Bogotá, Colombia, to those in their own community, analyzing differences in products and practices and inferring the perspectives of the users of those transportation systems. **CR6**
- Create digital brochures advertising study abroad programs in Spanish-speaking countries, incorporating proper use of diacritics and special characters in this promotional material.

CR6

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

Grammar Topics

We will review Spanish grammar starting with the present tense and moving through tenses and moods. We will also study many grammatical problems experienced by advanced students such as prepositions, problematic verbs, and idiomatic expressions.

Assessment Philosophy and Methods

Assessment in this course reflects the multifaceted nature of language learning and cultural understanding.

Formative Assessments:

- Small assessments to support vocabulary and grammar building
- Peer evaluations and group work
- Self-reflection activities (self-evaluation of recording and written assignments)
- Ongoing conversations and small presentation practice
- Quick-writes based on essential questions as exit tickets

Summative Assessments:

- Unit exams modeled after AP format
- Interpersonal speaking assessments
- Presentational speaking tasks
- Argumentative essay writing
- Research presentations based on the course themes
- Mock AP exams mid semester and at the end of the semester through AP Classroom to simulate the exam experience
- Timed writing practice
- Speaking practice with authentic prompts
- Listening comprehension with various accents
- Reading comprehension with diverse text type

AP Course Project

In the spring semester, nine 80-minute class periods will be dedicated to the AP course project. Students will complete all required components, including: **CR9**

- Written reflection questions
- Personalized Project Reference
- Practice Project Presentation
- Practice Q&A sessions

These dedicated class periods will provide students with the analytical, research, interpersonal, and presentational skills necessary to successfully complete the course project while receiving instructor guidance and peer feedback. The presentation of the project and Q&A will take place during the AP Exam in May.

Technology Integration:

- Digital recording tools for speaking practice
- Computers that allow for proper diacritics and special characters
- Online collaboration platforms requiring Spanish keyboarding skills
- Authentic websites and news sources
- Video conferencing for possible cultural exchanges with partner schools
- Multimedia presentation tools incorporating Spanish accents and special characters

Noticias del Mundo Hispano (Current Events Segment)

Each unit, students will explore a current event from a Spanish-speaking country related to the unit theme in a segment called *Noticias del mundo hispano*. This activity connects classroom learning to contemporary global issues, promoting interpretive reading and listening skills while encouraging cultural comparisons and discussion. Students will read, watch, or listen to a news story, summarize its key points, reflect on its relevance and present their research to a group of their classmates using a template provided.

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.