

Samples of Evidence to Satisfy the AP Spanish Language Curricular Requirements

What's here? This table presents samples of evidence that address the curricular requirements for AP Spanish Language. For each curricular requirement, there are three separate samples of evidence provided. Each sample either fully or partially satisfies its requirement. The samples are taken from three distinct sample syllabi published in their entirety elsewhere on AP Central. The far-left column of the table presents each of the curricular requirements. In some cases, complex requirements have been broken down into their component parts. The columns to the right present the three evidence samples.

How can I use this information? Use these samples to become familiar with both the nature of 'evidence' and the variety of formats in which evidence can be presented. For any one curricular requirement, the ways in which evidence is both described and presented can vary considerably from course to course. No single format is preferred over any other. Narrative text, tables, bulleted lists, and other formats that clearly convey the content of your course are all acceptable. The most important consideration is that your syllabus (the evidence) clearly and explicitly satisfies the curricular requirements in their entirety.

Curricular Requirements	Clear, Explicit Evidence of Each Curricular Requirement		
	Sample 1	Sample 2	Sample 3
The teacher uses Spanish almost exclusively in class and encourages students to do likewise.	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.	Participate daily in class discussions in the target language. Improve vocabulary, fluency, pronunciation, and intonation through directed or free class discussions.	I instituted the <i>palabra de honor</i> language pledge. The second day of class, we have the official signing of the pledge. I explain that the only language allowed in class is Spanish. Students will only use Spanish once they set foot inside in the room. No grade is given for this; however a student failing to follow the pledge would see an effect in his/her participation grade. Then they sign the pledge, and English evaporates.
	Note: Sample 2 does not completely satisfy the Curricular Requirement since the use of the target language is only tied to class discussions. Additional evidence is needed in the syllabus that would indicate that Spanish is used in every type of activity using all modes of linguistic function.		
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.	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.	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	To teach the AP Spanish Language Course, our school uses <i>Una Vez Más</i> (Prentice Hall) and <i>Triángulo</i> (Wayside) as the core materials.
	Note: Each of the above forms of evidence only partially satisfies this Curricular Requirement. The syllabus needs to address <i>all</i> aspects of the college-level course: materials, activities, assignments, and assessments.		

Curricular Requirements	Clear, Explicit Evidence of Each Curricular Requirement		
	Sample 1	Sample 2	Sample 3
Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.	I select an audio source from the internet and give students the theme. (e.g., Earth Day, Copa Mundial, telecomunicaciones). 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.	Practice listening exercises from <i>Authentik & Puerta del Sol</i> .	Students develop a strong command of the Spanish language . . . and aural comprehension skills through quality, authentic, and level-appropriate audio and video recordings.
Instructional materials include authentic written texts that develop students' reading abilities.	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 that develop students' reading and comprehension abilities.	Weekly, 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).	Many of the themes for the weeks of study lend themselves to additional reading, such as author biographies or articles with the same theme as the literature. These sources will be sought from newspapers, the internet, etc., as appropriate, throughout the year. Students will read articles to form a basis for essays and give oral summaries of the information read.
The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.	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.	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. To begin, students start in groups of 4 or 5 in which they discuss different facets related to a more global debate topic. After ten minutes, each group reports out to the entire class the opinions expressed in the small groups inviting others to share the ideas by agreeing, disagreeing or asking questions.	Students regularly practice simulated phone conversations and make formal oral presentation on a prepared topic with contrasting opinions.
	Note: Sample 2 only partially satisfies the Curricular Requirement because the activity may not occur regularly, nor does it provide for a variety of registers.		
The course provides instruction and frequent opportunities to write a variety of compositions in Spanish.	We use the essay topics provided in <i>Triángulo</i> 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.	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.	Most compositions are modeled on the format used in the AP Exam. However, some creative writing compositions are assigned as well. Students are asked to write approximately 10 pages each semester in a journal. This includes AP-style essays and free choice pages.
The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.	During the first semester we practice using authentic written and/or audio sources. Students are asked 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 use methods such as reading, investigation, and listening to a wide range of topics, and apply them in speaking and writing.	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 a student research popular opinion in the press (such as from 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.

Samples of Evidence that Address Multiple Requirements

What's here? This table presents samples of evidence that each address several Curricular Requirements for AP Spanish Language. For each sample provided in the left column, the corresponding Curricular Requirements are provided to the right. Note that each sample may only partially satisfy one or another requirement, and additional evidence would need to be provided elsewhere in the syllabus to address the requirement(s) with complete satisfaction. These samples were taken from three distinct sample syllabi that are published elsewhere on AP Central in their entirety.

How can I use this information? Use these samples to become familiar with ways in which numerous Curricular Requirements can be addressed (either partially or completely) within the description of one unit, lesson, or activity, or by describing a recurring theme or process in your course.

Integrated Evidence from Selected Syllabi	Requirements Addressed (Partially or Fully) by Integrated Evidence Bold text indicates the portion(s) of the requirement that are demonstrated.
<p>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.</p>	<p>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.</p> <p style="text-align: center;">AND</p> <p>Instructional materials include authentic written texts that develop students' reading abilities.</p> <p style="text-align: center;">AND</p> <p>The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials. (Note: In order to completely satisfy this requirement, other integration opportunities need to be evident in order to satisfy the quality of "frequent" in this Curricular Requirement.)</p>
<p>At the beginning of each year, students choose a country or region to study. They research basic data about the country and read current events articles about that country throughout the semester or year. Students share oral summaries (in Spanish) of the articles they read with classmates. This provides practice for the speaking portion of the exam and allows students to gain a greater understanding of the diversity of the Spanish-speaking world.</p>	<p>Instructional materials include authentic written texts that develop students' reading abilities.</p> <p style="text-align: center;">AND</p> <p>The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials. (Note: In order to completely satisfy this requirement, other integration opportunities need to be evident in order to satisfy the quality of "frequent" in this Curricular Requirement.)</p>
<p>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 <i>charla</i> 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 <i>charla</i> 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 <i>charlas</i> become lively springboards for class discussion. The culmination of the <i>charla</i> 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.</p>	<p>The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.</p> <p style="text-align: center;">AND</p> <p>The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.</p>