

AP Spanish Language

Syllabus

Pre-requisite:

Students enrolled in the AP Spanish Language course during the spring semester must have completed the Spanish V course with a B average or better during the fall semester. The textbook used for this course is *Abriendo Paso: la gramática* (Diaz, Nadel, & Collins, Prentice Hall, 2000). Units I-VI are covered as well as Paso 10. Magazine, newspaper, and internet articles, short stories, videos, songs, and television and radio broadcasts are used to supplement the textbook. The students keep a weekly journal in which they write a one-page entry regarding a particular prompt. The entries are corrected using error-recognition symbols and handed back to the students to be corrected before being graded. Spanish is used almost exclusively by the students and the teacher in this course. The students receive a bi-weekly participation grade determined, in part, by their use of the target language. Six short stories are read which emphasize the targeted grammar being addressed.

Curricular Requirements:

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.

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

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

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

C6 - The course provides instructional and frequent opportunities to write a variety of compositions in Spanish.

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

Philosophy:

For the eighty-four minutes that the students are in class it is essential that they be exposed to the Spanish language exclusively whether through classroom instruction, presentation, or discussion, reading, or listening. It is a requirement of the course that the students use only the target language in the classroom. (C1) They are further encouraged to speak Spanish among themselves outside the classroom, to read frequently for their class work and for enjoyment in Spanish (C4), to watch television and movies in Spanish (C3), and to seek native Spanish-speakers with whom to communicate whenever possible.

Goals:

The students will be able to use the Spanish language to communicate verbally and through the written word. Their speech and writing will be comprehensible and they will be able to comprehend when spoken to, listening to an oral presentation, or when reading.

Course logistics:

Due to block scheduling this course is made up of 90 class periods of 84 minutes each. Approximately twenty seven of those class periods follow the AP exam.

During the 63 class periods leading up to the exam the students take three practice exams - the first at the beginning of the course in order to present the structure of the exam, the second after 35-40 classes, and the third just before the actual test. This allows the students to become comfortable with the format of the test, with speaking into the tape recorder, with the time limits, and the expectations of the written portions of the test. It also allows the teacher to structure the course to best address their weaknesses and to focus on these weaknesses. If there is a particular grammatical structure that causes difficulty instruction and activities are provided in order for the students to internalize the structure.

Although one particular textbook is not used, excerpts are used from Abriendo Paso, la lectura; Conexiones; Holt Advanced Spanish; AP Spanish, Preparing for the Language Examination; Amsco Workbook Four Years; and The Best Preparation for the AP Spanish Language as well as authentic

materials found in newspapers, magazines such as "Tú", the internet, taped Spanish news or programs from the television; literature, and audio materials such as songs and radio programs. (C3)

Journal writing

Each student keeps a journal which provides the basis for a significant portion of his/her class work. Each week they read an article in a Spanish newspaper, magazine, or on the internet and write a one-page summary of it in their journals. (C4)(C6) The articles are handed in with the journals which are read by the teacher and errors are highlighted using error-recognition symbols. The students correct their entries before handing them back to the teacher for final assessment. Each week one student volunteers to lead a discussion of his/her article. All students are given a copy of the article in order to prepare for the class discussion. Often these discussions deal with controversial issues such as immigration, the war in Iraq, underage drinking, bullying, etc. (C5) The student leading the discussion often provides a short quiz to be given after the discussion. (C7) From the errors committed in their writing, grammatical units are presented. Many of these come from the drills in The Best Preparation of the AP Spanish Language.

Course outline

This is a basic outline due to the fact that many of the activities are spontaneous, addressing the needs of the students. There are many enrichment activities that are included on an on-going basis such as the journal entries and subsequent discussions, singing of Spanish songs, discussions of current events, etc.

Weeks one & two: The first practice AP test is administered in three and a half days and corrected in class with rubrics from [www. HoltSpanish](http://www.HoltSpanish.com).

Week three: "Con ganas de triunfar" (Stand and Deliver) The full length movie is watched in Spanish with daily comprehension and discussion questions to be answered in Spanish dealing with the sections seen in class. A final composition is assigned to be written in Spanish in which the students answer the question: "How does this movie apply to you?" (This movie deals with students taking an AP test). (C3)(C5)(C6)

Week four: The students read and critique their classmates' compositions about the movie. The compositions are graded according to the rubric found in www.HoltSpanish.com. As a group, with teacher input, the students write what they would consider to be a composition which would receive a 4 according to the formal writing rubric found on page 46 of Holt Advanced Spanish, AP Language Preparation, Teacher Resources, 2007 Exam Edition. (C6)

Week five: The students work with partners on informal dialogues. Each student acts as a coach for their partner who is to respond to ten informal conversations as found in AP Spanish: Preparing for the Language Examination. They are assessed by the coach using the Rubric: Informal Speaking, page 52, Holt Advanced Spanish, AP Language Preparation, Teacher Resources, 2007 Exam Edition. A formal oral presentation is created as a group effect and perfected until it would receive the score of 4 according to the Formal Oral Presentation rubric, page 58, Holt Advanced Spanish, AP Language Preparation, Teacher Resources, 2007 Exam Edition. (C5)

Week six: Each student chooses a poem from a myriad of literature books and asks a native Spanish speaker to tape it for them. After a week of practicing each recites eight lines from memory and reads the remainder of the poem. Each student is taped and assesses his/her own work by comparing the tape to the native speaker's tape. The native speaker's tapes are shared with the other students. The journal entry for the week is a summary of the poem they chose. (C4) (C5)

Week seven: The students practice informal writing using prompts found in AP Spanish: Preparing for the Language Examination. A topic is chosen and the class as a whole writes an informal response which would be assessed as a four according to the Rubric: Informal Writing, page 40, Holt Advanced Spanish, AP Language Preparation, Teacher Resources, 2007 Exam Edition (C6)

Week eight: The second AP Spanish practice test is administered. While the students are taping the informal and formal speaking portions of the test, the others are taking the proficiency test found on the internet at www.apcentral.com.

webspanish and then finding activities on the internet from a list of sites that address areas in which they had errors on the test. Each formal and informal writing activity is corrected by all of the students and selected ones are assessed in class as a group activity. Selected informal and formal speaking parts are listened to and assessed by the entire class.

Week nine: Listening comprehension is the focus for this week. Various listening comprehension activities are included such as news clips taped from television stations in Spanish and discussed; Segments of Plaza Sésamo (Sesame Street) watched and comprehension questions answered; cloze activities made up by the teacher, an observing university student, and by various students for various popular songs such as "Laura No Está," by Juanes and "Sin Miedo a Nada" by Alex Ubago & Oreja de Van Gogh. These songs and others, as well as those learned in other Spanish courses, are sung regularly in class. (C3)

Week ten: La acentuación. Students review the rules for stress and the division of words into syllables and are assessed by filling in accent marks where needed in articles where they have been deleted. (C2)

Week eleven: Authentik. The students listen to the accompanying CD's and read the articles in the magazine. Each student prepares comprehension questions in Spanish regarding one of the articles and one selection from the CD. The students receive points for correct answers given in Spanish and the person with the most points at the end of the competition chooses a children's book from the teacher's collection. (C7)(C2)

Week twelve: Informal speaking practice. Each student presents one informal speaking test in front of the rest of the class. Each is then assessed by his/her peers according to the speaking rubric.

Week thirteen: The third practice AP Spanish test is taken and corrected in class. As in week nine, selected written and spoken portions are assessed as a class activity.

Week fourteen through week eighteen: Following the AP exam the students choose a play or novel to read in class. Simultaneously each is preparing for

his/her final project which is a fifteen-minute lesson to be presented in Spanish in front of the class on a topic of the student's choice and approved by the teacher. The presentations are scheduled during the week of final exams. (C7)(C2)

Course Textbooks and Reference Materials

Abriendo Paso, Lectura, Díaz, Nadel, Collins, Prentice Hall, Boston, Massachusetts, 2007.

AP Spanish: Preparing for the Language Examination, Díaz, Leicher-Prieto, Nissenberg, Prentice Hall, Boston, Massachusetts, 2006.

Breaking the Spanish Barrier, Advanced, Conner & Folts, Breaking the Barrier, Inc., Groton, Massachusetts, 2005.

Conexiones, Comunicación y cultura, third edition, Zayas-Bazán, Bacon, García, Pearson, Prentice Hall, Upper Saddle River, New Jersey, 2004.

Holt Advanced Spanish, AP Language Preparation, Teacher Resources, 2007 Exam Edition; Holt, Rinehart and Winston, a Harcourt Education Company, 2007.

Spanish Four Years, Advanced Spanish with AP Component, Hiller, Amsco, New York, New York, 2001

The Best Preparation for the AP Spanish Language Exam, sixth edition, Varner, Research & Education Association, Piscataway, New Jersey, 2007.

www.AP Central.com

www.bbc.com

www.colby.edu

www.el mundo.com

www.elpais.com

www.holtspanish.com

www.indiana.edu

www.ika.com

www.learnspanish.com

www.ursinus.edu

www.webspanish.com