

AP[®] Spanish Language

Syllabus 1

Course Overview

The AP Spanish Language course is conducted completely in Spanish. We encourage all students throughout their Spanish studies to practice the target language consistently with their teachers and peers. They should be able to use the Spanish language to: [C1]

- Understand conversations, lectures, oral presentations, newspapers, letters, instructions, Internet articles, and short stories
- Express themselves orally by convincing, arguing, inquiring, and describing.
- Express themselves well in a variety of styles, using different strategies for different audiences. [C5,C7]

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

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

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

Course Outline

To teach the AP Spanish Language Course, our school uses *Una Vez Más* (Prentice Hall) and *Triángulo* (Wayside) as the core materials. *Una Vez Más* provides students with a very thorough grammar review and practice. I offer brief explanations in class when needed, and students work regularly to complete activities at home. The two tests that accompany each chapter of the textbook are given as take-home assessments. While a strong command of grammar is essential for communicative functions, we use class time for students to interact with each other and with authentic materials.

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.

Triángulo provides students with extensive vocabulary building and recycling, and a wide selection of materials taken from authentic sources, presented in the same format as the AP Spanish Language Exam. We use the essay topics provided in *Triángulo* to write one practice essay every three weeks. Students peer edit each others' work, make revisions, and submit the final essay for a grade, based on AP Scoring Guidelines. We also use the multiple-choice listening and reading comprehension practice as well as other free-response sample prompts. The use of *Triángulo* allows for tremendous interaction in the classroom, language building and usage opportunities, and practice with the item types on the AP Spanish Language Exam—paragraph completions, informal speaking, and such.

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

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

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

For our semester exams, I create somewhat shorter, mock AP Spanish Language Exams using multiple-choice items from past released exams,

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

and creating free-response questions that are similar in type and difficulty as those for the AP Exam. Students also respond one essay question related to the pieces of literature read during the semester. (See below.) My school administration allows me to administer the second semester final exam over the course of three class days just prior to the May AP Exam date, as a way to prepare my students for what is to come.

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

First Semester

Unit consists of:	Chapters from <i>Una Vez Más</i>	Chapters from <i>Triángulo</i>
Unit 1	1	1
Unit 2	2	2
Unit 3	3	3
Unit 4	4	4
Unit 5	5	5

Second Semester

Unit consists of:	Chapters from <i>Una Vez Más</i>	Chapters from <i>Triángulo</i>
Unit 6	6	6
Unit 7	7 and 8	6
Unit 8	9 and 10	8
Unit 9	11	9
Unit 10	12	-
Unit 11	13	10

Sample Classroom Activities

Listening Skills [C3,C7]

- I select an audio source and give students the theme. (e.g., Earth Day, Copa Mundial, telecomunicaciones).
- At the beginning of the year, I allow the students to listen more than once to an auditory stimulus, and may even provide a written script for longer pieces in order to scaffold students' comprehension. Later in the year, the audio prompt is not replayed, nor are students provided with printed text.
- The goal is always to listen for controlled information, taking notes. Students can be asked to outline the information, complete grids, or use graphic organizers, learning to extract details versus main ideas.

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

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

- After listening, students work in pairs students to share what they believe is the over-arching theme, and they are required to provide two to three specific details from the listening that support their answer.
- Later, students apply this strategy individually when using audio sources as inputs for both the essay and formal speaking sections of the AP Exam.

Sources for authentic listening activities:

- Radio Naciones Unidas www.un.org/radio/es/
- Yabla (paid subscription) www.yabla.com
- BBC www.bbcmundo.com
- Nuevos Horizontes www.nuevoshorizontes.org/
- CNN en español www.cnn.com/espanol/

Reading Skills [C2, C4, C7]

Because the majority of our students continue their study of Spanish in AP Spanish Literature during the 12th grade, we read and discuss in Spanish the following texts. Students begin to develop a familiarity with literary analysis vocabulary, to compare and contrast overarching themes, and to write critically about literature—beyond a plot summary. This preview of AP Spanish Literature serves several purposes— Students gain confidence in their ability to engage in the next level of study at our school, they learn vocabulary and other linguistic features through reading and class discussions, and they continue to improve their writing skills by writing an essay comparing the works of each author after reading.

First quarter: Guillén, “Balada de los dos abuelos, ” “Sensemayá”

Second quarter: Machado, “He andado muchos caminos,” “La primavera besaba,” “Caminante, son tus huellas”

Third quarter: Borges, “El sur,” “La muerte y la brújula”

Fourth quarter: García Márquez: “Un día de estos, ” “La siesta del martes”

Additionally, students use authentic reading sources and engage in the same type of synthesis activity as described above in the Listening Skills section, (read, summarize, share aloud with group, etc.).

Sources for authentic reading texts

- La Nación www.nacion.com/
- Thepaperboy.com www.thepaperboy.com
- Prensaescrita.com www.prensaescrita.com/
- El Mundo elmundo.es/
- BBC www.bbcmundo.com

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.

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

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

Writing Skills

During the first semester we practice using written sources (see the list of authentic reading texts), I ask students to identify and underline two to three main points/concrete details. Next, students paraphrase in writing, in their own words, these details. In groups of three, students orally compare summaries to assess their comprehension of the text. As students work to prepare an essay every three weeks, their ability to synthesize the audio and textual input sources improves.

Students make weekly journal entries of 1 page in length. I provide them with a short article taken from an authentic source on a “controversial” topic. They are required to read the article and in their journals, write their opinions—pro or con—about what they have read, making sure that they cite some part of the article as evidence. [C6,C7]

C6—The course provides instruction 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.

Speaking Skills

In order to provide an opportunity for students to integrate their skills and to practice leading a formal presentation, each Friday, an individual student gives a *charla* to the rest of the class. At the beginning of the year, I provide a sample list of topics such as a current social topic, a Hispanic author or work, a cultural topic from a target country, etc., and students may propose topics of their own choosing for consideration. Once the *charla* topics have been established, students schedule a Friday date during the academic year to make their presentations. They are required to provide one printed text (Internet, newspaper, magazine, etc.) and one visual or audio stimulus related to the topic (photo, graph, PowerPoint, etc.). The *charlas* become lively springboards for class discussion. The culmination of the *charla* activity is generally a structured small group activity to synthesize the information presented, as a way to ensure full participation and comprehension by all students. [C5,C7]

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

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