

AP SPANISH LITERATURE AND CULTURE SYLLABUS

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Objectives:

- To survey participants and to make an effort to meet their needs and expectations
- To analyze and discuss the College Board's Equity and Access philosophy statement
- To review the format of the AP® Spanish Literature and Culture exam
- To allow participants to take the entire MC section of the AP® exam; at least one short response and one Free Response essay, and to debrief the experience with other participants
- To review information on the AP® Spanish Literature and Culture course, including the Fall 2012 Course Exam and Description
- To assist participants to become familiar with the six course themes, sub-themes, essentials questions, and Achievement Level Descriptors
- To allow participants to brainstorm and discuss lesson components using the above items
- To demonstrate the AP® Central website, its resources (for educators and students), including the "AP® Teacher Community" for AP® Spanish Literature and Culture
- To share information on textbooks designed for the course
- To share information on the Course Audit and Course Syllabus and the curricular requirements
- To share typical calendars for teaching the AP® Spanish Literature and Culture course (with the four sample Course Syllabi)
- To review the 2019 AP® Spanish Literature and Culture exam draft student samples from June AP® Reading
- To allow participants to draw conclusions regarding a curriculum aimed at preparing students for the required tasks on the AP® exam
- To share with participants writing strategies and connections with Common Core State Standards
- To allow participants to draw conclusions regarding formative and summative types of assessment which will prepare them for the required tasks on the AP® exam
- To allow participants to:
 1. brainstorm supplementary materials that can be used for the course
 2. brainstorm and share formative and summative assessments to use within specific themes and/or works
- To give participants the opportunity to do at least 4 hours of research in the laboratory and/or laptops (reviewing resources and preparing the APSI project, [TBA])
- To allow participants to present their completed APSI project, either in groups or in front of the class, depending on number of participants
- To share consultant-made reading/writing strategies and activities:
 1. "Escribe/Di Algo" (double-entry reading journal)
 2. "Apuntes Literarios" (2-sided "ficha" for documenting key points in text)
 3. "Las Pautas" (scoring guidelines for "short response" and essays)
 4. cooperative learning and engagement strategies

- To share strategies for:
 1. teaching and practice of literary terms
 2. teaching of poetry
 3. incorporating music, video and other multimedia resources
 4. incorporating student literature projects
- To allow participants to share ideas and discuss successful strategies and activities used in their classrooms
- To create a network of colleagues by exchanging contact information for further communication and sharing of ideas via email or telephone
- To present the 2019 support materials

Schedule

- Monday, Day 1
 - Welcome, introductions and overview of the next four days
 - Activity with the College Board Equity and Access Philosophy Statement
 - Distribution of College Board and publisher materials for the APSI
 - Invitation to Google Classroom
 - College Board Information with PPT Slides (mandatory)
 - Overview of the AP® Spanish Literature and Culture Course, including the required reading list, the Learning Objectives, Achievement Level Descriptions, Course Themes and Literary Terminology
 - Assign the 2019 APSI Project
 - Overview of AP® Central website, including information on “AP® Spanish Literature and Culture”, the “Course Audit”, “College Board Online Score Reporting” and the “AP® Teacher Community”
 - Share Jiménez’s Blog, as time allows
 - Complete “Reflection” activity for Day 1
- Tuesday, Day 2
 - Review of the EXAM format; taking the AP® Spanish Literature and Culture exam, Section 1 (Multiple Choice) —Debriefing the Experience!!
 - Participant Research in the Computer Lab (as allowed by site’s availability) or on personal laptops
 - Best Practices, Instructional Strategies and Resources for Prose with special emphasis on reading and note-taking strategies, engagement structures. It is highly recommended that participants find a copy of the readings for Days 2 and 3 and read BEFORE the APSI:
 - El hombre que se convirtió en perro, 1989 (Osvaldo Dragún, Argentina), (mandatory major work to analyze the six course themes)
 - La casa de Bernarda Alba, 1936 (Federico García Lorca, España)
 - ...and Q/A about other works requested by participants
 - Complete “Reflection” for Day 2
- Wednesday, Day 3

- Review of the EXAM format; taking the AP® Spanish Literature and Culture exam, Section 2 (one Short Answer and one Essay)—Debriefing the Experience!!
 - Best Practices, Instructional Strategies and Resources for Poetry, focusing on lessons/materials for the following poems. Recommended that participants read these BEFORE the APSI:
 - Soneto CLXVI, 1612 (Luis de Argote y Góngora, España)
 - A Roosevelt, 1905 (Rubén Darío, Nicaragua)
 - Peso ancestral, 1919 (Alfonsina Storni, Argentina)
 - ...and Q/A about other poems requested by participants
 - Working with literary terms
 - Complete “Reflection” for Day 3
- Thursday, Day 4
 - Finish any activities from the previous three days (if needed)
 - "Putting it all together": Participant presentations (matching the assigned works with the course themes, helping students make interdisciplinary connections through literary, historical, sociocultural and geopolitical contexts)
 - All participants should be ready to present their “APSI project”, but depending on time and number of participants, we may need to randomly select a smaller number of presentations.
 - All projects will be available through Google Classroom.
 - Complete “Reflection” for Day 4 before lunch!
 - Strategies to cultivate a powerful learning environment in the AP® classroom: class and team-building structures, class t-shirts, monthly recognition, end-of-year certificates.
 - Closure of APSI with the exchange of participant contact information for future networking
 - Evaluations, certificates...¡y despedidas!

All participants should be ready to present their “APSI project”, but depending on time and number of participants, we may need to use the “Selector Tools” to randomly select a smaller number of presentations. All projects will be available through [Google Classroom](#) and with an emailed code.

Any questions, comments, suggestions can be made in person or via email at amjimenezconsulting@gmail.com. ¡Gracias!