

## AP SPANISH LANGUAGE

**Syllabus (Submitted in collaboration with Katie Gómez, fellow colleague with syllabus case ID # 197741v1 approved for 2008-09 school year)**

AP Spanish Language offers a world of opportunity and a challenging focus for high school students. The basic question posed by the May exam is whether students read, write, speak, and understand Spanish at a level that would permit them to use their skills successfully in a Spanish-speaking country and the United States. This course covers the equivalent of a third-year college course in Spanish composition and conversation. It stresses oral and listening skills, composition, reading comprehension, and grammar. Active communication in Spanish is necessary to meet the following objectives set forth by the Advanced Placement College Board:

- 1. The ability to comprehend formal and informal spoken Spanish**
- 2. The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles as well as modern literature in Spanish**
- 3. The ability to compose expository passages**
- 4. The ability to express ideas orally with accuracy and fluency**

**The AP Spanish class will be conducted in Spanish.**

Students are to consistently practice the target language throughout their Spanish studies with their peers and their teachers to achieve greater proficiency in the language.

Students will expand their interpersonal communication skills through daily interactions that include casual conversations with teachers and students, as well as formal discussions.

(For the course planner that follows references to the primary texts “*AP Spanish, Díaz*”, is a reference to the two texts, *AP Spanish-Preparing for the Language Examination, Second and Third Editions*)

### Course Planner

	Objectives	Activities	Structure, Vocabulary, and Readings
September	Overview of exam format, course goals Skill assessment of student	Communicative Icebreakers/informal conversations Begin journal writing – five entries include	Thematic vocabulary and useful expressions from <i>AP Spanish, Díaz</i> Present and past verb tense review

	<p>writings and speaking</p> <p>Introduce rubrics</p> <p>Informal writing/personal reflections</p> <p>Writing introductory paragraphs</p> <p>Introduction to language lab</p> <p>Use appropriate register, greetings and closure for informal and formal assessments</p> <p>Introduction to Vocabulary development (this is a weekly objective that continues until the AP exam)</p> <p>Introduction to College Board- AP central online</p>	<p>application of grammar review to student's life</p> <p>Explanation and practice of grammar structures</p> <p>Weekly discussion topic</p> <p>Weekly lab listening activities</p> <p>Simulated conversations, role plays</p>	<p>including preterit, imperfect, passive voice and imperative</p> <p>Weekly lab practice-Unit 1- short dialogues – <i>AP Spanish, Díaz Encuentros Maravillosos</i> – Chapters 1 and 2</p> <p><i>Una Vez Más</i>-first two lessons</p>
October	<p>Continued application of note-taking skills for grammar, culture, writing, speaking</p> <p>Oral biographical</p>	<p>Vocabulary in context review sharing and correction of peer work.</p> <p>Student chooses Latin American authors to research and</p>	<p>Continued study of thematic vocabulary and useful expressions from <i>AP Spanish-Díaz</i></p> <p>Grammar lessons 3 and 4- future, conditional, conditional perfect</p>

	<p>presentation</p> <p>Weekly writing topics</p> <p>Reading authentic texts, summarizing skills and reporting</p> <p>Language Laboratory: Listening to short dialogues/narratives</p>	<p>present biographies in class.</p> <p>Writing theme: setting personal language learning goals for future applications (based on grammar applications)</p> <p>Language lab authentic reading opportunities and summaries of current events and report</p>	<p>and subjunctive</p> <p><i>Encuentros Maravillosos</i>-readings excerpts</p> <p>Chapters 4 , 5 and 6</p>
November	<p>Reading for meaning and introduction to novel</p> <p>Reading comprehension and interpretive analysis of reading</p> <p>Timed writings with dictionaries-specific topics are given</p> <p>Creative storytelling (2 minute talks using comics)</p>	<p>How to read a novel</p> <p>Begin reading alternating years for each novel</p> <p><i>Marianela</i>, <i>-peres</i> –<i>Galdós</i> or <i>Don Quixote</i> abridged version- <i>Cervantes-D</i> series</p> <p>Class discussion and review of literary themes</p>	<p>Thematic vocabulary and useful expressions</p> <p>Unit 5 <i>Una Vez más</i></p> <p>Novel chapter vocabulary</p> <p>Chapter questions</p>
December	<p>Fill-ins (with root word)</p> <p>Practice telephone</p>	<p>Practice exercises with and without root words</p>	<p>Thematic vocabulary and useful expressions</p> <p><i>AP Spanish</i>, Díaz</p>

	<p>conversations</p> <p>Reading the novel and short stories</p> <p>Reading comprehension exercises/building skills in interpretive mode</p> <p>Informal 20 second conversations on various topics of conversation</p>	<p>from <i>AP Spanish</i>, <i>Díaz Barron's AP Spanish</i> and <i>teacher generated practices</i>.</p> <p>Continued reading activities and discussion of novel</p> <p>Lab recorded practice conversations</p>	<p>Novel chapter questions and vocabulary</p> <p>Fill ins with and without root word</p> <p><i>Una vez más</i> – Unit 6 Pronouns</p>
January	<p>Cloze reading passages with vocabulary fill-ins and multiple choice</p> <p>Fill-ins (without root words)</p> <p>Final literary analysis of novel</p>	<p>Continued reading of the novel.</p> <p>Semester – Final exam on novel and grammar/vocabulary for fall semester</p>	<p>Thematic vocabulary and useful expressions</p> <p><i>AP Spanish</i>, <i>Díaz</i></p> <p>Writing emails, letters –formal and informal</p> <p><i>Una vez más</i> – Units 7- Possessives and Demonstratives</p>
February	<p>Study of current events</p> <p>Building skills in interpretive mode: listening to authentic sources</p> <p>Synthesizing multiple sources</p>	<p>Authentic source reading and listening practices, <i>teacher generated materials from AP Summer Institute</i></p> <p>Internet newspaper reading and summarizing</p> <p>Cloze exercises</p>	<p>Analyzing sources for synthesis of materials</p> <p>Comprehensive vocabulary exam on Thematic Vocabulary and Useful Expressions</p> <p>Review of grammar structures</p> <p><i>Una vez más</i> – Unit 8 and 9- Interrogatives and</p>

		with music Discussion of themes and short story structures	Relatives Pronouns Short Story reading and analysis- <i>La Conciencia</i>
March	Practice Multiple Choice items Synthesis of all skills	Discussion of themes and short story structures Practice exercises with and without root words from <i>AP Spanish, Barron's AP Spanish and teacher generated practices.</i>	Short story reading and analysis – <i>No oyes ladrar los perros Una vez más – Unit 10 and 11- Indefinites and Negatives/Adjectiv es, Adverbs and Comparatives/Sup erlatives</i>
April	Review	AP Practice test Essays and discussions – topics: <i>la discriminación, los medios de comunicación, el ocio</i> Weekly lab recording for informal/formal speaking National Spanish Exam	Lecturas: <i>La mujer del juez y El Huésped de la maestra</i> -Isabel Allende <i>Una vez más</i> Lecciones, 12 y 13 <i>Libro de AP</i> Vocabulario temático y expresiones útiles Review of imperfect subjunctive, accents, high frequency errors
May	AP Exam	Reflection and evaluation of class and preparation Movies: <i>El norte, Mariposa, Ganas dey Triunfa, Manolito</i>	Readings; <i>El palacio imaginado- Allende; un capítulo de Como agua para chocolate, cuentos de ¿Qué me quieres, amor?-M. Rivas</i>

		<i>Gafotas</i> Guest speaker from Latin America Begin group power points on Spanish speaking countries; includes geography, important individuals, and culinary specialties Exam on movies, short stories, poetry and guest speaker presentation.	Vocabulary packets for movies Review vocabularies and useful expressions
June	Review Practice with Culminating Project – final presentation	Finish and begin final power point presentations Final exam on presentations	Review of high frequency errors and high frequency vocabulary and structures. Note taking skills

### Teaching Strategies

All formal and informal class communications take place completely in Spanish, in order to build students' speaking and listening abilities.

To address informal and formal writing, students keep a notebook for journaling and essay writing. Journals are graded periodically, essays are graded weekly/bi-weekly. Scoring considerations focus on improvement, word choice and control of grammatical structures. Formal writing assignments are done in class to simulate the exam conditions. That is, the topic is unannounced and no outside resources can be consulted (with the exception of a dictionary during first semester). Dictionaries are not allowed for use in writing exercises beginning mid-February. The writings are peer-reviewed, revisions are made based on feedback and the final version is scored using the AP scoring guidelines. Some of the topics include:

- La importancia de familia
- El medio ambiente
- La discriminación

La universidad: ¿Quién debe ir?

Los medios de comunicación

The writing process for this class includes a discussion with groups of 2 –4 students, then whole group, then finally the initial writing by individuals. The next layer of the process includes a peer edit. The students turn in their drafts for teacher to circle errors. The student final draft requires that the student figure out the changes needed to be made prior to the final check. Other writing practices are journal writing where they keep a log of their weekly reflection that include grammar, vocabulary and speaking issues the students are having. On Fridays we go over any pressing points of the class that students need/want to discuss.

Students in AP visit the language lab once a week, more the month before the AP test. From the onset of their foreign language career at Sehome students have use of the language lab on a weekly basis. We have been using a digital language lab since 2002. This allows for listening to many other native speakers via recordings of music, radio interviews, lectures and textbook language exercises. The lab provides for a diversity of listening opportunities. Students on their own and outside of class are required to access a number of websites for research and practice.

Reading materials include literature and other types of authentic material like magazines and newspapers.

Listening practices include accessing on-line radio stations for not only music, but also news and talk shows, television viewing of both news programs and entertainment programs.

Speaking materials include a variety of topics from current events to particular subject revolving around school life, city and state issues. There is a diversity of themes to choose from for both the informal and formal assessments as per the new test requirements. For example, some of these are technology and its influence, immigration, global warming and education. Many of these topics can be recursive in that they also lend themselves to the other areas of achievement and proficiency in preparing for the AP Exam.

**Textbook resources:**

Couch, James.H., McCann, Rebecca.D., Rodríguez-Walter, Carmel. and Rubio-Maroto, Angel *Una vez más, Segunda Edición*, Longman, 1993

Díaz, José M., Leicher-Prieto, Margarita and Nadelbach, Glenn J., *AP Spanish Preparing for the Language Examination, Second Edition*, Longman, 1996

Díaz, José M., Leicher-Prieto, Margarita, Nissenberg, Gilda, *AP Spanish Preparing for the Language Examination, Third Edition*, Pearson-Prentice Hall, 2007

Gordon, Ronni L. and Stillman, David M., *Repaso- A Review Workbook for Grammar, Communication and Culture*, McGraw Hill-Glencoe, 2006

Hiller, Janet F., *Spanish Four Years Advanced Spanish with an AP Component*, Amsco, 2001

Springer, A.G., *Barron's AP-Advanced Placement Exam-Spanish 2007-5<sup>th</sup> Edition*, Barron's Educational Series, 2006

### **Literature resources:**

Díaz, José M. and Collins, Stephen J., *Abriendo Paso- Lectura*, Prentice Hall, 2001

Kantner, Abby *Encuentros Maravillosos-gramática a través de la literature*, Pearson-Prentice Hall, 2005

Pallares, Berta and Marta, *Lecturas Fáciles, Don Quijote de la Mancha, primera parte y segunda parte*, Aschehough A/S, 1979

Perez Galdós, B., *Marianela*, Alianza Editorial, 2003

Rivas, Manuel, *¿Qué me quieres, amor?*, Litografía Rosas, 2000

Samaniego, Fabián A., Rojas, Nelson, Ohara, Maricarmen and Alarcón, Francisco X., *Mundo 21-Third Edition*, Houghton Mifflin, 2004

Valette, Rebecca M. and Renjilian-Burgy, Joy, *Album-Cuentos del mundo hispánico*, D.C. Heath and Company, 1993

### **Listening Resources**

<http://www.quia.com/pages/rosaap.html> : Teacher's collection of various resources for students that include many of the below sites.

<http://www.espanole.org/>

<http://www.cortland.edu/flteach/usafa/taller.html>

<http://eleaston.com/spanish.html>

<http://ola.yabla.com/>

<http://www.colby.edu/~bknelson/exercises/>

<http://www.langlink.net/langlink/language.aspx?lang=spanish&cat=4>

<http://www.bbc.co.uk/languages/yoursay/>

<http://spanish4all.com/>

<http://news.bbc.co.uk/hi/spanish/news/default.stm>



[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/3499.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3499.html)

**Practice Discussion Questions**

<http://www.learnalanguage.org/apspanish/>

**Literature, Arts, Culture**

<http://cvc.cervantes.es/portada.htm>

<http://www.raicesdemitierra.com/cultura-poesia.html>