

AP Spanish Language Course Syllabus

Brief Description of Course:

The AP Spanish Language course is a program in which students obtain an advanced level of proficiency in all four language skills: listening, speaking, reading, and writing. Students complete a comprehensive program of vocabulary development, intensive grammar review, reading authentic passages and short stories, listening to authentic audio selections, writing in-class essays given formal and informal prompts, and speaking both formally and informally given written or oral prompts. The expectation for such activities is the exclusive use of Spanish in the classroom by both students and teacher.

With the necessary preparation, students will be able to demonstrate proficiency in the four language skills. By the end of the course, students will be at a level equivalent to that of a third-year college course in advanced grammar and composition. The AP course is structured to prepare students for the specific expectations, topics, and format of the College Board Exam given in the spring. The instructor may individualize the emphasis and order of the presentation of the material covered.

Course Design:

1. Students will be able to interpret the spoken language and respond.

To improve listening skills, students will:

- interpret a variety of authentic samples of the Spanish language including conversations, lectures, television, radio, film, music, tape and CD/DVD recordings, and the Internet.
- participate in language lab activities.
- make predictions and identify linguistic cues and inferences by listening to narratives, dialogues and incomplete conversations.

2. Students will speak with fluency, accuracy in structure and syntax, and use rich and varied vocabulary with appropriate pronunciation and intonation.

To improve speaking skills, students will:

- use interpersonal communication by speaking with classmates, the teacher, and others in Spanish.

C1—The teacher uses Spanish almost exclusively in class and encourages students to do likewise.

C2—The course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

C3—Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.

C5—The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics.

- use interpretive communication by participating in daily discussions, presenting opinions of authentic materials and topics, playing games, and asking questions.
- follow models set by native speakers and other speech samples to assist in pronunciation of new vocabulary.
- record segments and receive feedback from the teacher based on the AP scale.

C1—The teacher uses Spanish almost exclusively in class and encourages students to do likewise.

3. Students will synthesize a variety of written text to better understand articles, newspapers, magazines, and other literary medium.

To improve reading skills, students will:

- read a variety of authentic Spanish materials from current publications, websites, scholarly works and other sources.
- employ strategies such as vocabulary building, main idea and context clue recognition, word analysis, and making inferences.

C4—Instructional materials include authentic written texts that develop students' reading abilities.

4. Students will express ideas accurately and fluently in both formal and informal writing.

To improve writing skills, students will:

- write well-organized, analytical or persuasive in-class essays based on a variety of prompts within a specified timeframe. These essays are graded on the AP scale in order to familiarize students with the grading rubric.
- self or peer-edit written assignments to identify, analyze and correct errors.
- maintain a journal which will be graded holistically to encourage students to write without fear of making errors.
- write letters, emails, poems, dialogues, opinions, reactions, and summaries on a variety of topics.

C6—The course provides instruction and frequent opportunities to write a variety of compositions in Spanish

COURSE PLANNER

*It should be noted that *Realidades* Units 6,7,8, &10, are covered in Spanish IV as well as *Repaso*, Lessons 1-12 which cover all major verb tenses. Summer assignments are also given to all my prospective Level IV students and AP students. This includes reading and summarizing current events from authentic language sources throughout the summer as well as experiencing a relevant cultural event such as a museum visit, festival, travel as the basis for a written summary of the experience.

1st 9 weeks (September to November)

- *Una Vez Mas* (Lessons 1-3)
El Verbo, Los tiempos del pasado, Los tiempos del futuro y del condicional
- *Breaking the Spanish Barrier*, Advanced Supporting grammar practice
- *Encuentros Maravillosos* Selected chapters vary to support current lesson.
- *AP Spanish: preparing for the Language Examination* Practice from each skill section weekly.
- *Repaso* (Chapters 1-10)

Initially a comprehensive grammar review is conducted using *Repaso* Chapters 1-10 in order to re-establish a strong grammar base for the work required in the AP course. During the 1st and 2nd 9 weeks, students are required to submit a 200 word essay and a speaking tape based on a variety of materials such as TV and radio broadcasts, newspaper and magazine articles or short stories on an alternating weekly basis. Lessons taught in the 1st semester are designed to build confidence and prepare students to recount experiences of their own in the future. During the 1st semester, an extensive amount of time is spent providing students with transition words and/or rejoinders which will enhance their composition writing. Structure and composition development is also stressed. These weekly assignments are graded using the AP rubrics for speaking and writing.

In addition, during the 1st semester, students will be quizzed in a variety of ways: oral presentations based on authentic readings, grammar quizzes, standardized quizzes and tests from *Una Vez Mas*, homework assignments, reading assignments, vocabulary quizzes, small projects etc.

2nd 9 weeks (November to January)

- *Una Vez Mas* (Lessons 4-6) El subjuntivo, presente e imperfecto, sustantivos y articulos, pronombres complementos, pronombres reflexivos y los pronombres tónicos (después de una preposición)

- Continuing use of *Breaking the Spanish Barrier* and *Encuentros Maravillosos* as needed and appropriate.
- *Repaso* (Chapters 9, 11-14) A general grammatical review will include comparative and superlative adjectives, object pronouns, numbers, time, dates and adverbs
- *AP Spanish: Preparing for the Language Examination*. Continuing practice in AP testing format.

The 1st semester examination is an assessment of the work covered during the 1st and 2nd 9 weeks, mainly *Una Vez Mas* and *AP Spanish: Preparing for the Language Examination*

3rd 9 weeks (February to March)

- *Una Vez Mas* (Lessons 7-10) Posesivos, demostrativos; palabras interrogativas y exclamativas, los pronombres relativos; los indefinidos y negativos
- *Breaking the Spanish Barrier*, *Advanced* Supporting grammar practice
- *Encuentros Maravillosos* Selected chapters vary to support current lesson.
- *AP Spanish: preparing for the Language Examination* Practice from each skill section weekly.
- *Repaso* (Chapters 15-20)
a general grammatical review will include negatives and indefinites, prepositions, relative clauses, the present subjunctive and the past subjunctive

The quantity and frequency of writing is consistent throughout the year but as students transition to the 3rd and 4th 9 weeks, the emphasis shifts to timed writings in class. Speaking practice is in both formal and informal formats in order to simulate the AP exam. Situations are presented with no preparation or vocabulary provided. An extensive repertoire of situations is implemented such as telephone conversations, interviews and informal peer conversations. Venn diagrams are utilized in order to facilitate skills for comparing and contrasting.

A portion of the AP Test (2003 released exam) utilized during the 3rd 9 weeks and again during the 4th 9 weeks (1998 released exam) to gauge student progress and identify critical areas of deficiency.

In addition, as in the 1st semester, students will continue to be assessed in a variety of ways: oral presentations, grammar quizzes based on *Repaso*, quizzes and tests based on *Una Vez Mas*, homework assignments, reading comprehension assessments, vocabulary quizzes based on *AP Spanish: Preparing for the Language Examination*. The emphasis during 2nd semester is to assess as closely as possible in the format that will be used on the AP test in May.

4th 9 weeks (April to June)

- *Una Vez Mas* (Lessons 11-13) Los adverbios, los comparativos y los superlativos, preposiciones, conjunciones y repaso completo de los verbos
- *Repaso* (Chapters 21-28) Adverbios, preposiciones, interrogativas, formacion de preguntas, palabras indefinidas e indefinidas, expresiones idiomáticos y los proverbios, palabras diminutivas y superlativas, y ojo con los errores comunes.

A culminating project will be used as the final grade of the year. Students will research various aspects of a chosen country. Requirements will include information regarding culture, economy, customs, famous people, geographical features etc. The project will be presented orally with visual aids of the students' choice and will consist of a minimum duration of 10 minutes. An evaluation rubric will be provided.

Primary Textbooks:

Conner, John and Cathy Folts. *Breaking the Spanish Barrier – Advanced*. Groton, MA: Breaking the Barrier, Inc., 2004.

Couch, James H., Rebecca D. McCann, Carmel Rodríguez and Angel Rubio-Maroto. *Una vez más*, 2nd ed. White Plains, New York: Longman, 1993.

Diaz, José M. and Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*, 3rd ed. Plains, New York: Prentice Hall, 2006.

Díaz, José M., María F. Nadel and Stephen J. Collins. *Abriendo Paso Gramática*, Upper Saddle River, New Jersey: Pearson Prentice Hall, 2005.

Gatski, Barbara and John McMullan. *Triángulo*, 4th ed. Sándwich, Massachusetts: Wayside Publishing, 2006. E-mail: wayside@sprintmail.com toll free (888) 302-2519.

Kanter, A. *Encuentros Maravillosos: gramática a través de la literatura*, Upper Saddle River, New Jersey: Pearson Prentiss Hall, 2005.

Repaso A Complete Review Workbook for Grammar, Communication, and Culture, Lincolnwood, IL. 1997.

Springer, Alice G. *Barron's AP Advanced Placement Exam Spanish 2007*. 5th ed.
Hauppauge, New York: Barron's Educational Series, Inc. 2006.

Vallette, Rebecca M. and Joy Renjilian-Burgy. *Album*. 2nd ed. Lexington,
Massachusetts: Washington, D.C. Heath and Company, 1993.

Radio

www.tve.es – Live and archived radio from Spain

www.comfm.com – Links to radio & television from around the world

<http://203.15.102.140/news/languageGroup/lgCurDisp.php3?vlang=Spanish> –

www.radiomitre.com.ar/index.asp

TV

www.tve.es – Live and archived television for Spain

www.euronews.net - Video and text world news from a European perspective

Web sites

www.learnspanish.com

www.onlinenewspapers.com

www.studyspanish.com

www.colby.edu

Periodicals : *La Prensa, El Pais, ABC, Ecos*