

# AP<sup>®</sup> Spanish Language

## Syllabus 2

### Course Overview

In this course students develop a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and aural comprehension skills through quality, authentic, and level-appropriate audio and video recordings. They are also further exposed to the world of literature and current events of Spanish-speaking countries through authentic written texts, including newspaper and magazine articles, literary texts, and other nontechnical writings [C3,C4] that develop students' reading and comprehension abilities. Class [C1] is conducted completely in Spanish and includes frequent writing and integration of skills with a rigorous review of grammatical structures. Advanced organizational and analytical strategies are taught. An array of resources is used as necessary to facilitate the learning process. A diagnostic test or other means of determining students' strengths and problem areas is done within the first two weeks of the school year in order to customize the instruction.

**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.

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

### Course objectives:

I. Express ideas accurately and fluently in writing.

Improve writing skills through

1. **Essay Writing.** Every three weeks each student writes a formal, well organized analytical or persuasive essay of at least 200 words, on an appropriate topic, in reaction to a text or information discussed or viewed, which is evaluated for its content, organization, range and appropriateness of vocabulary, and grammatical accuracy.

2. **Other Writing Tasks.** There are weekly writing activities related to topics covered, such as: writing journal entries, letters, e-mails, poems, and dialogues, abstract writing, creative writing, or writing reactions to articles and lectures. [C6]

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

II. Synthesize vocabulary and structures to broaden understanding in reading newspapers, magazine articles, and literary pieces with increasing ease and accuracy. Improve reading skills through

1. Weekly reading focus and text analysis. Students read and interpret selected samples of authentic literary prose and poetry (as a vehicle of language study and expansion as well as emerging literary analysis), current topics (newspaper and magazine articles), and communications (letters and emails).
2. Reading Strategies: The following (and others as appropriate) are employed regularly to help improve reading skills: SQ3R, thinking maps, word attack skills, effective use of context clues, Cornell notes, and interactive reading.
3. Research projects. Students use reading strategies and vocabulary knowledge to improve reading skills when investigating various topics, and ultimately to create and to present a synthesis. **[C4]**

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

### III. Speak with fluency, accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation. Improve speaking skills through

1. Interpersonal language focus. Respond to conversational prompts, such as interviews, voice mail, asking directions, advice, storytelling, and giving speeches, using rich vocabulary, accuracy in structure and syntax, and fluency. There is at least one major assessment per nine-week cycle that includes oral presentation. **[C5]**
2. Participate daily in class discussions in the target language. Improve vocabulary, fluency, pronunciation, and intonation through directed or free class[[C1]] discussions. **[C1]**

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

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

### IV. Understand the spoken language both formally and informally in conversations or narrations. Improve listening skills through

1. Interpreting spoken material. Interpret messages, lectures, and other materials spoken using a variety of regional dialects. Become familiar with pronunciation, dialects, and aural syntax.
2. Listening to narratives and dialogues to make inferences, predictions, and interpret linguistic cues. **[C3]**

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

### V. Expand knowledge and understanding of the practices, perspectives, and products of Spanish and Hispanic cultures. Enrich knowledge of Hispanic and Spanish cultures through

1. Discussing literary and cultural topics, current events, and personal experiences.

2. Incorporating culture in other skills learned. Culture is integrated throughout the year, connected meaningfully to reading, writing, listening and speaking skills. [C7]

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

VI. Acquire and enrich vocabulary and grasp structures that enable the student to manipulate a variety of reading and aural materials. Improve vocabulary through

1) Reviewing and broadening vocabulary. Students use methods such as reading, investigation, and listening to a wide range of topics, and apply it in speaking and writing. [C7]

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

2) Using idiomatic expressions, cognates, synonyms and antonyms correctly. Learn and apply in aural and writing exercises the specific uses of idiomatic expressions, cognates, synonyms, and antonyms.

3) Using transitions. Learn and correctly use transition words and expressions related to written and spoken Spanish. Use transitions to introduce an idea, add another idea, express a contrasting point of view, emphasize, give examples, draw a conclusion, etc.

VII. Be able to implement a variety of grammatical structures using proper concordance (subject-verb; subject-adjective; gender-noun agreement, tense agreement, sequence of tenses), correct mechanics (punctuation, accentuation, syntax, orthography), and superior language control. Improve knowledge of grammar through:

1. Applying grammatical and syntactic rules, focusing on problematic areas. Generally, the problematic areas include, but are not limited to *tenses and moods* (ser v. estar, preterit v. imperfect, sequence of tenses, commands, complex constructions using the subjunctive, irregular and spelling-change verbs, perfect tenses), *nouns and their modifiers* (direct and indirect object pronouns, relative pronouns, adjective placement) and *other verbal and syntactic constructions* (passive voice, reflexives, making comparisons, por v. para, prepositions, transitions, accentuation, etc.).

2. Implementing / synthesizing a variety of grammatical and syntactic structures in speaking and writing.

# AP Spanish 4 Weekly Course Planner

## Semester 1

### Week 1

Introductions, classroom rules, expectations, syllabus, diagnostic evaluation

Project: A View of Yourself Through Famous Writers: proverbs, biographies,

descriptors

*Encuentros maravillosos: Gramática a través de la literatura* Cap. 3

[www.terra.es/personal/maropabe/refranes.htm](http://www.terra.es/personal/maropabe/refranes.htm)

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

### Week 2

Project presentations; exam format, thinking maps; tense review

[apcentral.collegeboard.com/spanlang](http://apcentral.collegeboard.com/spanlang)

### Week 3 (4-day week)

Computer lab: *research current events (crime story)* read from authentic source: reporter style—who, what, where, when, why  
[news.bbc.co.uk/hi/spanish/news/default.stm](http://news.bbc.co.uk/hi/spanish/news/default.stm)

[www.all-links.com/newscentral/](http://www.all-links.com/newscentral/)

[www.clarin.com/diario/2005/07/23/index\\_diario.html](http://www.clarin.com/diario/2005/07/23/index_diario.html)

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

[www.chron.com/content/chronicle/spanish/index.html](http://www.chron.com/content/chronicle/spanish/index.html) [C4,C7]

**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.

### Week 4

Discuss synthesis; Watch newscast in Spanish, read article [C3]  
from news; informal writing: email a friend, giving reactions

if you know the criminal or the victim

*¿No oyes ladrar los perros?*(Juan Rulfo)

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

### Week 5

Two-week project: create original story incorporating news story, and 2 AP stories Background info—Rulfo

Description: Write foto-novela about a criminal's family.

### Week 6

Quick review of AP essay scoring guidelines; reading strategies

*La siesta del martes* (Garcia Marquez)

Speaker from Colombia

## Week 7

Formal Essay: compare how the two stories demonstrate “*La viuda de Montiel*” Implementing the past, perfect, and conditional tenses, including imperfect  
Family love and family shame, citing class discussion as well as stories

## Week 8

Theme: Herencia cultural  
Balada de los dos abuelos (Nicolás Guillén); analysis/interpretation  
Speaker from Peru  
*Peso ancestral* (Storni)  
[www.incas.org/](http://www.incas.org/)  
[www.ccu.umich.mx/mmaya/recorrido/antiguos.html](http://www.ccu.umich.mx/mmaya/recorrido/antiguos.html)  
[www.indians.org/welker/aztec.htm](http://www.indians.org/welker/aztec.htm)  
[www.cibercentro.com/](http://www.cibercentro.com/)  
[www.azteca.net/aztec/](http://www.azteca.net/aztec/)  
[www.mexonline.com/precolum.htm](http://www.mexonline.com/precolum.htm)

## Week 9

Integration of history, culture and literature, imagery, indigenous cultures  
*La noche boca arriba* (Julio Cortázar)

## Week 10

Día de los muertos/ begin research project in lab/library articles found on the Internet

*La Llorona*

[www.azcentral.com/lavoz/dead/newindex\\_spanish.html](http://www.azcentral.com/lavoz/dead/newindex_spanish.html)  
[www.diademuertos.com/](http://www.diademuertos.com/)

## Week 11

*La Llorona* presentations for lower levels; student reports; formal writing: relationships  
Día de los muertos celebration

## Week 12

Indigenous cultures, Background info—Carlos Fuentes  
*Chac Mol* (Carlos Fuentes)  
Understanding and using transitions  
*Abriendo puertas: Lenguaje* vocabulary

## Week 13

Aztec calendar, Aztec, Mayan legends and culture  
Using idiomatic expressions, cognates, synonyms and antonyms correctly  
Introduce Calendar project  
[www.ccu.umich.mx/mmaya/recorrido/antiguos.html](http://www.ccu.umich.mx/mmaya/recorrido/antiguos.html)

[www.indians.org/welker/aztec.htm](http://www.indians.org/welker/aztec.htm)  
[www.azteca.net/aztec/](http://www.azteca.net/aztec/)  
[www.mexonline.com/precolum.htm](http://www.mexonline.com/precolum.htm)  
[www.mayalords.org/](http://www.mayalords.org/)  
Speaker from Mexico

## Week 14

Legends; service project  
Writing a legend  
*Sendas literarias dos*, Unidad 1

## Week 15

El ambiente: Discussing issues related to the environment—student-selected articles Implementing / synthesizing a variety of grammatical and syntactic structures in speaking and writing  
Theme: technology and progress; *Conexiones* unit *¿Donde jugarán los niños?* (Mana)  
<http://www.nshp.org/>  
*Abriendo puertas: Lenguaje* vocabulary  
Formal speaking: What can we do to help the environment? Synthesis of audio source reading source

## Week 16

Theme: technology and progress; *Conexiones* unit  
Formal writing

## Week 17

Semester review

## Week 18

Midterm exams

# Semester 2

## Week 1

Review semester goals, upcoming tasks and objectives; add what-if's to pass it ons, respond to what-if's of goal; list benefits and sacrifices about the goal.  
Reading/making predictions  
Incorporate ideas into an essay

## Week 2

Entertainment industry: read “El español que conquisto Hollywood” subjunctive vs indicative; director wants actors, cameramen, etc to do  
<http://www.univision.com/portal.jhtml>

(about Antonio Banderas, p. 179 *Conexiones*);  
Writing task: Explain directing process: what  
[www.locoporelcine.com/preview5.php?article=240](http://www.locoporelcine.com/preview5.php?article=240)

### Week 3

Career exploration involving target language: Film industry, Use skills acquired to explore the careers related to film production.  
Introduce voice-over/cineproject options

### Week 4

Cinematography industry. Write a concept for a new TV series.  
<http://www.nlcc.com/#>  
p. 182 *Conexiones*: Una serie nueva

### Week 5

Project presentations; movie reviews.

### Week 6

*Ojala que llueve café* poem/song; related activities;  
Poetry recitation, writing poetry, exploring themes, poems from AP lit list  
*Oda a la alcohofa*, *Lo fatal*, other  
<http://www.poesia-inter.net/index.html>

### Week 7

Connecting ideas, synthesis of info from different sources  
Article: *La Tomatina*; (*Abriendo paso*)  
<http://www.creighton.edu/langlab/classes/spn311fs00/arnold/arnold.htm>  
[http://www.escuelai.com/spanish\\_culture/fiestas\\_espanolas/latomatina.html](http://www.escuelai.com/spanish_culture/fiestas_espanolas/latomatina.html)  
[http://www.uweb.ucsb.edu/~mlc/La\\_tomatina\\_de\\_bunol.html](http://www.uweb.ucsb.edu/~mlc/La_tomatina_de_bunol.html)  
[http://www.lapalmainteractivo.com/vida/content/vida/090205\\_la\\_tomatina.html](http://www.lapalmainteractivo.com/vida/content/vida/090205_la_tomatina.html)  
<http://www.lukor.com/viajes/noticias/04082442.htm>

### Week 8

Discussing topics of interest: stereotypes and impressions  
Prereading: *El delantal blanco* (Vodanovic)  
Write the ways clothing affects attitude

### Week 9

Role-play; asking comparisons  
*El delantal blanco* (Vodanovic)  
Quick write: Otra personalidad  
*Encuentros maravillosos: Gramática a través de la literatura*  
Cap. 11 “Los estereotipos y las expectativas sociales”

## Week 10

*Lazarillo* overview, *Lazarillo* prologue  
literary terminology; informal writing practice

## Week 11

El píaro: characterization, reading strategies  
*Lazarillo*

## Week 12

AP Exam practice, role-play  
*Lazarillo* oral presentations

## Week 13

AP Exam practice based on *Lazarillo*, (fill-in, etc)  
Unit Exam; critique related to *Lazarillo*,  
synthesis for formal writing [C6]

<b>C6</b> —The course provides instruction and frequent opportunities to write a variety of compositions in Spanish.
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## Week 14

AP Exam strategies and practice: analyze reasons for answers  
Write an informal essay about making life choices  
Practice exercises in *Conexiones* to review selection of tenses, prepositions, etc.

## Week 15

Fotonovela project  
Independent review of stories read summarization and synthesis  
Simulated AP Exam  
*Abriendo puertas: Lenguaje*

## Week 16

AP Exam strategies and practice (activity selection based on student needs)  
*Abriendo puertas: Lenguaje*

## Week 17

AP Exam strategies and practice (activity selection based on student needs)

## Week 18

AP Exam week

## Week 19

Service project: tutor Spanish 1–3 students  
Final Exam

# Teaching Strategies

## Use of technology

Many of the projects I have described take advantage of technology. We use the internet as a source of current topics, research, and presentation (both teacher and student) through Powerpoint, publishing software, and multimedia. Our school does not have a language lab, but we do make use of the computer lab once or twice a month for research, preparing for project presentations, or occasionally for in-class writing.

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

## Outside of class

I involve student in competitive events which include extemporaneous speaking, role-play, and cultural projects, so that they are at ease in front of others outside of the classroom environment. This year several students will be participating in the Pan American Student Forum for the first time. We also continue to participate in the district and school international/diversity festivals, and Houston World Affairs Council events. Spanish Honor Society will be hosting monthly Spanish movie nights beginning this year to provide another opportunity for students to get together outside of class to use their language skills. Many AP students are Sociedad Honoraria Hispánica members, and will be earning service hours by providing Spanish lessons for school administrators and other staff, and occasionally serving as interpreters.

**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.

# Student Activities

## First Project of the Year

A View of Yourself Through Famous Writers: Students each select up to three quotes (at Proverbia.net or elsewhere, but must be in Spanish) that help to reflect his or her personality, interests, way of thinking, and/or philosophy of life. They then prepare an explanation in Spanish that helps the rest of the class understand how they are appropriate. They may use illustrations, costumes, props in a two- to four-minute presentation. This is a major grade. This helps everyone to get acquainted, and also requires integration of skills—they are reading, writing (their draft) using synthesis, speaking, and listening (to classmates' presentations).

**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.

# Student Evaluation

Exams generally contain a variety of components, including reading, writing, listening, and culture. These assessments contain both free-response and multiple choice questions about readings, presentations,

and language use. Multiple choice sections usually are analytical-type questions, and free-response questions often require making comparisons, or synthesizing information in some way. Speaking is usually done as a separate evaluation, and depending upon the requirements, might be classified either as a quiz or a major grade. Formal writing is scored using both content and language rubrics. They are given the score from the rubric, and a converted percentage score. There is ongoing assessment through spontaneous interviews, interactive reading, in-class essay (or other formal) writing every other week, and formal oral presentations approximately every three weeks. [C2]

**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.

## Texts

Judy. *Abriendo puertas: Lenguaje*. Illinois: McDougal Littell, 2007  
Nextext. *Abriendo puertas; Antología de literatura en español*. Illinois: McDougal Littell, 2003.

Jarvis, Ana. *¡Continuemos!* 7th ed. Boston: Houghton Mifflin. 2003

Díaz, José M and Stephen Collins. *Abriendo paso Lectura* (and ancillaries) Needham, Massachusetts: Pearson/ Prentice Hall 2005.

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

Gatski, Barbara and John McMullan. *Triángulo*, 4th ed. Sandwich, Massachusetts: Wayside Publishing, 2006.

E-mail: wayside@sprintmail.com toll-free (888) 302-2519

Kanter, Abby. *Encuentros maravillosos: Gramática a través de la literatura*. Needham, Massachusetts: Pearson/ Prentice Hall, 2005.

*Nuevas vistas uno* (and ancillaries), *Nuevas vistas dos* and ancillaries: Austin: Holt, Rinehart and Winston. 2003

Rodríguez, Rodney . *Momentos cumbres de las literaturas hispánicas. Introducción al análisis literario*: Prentice Hall, 2003.

Walqui-VanLier, Aida. *Sendas literarias dos* Pearson/Prentice Hall.

Zayas-Bazán, Eduardo. *Conexiones Comunicación y cultura*. Needham, Massachusetts: Pearson/ Prentice Hall, 2005. [C2]

**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.