

# AP<sup>®</sup> Spanish Language

## Syllabus 4

### Course Description

Breadth	Objectives	Activities	Structure, Vocabulary, and Readings
Aug.	<ul style="list-style-type: none"> <li>Overview of exam format; become familiar with all exam tasks and instructions; course goals</li> <li>Diagnostic test</li> <li>Skills assessment</li> <li>Introduce scoring rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Communicative icebreaker (famous pairs, two truths and a lie)</li> <li>Begin journal writing</li> <li>Chapter 1 <i>Triángulo</i></li> <li>Use student samples on AP Central<sup>®</sup></li> <li>Students begin online dialogue at <a href="http://www.nicenet.org">www.nicenet.org</a></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary units 1–2 (gender of nouns, <i>modismos</i>)</li> <li>Chapter 5 <i>Una vez más</i> (gender of nouns)</li> <li>Latin American short stories selected from AP Spanish Literature reading list [C4]</li> </ul>
Sept.	<ul style="list-style-type: none"> <li>Informal writing</li> <li>Informal speaking</li> <li>Use of appropriate register, greetings, and closure for informal and formal assessments</li> <li>Writing introductory paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Journal collection #1</li> <li>Role-play (<i>Sé mi intérprete</i>)</li> <li>Chapter 2 <i>Triángulo</i></li> <li>Timed reading</li> <li>Simulated phone conversation [C5]</li> <li>Nicenet.org Topic: <i>la eutanasia</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary units 3–6 (<i>hogar, universidad, salud, medicina</i>)</li> <li>Demonstratives, comparisons, superlatives, use of “lo”</li> <li>Gerunds, infinitives, and participles as adjectives</li> <li>Short stories continued: <i>La noche boca arriba, Continuidad de los parques, El guardaguas</i></li> <li>Poetry: <i>Ajedrez, En paz</i></li> </ul>

**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.

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Oct.	<ul style="list-style-type: none"> <li>• Formal Writing</li> <li>• Note-taking skills</li> <li>• Paraphrasing authentic texts</li> <li>• Synthesizing multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning groups: introductory paragraphs, peer editing</li> <li>• In-class essay and revision</li> <li>• Journal collection #2</li> <li>• Integration of skills: students hear a text, write down the gist, share the information orally with a partner [C7]</li> <li>• Chapter 3 <i>Triángulo</i></li> <li>• Simulated phone conversation</li> <li>• Debate: animal rights/vegetarianism</li> <li>• Nicenet.org dialogue topic: <i>La corrida de toros</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary (First quarter review)</li> <li>• Vocabulary units 7–9 (<i>medio ambiente, rasgos personales, los pasatiempos</i>)</li> <li>• Relative pronouns</li> <li>• Perfect tenses</li> <li>• Selected Márquez short stories: Baltazar, <i>Un día de estos</i> (analytical comparison with <i>Espuma y nada más</i>)</li> </ul>

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

Breadth	Objectives	Activities	Structure, Vocabulary, and Readings
Nov.	<ul style="list-style-type: none"> <li>Formal speaking</li> <li>Building skills in interpretive mode: reading and listening</li> </ul>	<ul style="list-style-type: none"> <li>Newlywed Game</li> <li>Journal collection #3</li> <li>Formal oral presentation on a prepared topic with contrasting opinions [C5]</li> <li>Chapter 4 <i>Triángulo</i></li> <li>Practice listening exercises from <i>Authentik</i> and <i>Puerta delSol</i> [C3]</li> <li>Students record a two-minute presentation (political issue, world event, ethical issue)</li> <li>Nicenet.org dialogue topic: <i>la hipocresía en la política</i></li> </ul>	<ul style="list-style-type: none"> <li>Subjunctive review</li> <li>“si” clauses</li> <li>Sequence of tenses</li> <li>Verbs that require prepositions</li> <li><i>Por</i> vs. <i>para</i></li> <li>Vocabulary 10–12 (<i>comida, política, los negocios</i>)</li> <li>Selected nonfiction readings [C4]</li> </ul>

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

**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.

Breadth	Objectives	Activities	Structure, Vocabulary, and Readings
Dec.	<ul style="list-style-type: none"> <li>• Fill-ins (with root word)</li> <li>• Informal speaking</li> <li>• Semester exam (previous AP Exam adapted)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exercises with and without root words from AP Spanish book</li> <li>• Journal collection #4</li> <li>• Informal writing assessment</li> <li>• Chapter 5 <i>Triángulo</i></li> <li>• Debate: <i>la vida urbana vs. la vida del campo</i></li> <li>• Nicenet.org Dialogue topic: <i>Árbol de Navidad o arbusto ornamental</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary 13–14 (“power” verbs, <i>la vida urbana</i>)</li> <li>• Passive voice with <i>ser</i> and <i>se</i></li> <li>• Review of <i>gustar</i>-type verbs, object pronouns</li> </ul>
Jan.	<ul style="list-style-type: none"> <li>• Building listening skills (<i>Nuevos horizontes, Español en vivo</i>)</li> <li>• Fill-ins (without root words)</li> </ul>	<ul style="list-style-type: none"> <li>• “Survivor” debate (role-play)</li> <li>• Journal collection #5</li> <li>• Chapter 6 <i>Triángulo</i></li> <li>• Formal writing assessment</li> <li>• Students record a two-minute presentation</li> <li>• Nicenet.org dialogue topic: <i>Las pandillas</i></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary 13–15 and second nine-week review (<i>profesiones, el zoológico, problemas sociales</i>)</li> <li>• Review: demonstratives, adverbs, comparisons, superlatives</li> <li>• Reading: <i>El delantal blanco</i></li> </ul>

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Feb.	<ul style="list-style-type: none"> <li>Formal writing and speaking</li> </ul>	<ul style="list-style-type: none"> <li>Debate: Sexism in the press and media</li> <li>Video clips from Univisión discussing sexism in advertising</li> <li>Journal collection #6</li> <li>Chapter 7 <i>Triángulo</i></li> <li>Formal writing Assessment [C2]</li> <li>Practice National Spanish Exam</li> <li>Nicenet.org topic: <i>Las estrellas como modelos para jóvenes</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary 16–20 (<i>Los viajes, los deportes, la moda, la música y el teatro</i>)</li> <li>Review: pronouns</li> <li>Reading: Selections from <i>Bernarda Alba</i></li> <li>Poetry: Lorca, Machado, Espronceda, Bécquer</li> </ul>
March	<ul style="list-style-type: none"> <li>Practice Multiple choice items</li> <li>Synthesis of all skills</li> </ul>	<ul style="list-style-type: none"> <li>Take the NSE</li> <li>Chapter 8 <i>Triángulo</i></li> <li>Guided practice from <i>AP Spanish: A Guide to the Language Course</i></li> <li>Journal collection #7</li> <li>Formal speaking assessment</li> <li>Nicenet.org topic: <i>la inmigración</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary 21–23 (<i>El consumo, el comercio, rasgos personales</i>)</li> <li>Third nine-week review vocabulary</li> <li>Perfect tenses</li> <li>Shortened forms of adjectives</li> <li>Commands</li> <li>Reading: selected journalistic articles (<i>National Geographic, People en español, Selecciones</i>)</li> </ul>

**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.

Breadth	Objectives	Activities	Structure, Vocabulary, and Readings
April	<ul style="list-style-type: none"> <li>Review</li> </ul>	<ul style="list-style-type: none"> <li>Take adapted AP Exam (scored with rubrics)</li> <li>Chapter 9 <i>Triángulo</i></li> <li>Informal speaking assessment</li> <li>Guided practice from <i>AP Spanish: A Guide To The Language Course</i></li> <li>Nicenet.org topic: <i>el matrimonio entre el mismo sexo</i></li> </ul>	<ul style="list-style-type: none"> <li>Idioms with <i>tener, haber, dar</i></li> <li>Frequently confused words (<i>pedir/preguntar; ahorrar/salvar/guardar; libre/gratis</i>)</li> <li>Vocabulary 24–25 (<i>El matrimonio, la economía y el derecho</i>)</li> <li>Review: accents and orthographic changes</li> </ul>
May	<ul style="list-style-type: none"> <li>AP Exam</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation and student feedback</li> <li>Movies: <i>María Full of Grace, Amores perros, Diarios de motocicleta, Women on the Verge, Guantanamera</i></li> <li>Minilessons in Portuguese, French, Italian or other languages taught by students or guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>Review of high frequency vocabulary and structures</li> </ul>

## Teaching Strategies [C2]

All formal and informal class communications take place completely in Spanish, in order to build students' speaking and listening abilities. [C1]

To address **informal writing**, students keep weekly dialogue journals. These are graded periodically on a rotating basis. Scoring considerations focus on improvement, word choice (dictionaries are allowed), and control of grammatical structures. Students choose their topic for each entry from a long list of suggested topics. See AP Central for the complete list or go to <http://it.stlawu.edu/%7Ergol/AP-Spanish/recursos.htm>.

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

Some of the suggested topics include:

- *El estrés y sus efectos en los jóvenes hoy día*
- *Debe de haber cuotas de admisión en las universidades*
- *El impacto del latinoamericano como la minoría más grande en los EEUU*
- *El concepto de la familia latina vs. la familia norteamericana*
- *Los beneficios de ser vegetariano*
- *Los OVNI: ¿realidad o fantasía?* [C6]

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

Of course, many of these topics will never appear on an AP Exam since they are sensitive issues. Nonetheless, many students will have a lot to say about controversial topics that are a part of today's teen culture. One effective strategy to encourage the **integration of skills** is to have students write for 10 minutes about one of the topics and then turn to their partner in class and compare notes and ideas. Another layer can be added to this assignment by having students research popular opinion in the press (such as from [www.thepaperboy.com](http://www.thepaperboy.com)) and verbally compare their own opinions to those expressed in a written text. This mirrors what students will do on the exam itself in the **formal speaking** task. [C7]

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**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. I often choose an essay prompt that requires recently acquired vocabulary. For example, if the class has recently studied medical vocabulary, I may choose a topic that deals with the importance of diet and exercise. This allows students to showcase high-level vocabulary and reinforces vocabulary retention. The essays are peer-reviewed, revisions are made based on feedback, and the final version is scored using the AP scoring guidelines. Formal writing assignments are done in class every three weeks. Instruction in writing is evidenced by the use of peer editing, pre-writing, instruction in synthesis, and organization. [C6]

## Student Activities [C2]

Debates are an engaging activity to get AP students to use Spanish in the classroom. Controversial topics usually spark conversation. While most of the more interesting topics will not appear on the AP exam due to their sensitive nature, students enjoy discussing issues related to world events, politics, social problems, and teen culture.

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To begin, students start in groups of four or five in which they discuss different facets related to a more global debate topic. After 10 minutes, each group reports to the class the opinions expressed in the small groups, inviting others to share the ideas by agreeing, disagreeing, or asking questions. [C5]

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

## Workbooks for Exam Prep

### **Triángulo**

[www.waysidepublishing.com](http://www.waysidepublishing.com)

### **AP Spanish: A Guide to the Language Course**

[http://phschool.com/sales\\_support/marketing\\_websites/PH/AP\\_Spanish/](http://phschool.com/sales_support/marketing_websites/PH/AP_Spanish/)

### **Abriendo puertas: Lenguaje**

<http://www.mcdougallittell.com/ml/5.htm?level2Code=AW&lv=3> [C2]

## **Authentic Listening Resources** [C3]

### **Nuevos horizontes**

[www.nuevoshorizontes.org](http://www.nuevoshorizontes.org)

### **SCOLA**

[www.scola.org](http://www.scola.org)

### **Español en vivo**

<http://delta-systems.com/>

### **Think Spanish**

[www.thinkspanish.com](http://www.thinkspanish.com)

### **Las voces de las mujeres de Xelajú**

<http://nflrc.hawaii.edu/voces/>

### **Authentik en español**

<http://www.authentik.com/>

<http://delta-systems.com/proddetail.cfm?cat=6&toc=85&stoc=0&pronum=3373>

### **Puerta del Sol**

[www.puerta-del-sol.com](http://www.puerta-del-sol.com)

<http://www.champs-elysees.com/products/spanish/default.aspx>

### **Yabla.com**

### **BBC en español**

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

### **Radio Nederland**

<http://www.informarn.nl/news/international/>

### **Radio Naciones Unidas**

<http://www.un.org/radio/es/>

### **Elmundo.es**

<http://www.elmundo.es/>

### **CNN en español**

<http://www.cnn.com/espanol/>

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

**Univision**

<http://www.univision.com/>

**Podcasts Notes in Spanish**

[www.notesinspanish.com](http://www.notesinspanish.com)

**Radio Exterior de Espana**

<http://www.rtve.es/ree/>

**WFHB: Hola Bloomington**

<http://news.wfhb.org/>

**Ecos Magazine**

<http://www.ecos-online.de/audio/>

**University of Toronto**

<http://lab.chass.utoronto.ca/rescentre/spanish/>

**Voice of America News**

<http://www.voanews.com/spanish/>

**Multikultura**

<http://www.multikultura.org.uk/academy.php/lgfront>

**ABC News**

<http://abcnews.go.com/Technology/Podcasting/>

**Resources to Develop Speaking Skills**

Spanish Q-Cards (Level 1–Set 1) 40 sheets on card stock  
[www.madamefifi.com](http://www.madamefifi.com)

**Over 1000 Conversation Starters**

ISBN 0-9667418-1-1  
[www.madamefifi.com](http://www.madamefifi.com)

**Let's Talk Conversational Cards**

Scott Foresman  
[http://www.scottforesmancatalog.com/search\\_results\\_ISBN.cfm?site\\_id=18&searchterm=0673215539](http://www.scottforesmancatalog.com/search_results_ISBN.cfm?site_id=18&searchterm=0673215539)

**Situations and Guided Conversations for Language Proficiency**

[www.audioforum.com](http://www.audioforum.com)

**Everyday Situations in Spanish (Transparencies)**

[www.teachersdiscovery.com](http://www.teachersdiscovery.com)

**Español en pareja and Español en pareja Júnior**

Langenscheidt; ISBN # 3-468-96704-7

**Spanish Oral Communication Activities Book**

Teacher's Discovery; ISBN 1-884473-01-6  
[www.teachersdiscovery.com](http://www.teachersdiscovery.com)