



AP[®] Spanish Language

Teacher's Guide

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Welcome Letter from the College Board

Dear AP® Teacher:

Whether you are a new AP teacher, using this AP Teacher’s Guide to assist in developing a syllabus for the first AP course you will ever teach, or an experienced AP teacher simply wanting to compare the teaching strategies you use with those employed by other expert AP teachers, we are confident you will find this resource valuable. We urge you to make good use of the ideas, advice, classroom strategies, and sample syllabi contained in this Teacher’s Guide.

You deserve tremendous credit for all that you do to fortify students for college success. The nurturing environment in which you help your students master a college-level curriculum—a much better atmosphere for one’s first exposure to college-level expectations than the often large classes in which many first-year college courses are taught—seems to translate directly into lasting benefits as students head off to college. An array of research studies, from the classic 1999 U.S. Department of Education study *Answers in the Tool Box* to new research from the University of Texas and the University of California, demonstrate that when students enter high school with equivalent academic abilities and socioeconomic status, those who develop the content knowledge to demonstrate college-level mastery of an AP Exam (a grade of 3 or higher) have much higher rates of college completion and have higher grades in college. The 2005 National Center for Educational Accountability (NCEA) study shows that students who take AP courses have much higher college graduation rates than students with the *same* academic abilities who do not have that valuable AP experience in high school. Furthermore, a Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) found that even AP Calculus students who score a 1 on the AP Exam are significantly outperforming other advanced mathematics students in the United States, and they compare favorably to students from the top-performing nations in an international assessment of mathematics achievement. (Visit AP Central® at <http://apcentral.collegeboard.com> for details about these and other AP-related studies.)

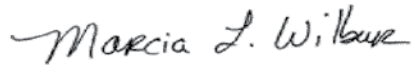
For these reasons, the AP teacher plays a significant role in a student’s academic journey. Your AP classroom may be the only taste of college rigor your students will have before they enter higher education. It is important to note that such benefits cannot be demonstrated among AP courses that are AP courses in name only, rather than in quality of content. For AP courses to meaningfully prepare students for college success, courses must meet standards that enable students to replicate the content of the comparable college class. Using this AP Teacher’s Guide is one of the keys to ensuring that your AP course is as good as (or even better than) the course the student would otherwise be taking in college. While the AP Program does not mandate the use of any one syllabus or textbook and emphasizes that AP teachers should be granted the creativity and flexibility to develop their own curriculum, it is beneficial for AP teachers to compare their syllabi not just to the course outline in the official AP Course Description and in chapter 3 of this guide, but also to the syllabi presented on AP Central, to ensure that each course labeled AP meets the standards of a college-level course. Visit AP Central at apcentral.collegeboard.com for details about the AP Course Audit, course-specific Curricular Requirements, and how to submit your syllabus for AP Course Audit authorization.

As the Advanced Placement Program® continues to experience tremendous growth in the twenty-first century, it is heartening to see that in every U.S. state and the District of Columbia, a growing proportion of high school graduates have earned at least one grade of 3 or higher on an AP Exam. In some states, between 18 and 21 percent of graduating seniors have accomplished this goal. The incredible efforts of

Welcome Letter

AP teachers are paying off, producing ever greater numbers of college-bound seniors who are prepared to succeed in college. Please accept my admiration and congratulations for all that you are doing and achieving.

Sincerely,

A handwritten signature in cursive script that reads "Marcia L. Wilbur".

Marcia Wilbur
Executive Director, Curriculum and Content Development
Advanced Placement Program

Equity and Access

In the following section, the College Board describes its commitment to achieving equity in the AP Program.

Why are equitable preparation and inclusion important?

Currently, 40 percent of students entering four-year colleges and universities and 63 percent of students at two-year institutions require some remedial education. This is a significant concern because a student is less likely to obtain a bachelor's degree if he or she has taken one or more remedial courses.¹

Nationwide, secondary school educators are increasingly committed not just to helping students complete high school but also to helping them develop the habits of mind necessary for managing the rigors of college. As *Educational Leadership* reported in 2004:

The dramatic changes taking place in the U.S. economy jeopardize the economic future of students who leave high school without the problem-solving and communication skills essential to success in postsecondary education and in the growing number of high-paying jobs in the economy. To back away from education reforms that help all students master these skills is to give up on the commitment to equal opportunity for all.²

Numerous research studies have shown that engaging a student in a rigorous high school curriculum such as is found in AP courses is one of the best ways that educators can help that student persist and complete a bachelor's degree.³ However, while 57 percent of the class of 2004 in U.S. public high schools enrolled in higher education in fall 2004, only 13 percent had been boosted by a successful AP experience in high school.⁴ Although AP courses are not the only examples of rigorous curricula, there is still a significant gap between students with college aspirations and students with adequate high school preparation to fulfill those aspirations.

Strong correlations exist between AP success and college success.⁵ Educators attest that this is partly because AP enables students to receive a taste of college while still in an environment that provides more support and resources for students than do typical college courses. Effective AP teachers work closely with their students, giving them the opportunity to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities and discovering their previously unknown capacities for college studies and academic success.

1. Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, *Betraying the College Dream: How Disconnected K–12 and Postsecondary Education Systems Undermine Student Aspirations* (Palo Alto, Calif.: The Bridge Project, 2003): 8.

2. Frank Levy and Richard J. Murnane, "Education and the Changing Job Market." *Educational Leadership* 62(2) (October 2004): 83.

3. In addition to studies from University of California–Berkeley and the National Center for Educational Accountability (2005), see the classic study on the subject of rigor and college persistence: Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (Washington, D.C.: U.S. Department of Education, 1999).

4. *Advanced Placement Report to the Nation* (New York: College Board, 2005).

5. Wayne Camara, "College Persistence, Graduation, and Remediation," *College Board Research Notes* (RN-19) (New York: College Board, 2003).

Which students should be encouraged to register for AP courses?

Any student willing and ready to do the work should be considered for an AP course. The College Board actively endorses the principles set forth in the following Equity Policy Statement and encourages schools to support this policy.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

The fundamental objective that schools should strive to accomplish is to create a stimulating AP program that academically challenges students and has the same ethnic, gender, and socioeconomic demographics as the overall student population in the school. African American and Native American students are severely underrepresented in AP classrooms nationwide; Latino student participation has increased tremendously, but in many AP courses Latino students remain underrepresented. To prevent a willing, motivated student from having the opportunity to engage in AP courses is to deny that student the possibility of a better future.

Knowing what we know about the impact a rigorous curriculum can have on a student's future, it is not enough for us simply to leave it to motivated students to seek out these courses. Instead, we must reach out to students and encourage them to take on this challenge. With this in mind, there are two factors to consider when counseling a student regarding an AP opportunity:

1. Student motivation

Many potentially successful AP students would never enroll if the decision were left to their own initiative. They may not have peers who value rigorous academics, or they may have had prior academic experiences that damaged their confidence or belief in their college potential. They may simply lack an understanding of the benefits that such courses can offer them. Accordingly, it is essential that we not gauge a student's motivation to take AP until that student has had the opportunity to understand the advantages—not just the challenges—of such course work.

Educators committed to equity provide all of a school's students with an understanding of the benefits of rigorous curricula. Such educators conduct student assemblies and/or presentations to parents that clearly describe the advantages of taking an AP course and outline the work expected of students. Perhaps most important, they have one-on-one conversations with the students in which advantages and expectations are placed side by side. These educators realize that many students, lacking confidence in their abilities, will be listening for any indication that they should not take an AP course. Accordingly, such educators, while frankly describing the amount of homework to be anticipated, also offer words of encouragement and support, assuring the students that if they are willing to do the work, they are wanted in the course.

The College Board has created a free online tool, AP Potential™, to help educators reach out to students who previously might not have been considered for participation in an AP course. Drawing upon data based on correlations between student performance on specific sections of the PSAT/NMSQT®

and performance on specific AP Exams, AP Potential generates rosters of students at your school who have a strong likelihood of success in a particular AP course. Schools nationwide have successfully enrolled many more students in AP than ever before by using these rosters to help students (and their parents) see themselves as having potential to succeed in college-level studies. For more information, visit <http://appotential.collegeboard.com>.

Actively recruiting students for AP and sustaining enrollment can also be enhanced by offering incentives for both students and teachers. While the College Board does not formally endorse any one incentive for boosting AP participation, we encourage school administrators to develop policies that will best serve an overarching goal to expand participation and improve performance in AP courses. When such incentives are implemented, educators should ensure that quality verification measures such as the AP Exam are embedded in the program so that courses are rigorous enough to merit the added benefits.

Many schools offer the following incentives for students who enroll in AP:

- Extra weighting of AP course grades when determining class rank
- Full or partial payment of AP Exam fees
- On-site exam administration

Additionally, some schools offer the following incentives for teachers to reward them for their efforts to include and support traditionally underserved students:

- Extra preparation periods
- Reduced class size
- Reduced duty periods
- Additional classroom funds
- Extra salary

2. Student preparation

Because AP courses should be the equivalent of courses taught in colleges and universities, it is important that a student be prepared for such rigor. The types of preparation a student should have before entering an AP course vary from course to course and are described in the official AP Course Description book for each subject (available as a free download at apcentral.collegeboard.com).

Unfortunately, many schools have developed a set of gatekeeping or screening requirements that go far beyond what is appropriate to ensure that an individual student has had sufficient preparation to succeed in an AP course. Schools should make every effort to eliminate the gatekeeping process for AP enrollment. Because research has not been able to establish meaningful correlations between gatekeeping devices and actual success on an AP Exam, the College Board **strongly discourages** the use of the following factors as thresholds or requirements for admission to an AP course:

- Grade point average
- Grade in a required prerequisite course
- Recommendation from a teacher
- AP teacher's discretion

Equity and Access

- Standardized test scores
- Course-specific entrance exam or essay

Additionally, schools should be wary of the following concerns regarding the misuse of AP:

- Creating “Pre-AP courses” to establish a limited, exclusive track for access to AP
- Rushing to install AP courses without simultaneously implementing a plan to prepare students and teachers in lower grades for the rigor of the program

How can I ensure that I am not watering down the quality of my course as I admit more students?

Students in AP courses should take the AP Exam, which provides an external verification of the extent to which college-level mastery of an AP course is taking place. While it is likely that the percentage of students who receive a grade of 3 or higher may dip as more students take the exam, that is not an indication that the quality of a course is being watered down. Instead of looking at percentages, educators should be looking at raw numbers, since each number represents an individual student. If the raw number of students receiving a grade of 3 or higher on the AP Exam is not decreasing as more students take the exam, there is no indication that the quality of learning in your course has decreased as more students have enrolled.

What are schools doing to expand access and improve AP performance?

Districts and schools that successfully improve both participation and performance in AP have implemented a multipronged approach to expanding an AP program. These schools offer AP as capstone courses, providing professional development for AP teachers and additional incentives and support for the teachers and students participating at this top level of the curriculum. The high standards of the AP courses are used as anchors that influence the 6–12 curriculum from the “top down.” Simultaneously, these educators are investing in the training of teachers in the pre-AP years and are building a vertically articulated, sequential curriculum from middle school to high school that culminates in AP courses—a broad pipeline that prepares students step-by-step for the rigors of AP so that they will have a fair shot at success in an AP course once they reach that stage. An effective and demanding AP program necessitates cooperation and communication between high schools and middle schools. Effective teaming among members of all educational levels ensures rigorous standards for students across years and provides them with the skills needed to succeed in AP. For more information about Pre-AP® professional development, including workshops designed to facilitate the creation of AP Vertical Teams® of middle school and high school teachers, visit AP Central.

Advanced Placement Program
The College Board

Participating in the AP[®] Course Audit

Overview

The AP Course Audit is a collaborative effort among secondary schools, colleges and universities, and the College Board. For their part, schools deliver college-level instruction to students and complete and return AP Course Audit materials. Colleges and universities work with the College Board to define elements common to college courses in each AP subject, help develop materials to support AP teaching, and receive a roster of schools and their authorized AP courses. The College Board fosters dialogue about the AP Course Audit requirements and recommendations, and reviews syllabi.

Schools wishing to label a course “AP” on student transcripts must complete and return the subject-specific AP Course Audit form, along with the course syllabus, for each teacher of their AP courses. Approximately two months after submitting AP Course Audit materials, schools will receive a legal agreement authorizing the use of the “AP” trademark on qualifying courses. Colleges and universities will receive a roster of schools listing the courses authorized to use the “AP” trademark at each school.

Purpose

College Board member schools at both the secondary and college levels requested an annual AP Course Audit in order to provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses and to help colleges and universities better interpret secondary school courses marked “AP” on students’ transcripts.

The AP Course Audit form identifies common, essential elements of effective college courses, including subject matter and classroom resources such as college-level textbooks and laboratory equipment. Schools and individual teachers will continue to develop their own curricula for AP courses they offer—the AP Course Audit will simply ask them to indicate inclusion of these elements in their AP syllabi or describe how their courses nonetheless deliver college-level course content.

AP Exam performance is not factored into the AP Course Audit. A program that audited only those schools with seemingly unsatisfactory exam performance might cause some schools to limit access to AP courses and exams. In addition, because AP Exams are taken and exam grades reported after college admissions decisions are already made, AP course participation has become a relevant factor in the college admissions process. On the AP Course Audit form, teachers and administrators attest that their course includes elements commonly taught in effective college courses. Colleges and universities reviewing students’ transcripts can thus be reasonably assured that courses labeled “AP” provide an appropriate level and range of college-level course content, along with the classroom resources to best deliver that content.

For More Information

You should discuss the AP Course Audit with your department head and principal. For more information, including a timeline, frequently asked questions, and downloadable AP Course Audit forms, visit apcentral.collegeboard.com/courseaudit.

Preface

It is with great pleasure and satisfaction that we present the *AP Spanish Language Teacher's Guide*. In this millennium, educators face the challenge of providing a new generation of students with the knowledge and skills they need to be successful in our rapidly changing world. At the same time, it's important that young adults expand their minds and hearts to our own and other cultures and contribute to the continuous opening of our society. At a time when education is the key to accessing not only information but meaningful and lasting employment, the AP Program in general, and the AP Spanish Language program in particular, play an important role in educating and preparing students for the future. Through the efforts of teachers like you, more students than ever will be able to learn Spanish, earn a satisfactory grade on the AP Exam, and obtain college credit for the AP Spanish Language course. The fact that many colleges and universities grant recognition to the course is testimony to the breadth of study undertaken by AP Spanish Language students, who, through their high school curriculum, are introduced to the language of many voices and cultures.

We hope that this Teacher's Guide will assist you in preparing your students for success in learning about the language and the cultures of the Spanish-speaking world. In developing this publication, we were inspired by the thought of the teachers who will be presenting the material in a course that is perhaps one of the most rewarding in the secondary school curriculum. Although the guide is targeted to new AP teachers, it will also benefit the experienced ones, whose effort and dedication have made the AP Program so successful.

Even though the AP Spanish Language course does not have a mandatory curriculum, there are common topics that you can approach and successfully teach in a variety of ways. The purpose of this guide is not to recommend any one way to teach this course but rather to provide you with many alternatives and resources to ensure that when you need the material or the reference, it will be readily available. As you teach the course, you will need to be concerned with your students' Spanish language abilities, their understanding of scripted and authentic materials, and their ability to use the language in a realistic, integrated fashion; that is, as they would in real-life situations. Whether their experience with Spanish has come primarily from the classroom or they are heritage or native speakers, you will have to devote time to improving their language skills while also conveying basic cultural elements.

In the following chapters you will find all you need to get started in developing your course, including curriculum information from the *AP Spanish Course Description*. Chapter 1 includes the objectives of the AP Spanish Language course, key concepts and skills, and a section titled the "Integration of the Standards for Foreign Language Learning in the AP Classroom" that makes explicit claims about the close correlation between the AP Spanish Language Exam and the standards used nationwide. In chapter 2—"Advice for AP Spanish Language Teachers"—you will find information on how to begin an AP Spanish Language course, teaching techniques and strategies, and advice on how to integrate language skills. Chapter 3 contains six sample syllabi from AP Spanish teachers all over the United States and two syllabi from professors teaching the equivalent courses at their universities. These syllabi are rich and diverse, and you will be able to adapt teaching strategies and activities to your own course. Consult chapter 4 to learn all about the AP Spanish Language Exam. Chapter 5 is devoted to resources and includes an annotated bibliography, ideas on how to incorporate technology in the AP classroom, and suggestions on how to address limited resources.

This guide is intended as a beginning, not an end. We expect that you will soon venture out on your own from the many starting points you encounter here. We wish you luck and anticipate the excitement and pleasure that you and your students will experience as you journey through the rich and varied terrain of Spanish-speaking cultures.



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Chapter 1

About AP Spanish Language

Overview: Past, Present, Future

Introduction

What does it mean to know a language? At the beginning of the twenty-first century, this apparently simple question represents the daily challenge of teachers and students in our schools. The challenge, furthermore, must be met if we want to educate students and equip them linguistically and culturally to communicate successfully in a pluralistic world. Teachers of Spanish in the United States especially identify with this challenge as the country assimilates ever-increasing numbers of heritage speakers and witnesses the growth of Spanish, which is becoming the second language of this nation (first in terms of numbers of speakers in some states). The language profession, as a whole, has been changing constantly, from the times when the grammar-translation approach was the most prevalent method of instruction, to the acceptance today of a canopy of voices, ideas, and theories. As Terry Ballman asserted in the previous edition of the *AP Spanish Language Teacher's Guide*, “Research in the area of second language acquisition has flourished, and from this research, powerful suggestions have emerged for improving the learning experience of our students. *Standards for Foreign Language Learning* offers us wonderful goals toward which to strive.”⁶

Our Past

In the past, the definition of “to know a language” changed according to the purpose of the study and the tools used for mastering the topic. The many teaching methods that have been tried throughout the decades, even the centuries, attests to the dynamic nature of the field of language instruction. The Grammar-Translation Approach, the Direct Approach, the Reading Approach, the Audiolingual Method, the Community Language Learning Approach, the Silent Way, the Communicative Approach, Functional-Notional, Suggestopedia, and the Total Physical Response Method are but a small sample of the main methods tried in language classrooms. What has become of them? The answer depends on the teacher’s approach to language instruction and to his or her embrace of a number of techniques from the different methods. But even in this diverse field, it is possible to state that there has been a major shift from grammar competence to communicative competence. Sandra Savignon’s work defined communicative competence and incorporated linguistic and grammatical competence as some of its components.⁷ She observed that competence is what one knows, but that competence is only observable and assessable through performance, which is what one does. In the 1980s, Michael Canale and Merrill Swain clarified the

6. Terry L. Ballman, *AP Spanish Language Teacher's Guide* (New York: College Entrance Examination Board and Educational Testing Service, 1998), 1.

7. Sandra Savignon, *Toward Communicative Competence: An Experiment in Foreign Language Teaching* (Philadelphia: Center for Curriculum Development, 1972), as cited in Alice Omaggio Hadley, *Teaching Language in Context* (Boston: Heinle & Heinle, 2001), 4.

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concept of communicative competence and identified within it four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.⁸

Their approach has proven very influential on the thinking of those who seek to better understand what it takes to teach and to learn a language. But the notion of competence is not enough to answer our initial question of “What does it mean to know a language?”, and the last three decades have seen an emphasis not so much on competence but on proficiency. Largely defined in the past as structural accuracy, proficiency has more recently developed as a concept that comprises a whole range of abilities that must be described and classified to be useful in language teaching and testing. The *ACTFL Provisional Proficiency Guidelines*, published in November 1982, were the first attempt to define levels of competence and proficiency by the academic and teaching community.⁹ As Alice Omaggio Hadley states in *Teaching Language in Context*, it was during that decade that a number of events coincided to make the standards possible and useful, among them “the establishment of the President’s Commission on Foreign Language and International Studies, the work in communicative syllabus design in Europe, and the beginning of communicative language teaching movements in the United States.”¹⁰

The move toward national standards was an early step in the effort to reach consensus on the goals and standards for language teaching in the United States. The *Guidelines* defined global levels of language proficiency, but they did not tie them to a sequence of classroom instruction or to specific contents. In 1983, the report of the National Commission on Excellence in Education was embraced by the teaching profession, followed by the 1989 Educational Summit of the nation’s governors in Virginia, and by the Clinton Administration’s project “Goals 2000” in 1994. Together, these initiatives helped establish a consensus in the educational community as to the basic subjects and standards that American students needed to master in order to remain competitive in the global economy. Although world languages were not part of that curriculum, the initiative was seized by a number of professional language associations, and a process began in 1992 to set the standards for a “core curriculum” in language instruction. The result of that initiative was the *Standards for Foreign Language Learning*.¹¹

Standards for Foreign Language Learning

Standards for Foreign Language Learning: Preparing for the 21st Century was a collaborative effort of the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese. The document defines content standards, specifying what world language students should know and be able to do: in other words, “Knowing how, when, and why to say what to whom.” The *Standards for Foreign Language Learning* suggest an ideal toward which language teachers of all levels should strive, as defined in five goal areas (the “Five Cs”): Communication, Cultures, Connections, Comparisons, and Communities.

Communication is at the heart of second-language study, whether the communication takes place face to face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the

8. Michael Canale and Merrill Swain, “Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing.” *Applied Linguistics* 1 (1980): 1–47.

9. *ACTFL Proficiency Guidelines* (Hastings-on-Hudson, N.Y.: ACTFL Materials Center, 1982, 1986, 1999).

10. Alice Omaggio Hadley, *Teaching Language in Context* (Boston: Heinle & Heinle, 2001), 9.

11. *Standards for Foreign Language Learning: Preparing for the 21st Century* (New York: National Standards in Foreign Language Education Project, 1996), 11. www.discoverlanguages.org/files/public/execsumm.pdf.

language occurs. Learning languages provides *connections* to additional bodies of knowledge that may be unavailable to the monolingual speaker. Through *comparisons* and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways.

“Knowing how, when, and why to say what to whom”: All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those 10 words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is *communication*, which also highlights the *why*, the *whom*, and the *when*. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal in today’s foreign language classroom.¹²

The *Standards for Foreign Language Learning* have had a profound impact since their conception and implementation in language classrooms in secondary schools, colleges, and universities. (See “Integration of the ACTFL Standards in the AP Classroom” below for more information.)

Our Challenges Today

One of the greatest rewards of being a world language teacher is to watch a student’s transformation from novice learner to AP Spanish Language student. To be a great teacher takes perseverance, patience, and practice. The teaching profession faces several difficult challenges, and at the forefront is the retention of highly qualified Spanish educators. Across the country there are more and more positions available for Spanish teachers, but the pool of candidates decreases from year to year. This may occur in part because first-year educators do not always receive the support that they need to be successful. McClintock High School in Tempe, Arizona, addressed this situation by creating a mentorship program where every new teacher is partnered with an experienced teacher. New teachers and their mentors meet weekly to work together on lesson planning, assessment, articulation of curriculum, and classroom management. Also, all first-year teachers are required to attend a series of monthly workshops throughout the year to discuss topics such as classroom management, dealing with difficult parents, differentiation of instruction, working with special needs and ELL (English Language Learners) students, and maintaining student records. At the end of the school year, teachers are asked evaluate the program and provide topic suggestions for the upcoming year. This has proven to be very successful; the more support that beginning teachers have, the better prepared they are to face the challenges of the classroom. It is also beneficial for new teachers to work together to articulate their curricula. This process helps them to better understand the program and its goals and directly impacts student achievement across all levels of language learning.

Teachers face many obstacles: why do they persevere? We believe that it is because of their love of teaching and of young people and their hope for a better and brighter future. Teachers are hardworking individuals who are not easily daunted despite the drawbacks that they face. They spend countless hours preparing for classes; tutoring students in the morning, at lunch, and after school; sponsoring clubs, coaching, and chaperoning dances; and grading papers—anywhere and everywhere. Teachers by nature are leaders, and we encourage first-year teachers to take the time to become actively involved in local and national language associations; be an advocate for your students (for example, by providing opportunities for their accomplishments to be recognized); and encourage students to participate in the annual National

12. *Standards for Foreign Language Learning: Preparing for the 21st Century*, 3.

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Spanish Exam sponsored by the American Association of Teachers of Spanish and Portuguese, enter a poetry contest, and join the Spanish National Honor Society.

A few other things for beginning teachers to consider: As a new teacher it's important to stay current in the field, so attend a local or national conference. The experience is invigorating and motivating and often reinforces the types of activities that you already use in your own classroom. You may consider pursuing certification from the National Board for Professional Teaching Standards; the more confident you are with twenty-first-century practices, the more satisfied you will feel about yourself and your chosen field.

We need to do everything we can to keep our good teachers, to work with them, encourage them, and above all else remind them of the importance of their job and the impact they will have on their students both now and in the future.

Final Comments

Going back to our initial question of “What does it mean to know a language?”, we can see that the methods employed to learn world languages have been varied and creative. In this century, no doubt, many other creative approaches will improve our work as teachers and as life-long learners. This Teacher's Guide aims to be a small step in that direction, as we move toward a more diverse population and face ever more serious challenges in our task to educate not only better world language learners but better students and, most important, better people.

Course Description Essentials

The *AP Spanish Course Description* provides a common foundation for teachers. This publication, available on the AP Spanish Language Home Page on AP Central (apcentral.collegboard.com), presents an overview of the course and exam. AP Spanish Language provides students with the opportunity to develop proficiency in and integrate their language skills, using authentic materials and sources. “Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had appropriate course work in the language.”¹³

The fundamental objective of the AP Spanish Language program is for students to achieve a high level of ability in all language skills. The course does not require a fixed curriculum, and, as the AP teacher, you have flexibility in the selection of appropriate material to meet this goal. You are also able to decide what methods or strategies to use for the presentation of material. It is important to point out, however, that students must be exposed to a variety of materials and genres to help them expand their knowledge of formal Spanish in both oral and written forms. AP Spanish course content should reflect a wide variety of academic and cultural topics (the arts, history, current events, literature, culture, sports, etc.). Additionally, materials should include authentic resources in the form of recordings, films, newspapers, and magazines. Rather than a mastery of any specific subject matter, the course seeks to develop integrated language skills that are useful in themselves and that can be applied to various activities and disciplines. Training in integrating language skills and in synthesizing written and aural materials is a critical component of the AP Spanish Language course.

13. 2009–2011, *AP Spanish Course Description* (New York: The College Board, 2008), 5.

Comparability Studies

To ensure that the AP Spanish Language Exam is maintained at its intended level, special studies are carried out periodically to establish the comparability of the performance of college students completing a third-year Spanish language course and AP students (study results are available on AP Central). Results of those studies strongly support the AP Spanish Development Committee's contention that successful performance on the exam is equivalent to the performance of students who have completed five or six semesters of college Spanish language courses at post-secondary institutions that admit large numbers of AP Spanish students. In order to maintain this equivalence, the course and exam are periodically revised to reflect evolving university curricula.

The AP Spanish Development Committee

The AP Spanish Development Committee develops the course curriculum and the exam. The committee is composed of both college/university academic faculty and experienced AP teachers. Committee members come from all over the United States and are intimately familiar with the wide range of curricula and materials available in this discipline. Moreover, they are finely attuned to the characteristics and abilities needed for success in AP Spanish Language and how students can demonstrate that they have acquired these skills.

The Development Committee made changes to the exam, beginning with the 2007 administration, based on input from a number of sources and on information gathered by a survey of faculty teaching third-year advanced Spanish language courses. This survey provided information on the key characteristics of college curricula. The College Board also commissioned language teaching and testing specialists to review the exam and gauge its quality. The information gathered from those reviews was used by the College Board's Foreign Language Academic Advisory Committee to outline a basis for language testing. The Development Committee also met with the teachers and administrators at several different AP Spanish Language Readings and at the AP Annual Conference to solicit opinions from AP teachers and college/university faculty. All of this information was used to design studies to determine the feasibility of creating, administering, and scoring new question types. In addition, the committee incorporated best practices based on evolving philosophies of language instruction and language testing within the profession by considering documents such as the *ACTFL Proficiency Guidelines* and the *Standards for Foreign Language Learning*.

Key Concepts and Skills

Language teachers, and the profession in general, have made great progress in recent decades in articulating the goals of language study and reorienting the curriculum to reflect a better understanding of competence and proficiency. Communicative approaches have had a substantial impact on classroom instruction and on the development of materials. Language textbooks have also been introducing communicative approaches for some time now, and the current upsurge in technology options promises even more revolutionary approaches to language instruction. But what has happened with language testing?

It is possible to assert that classroom tests are largely focused on discrete points, be they grammatical or related to isolated language skills, despite the fact that for years the profession has been advocating a more holistic, communicative approach to teaching and learning. The emphasis on discrete points can be the result of a preference by students and teachers for a more familiar kind of testing. And teachers with time constraints may find it easier to develop drill-like exercises for their assessments, rather than design and grade exams that focus on integrated communication skills. Moreover, until relatively recently, there was no

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overall consensus within the profession as to what communicative-based testing should entail. In the last decade, classroom tests evolved to integrate more authentic materials. Many textbooks and Web resources include authentic sources, as well as integrated skills-based exercises that are closer to the real-life use of languages than discrete drills. According to Alice Omaggio Hadley, “There is no doubt that careful articulation of course goals and the choice of materials and activities are crucial to the success of any language program. Equally important, however, is the design of classroom tests and assessment procedures that accurately reflect course goals and provide needed information about students’ progress toward attaining them.”¹⁴

When developing a language assessment, one of the most important issues to decide is the purpose of the test. The literature on the subject identifies three main purposes: administrative, instructional, and research related. Tests for placement and general proficiency have administrative purposes. Classroom tests, designed to identify students’ progress in well-defined areas, to provide feedback, and to evaluate performance, have instructional purposes. Finally, tests designed to evaluate programs or to conduct experiments have research purposes. Generally speaking, tests with administrative purposes are very different from instructional tests; while the latter, also referred to as “achievement tests,” measure the material that has been covered during the course of the instruction, the former are used to measure general competence independent of any particular curriculum or course of study.¹⁵

Assessments can be classified as direct or indirect based on the type of materials tested. “Direct tests incorporate contexts, problems, and solutions strategies that students would use in real life.” “Indirect tests” assess competence by extracting knowledge and skills out of real-life contexts.¹⁶ A further distinction has been noted by Andrew Cohen who differentiates between discrete-point items versus integrative test formats; the former test knowledge one point at a time, while the latter test more than one point at a time.¹⁷

Generally speaking, most tests integrate more than one of the aforementioned formats, making it almost impossible to identify a “pure” test type in today’s classroom. Taking into account these and other contemporary ideas in the field, the AP Spanish Development Committee, in conjunction with an external review panel, established certain claims that can be made about test-takers, as well as the types of evidence that would substantiate those claims. Based on those claims and evidence, AP Spanish Language Exam tasks were designed to measure students’ general competence in the target language, within a fairly direct-integrative test. See chapter 4 for a more thorough analysis of how the following claims and evidence are specifically related to the AP Spanish Language Exam.

Claims

In this context, claims are “statements we’d like to make about what students know, can do, or have accomplished.”¹⁸ The student who receives an AP grade of 3, 4, or 5 on the AP Spanish Language Exam has mastered—to a degree commensurate with the AP grade—the skills and knowledge required to receive

14. Omaggio Hadley, *Teaching Language in Context*, 391.

15. Omaggio Hadley, *Teaching Language in Context*, 391-2.

16. Judith Liskin Gasparro, “Assessment: From Content Standards to Student Performance,” in Robert C. Lafayette, ed. *National Standards: A Catalyst for Reform*, The ACTFL Foreign Language Education Series (Lincolnwood, Ill.: National Textbook Company, 1996), 171.

17. Andrew Cohen, *Assessing Language Ability in the Classroom* (Boston: Heinle & Heinle, 1994), 170.

18. Robert J. Mislevy, Linda S. Steinberg, and Russell G. Almond, *Design and Analysis in Task-Based Language Assessment*, CSE Technical Report 579 (Los Angeles: Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, Graduate School of Education and Information Studies, UCLA, 2002). www.cse.ucla.edu/reports/TR579.pdf.

credit for an advanced-level (fifth- and sixth-semester or the equivalent) college or university Spanish language course.

- The student has strong communicative ability in Spanish in the Interpersonal, Interpretive, and Presentational modes.
- The student has a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability.
- The student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.
- The student produces Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers.
- The student acquires information from authentic sources in Spanish.
- The student is aware of some cultural perspectives of Spanish-speaking peoples.¹⁹

Evidence

In this context, evidence comprises “observable work products, which can be evaluated to substantiate intended claims.”²⁰ The successful AP Spanish Language student can:

- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the Spanish-speaking world.
- Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world.
- Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.
- Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue, with control of grammar and syntax.
- Describe, narrate, and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.
- Use information from sources provided to present a synthesis and express an opinion.
- Recognize cultural elements implicit in oral and written texts.
- Interpret linguistic cues to infer social relationships.
- Communicate via Interpersonal and Presentational written correspondence.
- Initiate, maintain, and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Use language that is semantically and grammatically accurate according to a given context.²¹

19. 2009–2011, *AP Spanish Course Description*, 6.

20. Robert J. Mislevy, Russell G. Almond, and Janice F. Lukas, *A Brief Introduction to Evidence-Centered Design* (College Park: College of Education, University of Maryland, 2003).

21. 2009–2011, *AP Spanish Course Description*, 6.

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It should be possible to make the above claims with regard to various aspects of the student's ability to use Spanish. By extension, the evidence supporting the claims should represent those various aspects of the student's ability to use Spanish.

Integration of the Standards for Foreign Language Learning in the AP Classroom

In this section, G. Liliana Smith, an experienced AP teacher at Weston High School in Massachusetts, provides her perspective on the national standards for world languages developed by the American Council on the Teaching of Foreign Languages (ACTFL).

Spanish classrooms are always replete with life and creativity. The workshops and courses that I have attended reflect how my colleagues across the country and abroad continually seek ways to create a warm atmosphere that allows their students to blossom, not only academically, but also as individuals. Our latest challenge as AP Spanish Language teachers is to understand how the new exam format works in congruence with other initiatives, such as the *Standards for Foreign Language Learning*.

Beyond the content and complex explanations of verbal tenses and moods, ideally our students experience formative moments in their lives in our Spanish classroom. Multiple projects throughout the world language sequence have asked students to describe their daily lives and discuss their plans for the future, and offer their suggestions, concerns, and wishes to provide experience using “reflexive verbs, future tense, subjunctive, and conditional.” These exercises give students the opportunity to explore themselves as individuals and as members of the human community.

The *Standards for Foreign Language Learning* require that Communication, Cultures, Connections, Comparisons, and Communities be present in our courses. The greatest goal of these standards is to develop students “who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.”²² Within this broad perspective, it is imperative that we try to incorporate practices that will connect our students with the world in an authentic context and develop communicative competence. In other words, we should incorporate real life into academic settings.

The national standards reflect what our students should be able to do in a world language program. Instead of referring to a list of prescriptive topics that should be covered, the national standards discuss performance, where all knowledge is implicit and brought to life in real and meaningful contexts.

The changes to the AP Spanish Language Exam that were implemented in 2007 reflect many of the best practices that teachers have been using in their classrooms. We often use television broadcasts, newspapers, radio announcements, informative brochures, and other media as reading or listening material, helping our students to become more aware of their surroundings and the world. Spanish then becomes more than just a class but a necessity, a solution, and a bridge to build communication and understanding. The language is not only a target but also a tool to acquire knowledge about the world.

In that spirit, I would like to present ACTFL's “Five Cs” (Communication, Cultures, Connections, Comparisons, and Communities) that comprise the goals of language learning identified in the national standards. Additionally, I propose a few activities and make possible connections with the different sections of the AP Spanish Language Exam.

22. *Standards for Foreign Language Learning: Preparing for the 21st Century*, 2.

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.²³

The national standards are comprehensive and invite creativity. The AP Spanish Language Exam incorporates the communication strand in several tasks. Through the integration of language skills, the Presentational writing task provides students with the opportunity to show their full understanding and mastery of the language. While answering informal speaking prompts, students can demonstrate the extent of their linguistic abilities in a conversational setting.

Some suggested activities in the target language that students can do to prepare for these tasks are:

- Responding to a prerecorded conversation
- Leaving a message using a recording device
- Making reservations at a local restaurant
- Speaking with a doctor in order to describe an illness
- Conversing with a Hispanic guest speaker and performing an interview
- Listening to archived files such as news reports and interviews on the Internet
- Listening to songs and inferring the storyline
- Reading magazines in Spanish (e.g., *National Geographic*) and gathering scientific data
- Accessing newspapers from different countries through the Internet and reporting back to the class on the most important events (social, national, political)
- Reading short stories by authors from various countries and writing alternative endings to the stories (e.g., Cortázar, Borges, García Márquez, Arreola, Ocampo)
- Writing a journal and choosing a partner in the class with whom to correspond (the partner may give advice, praise, and/or dissuade)
- Presenting weekly reports to their classmates about different topics such as music, important artists, fashion, relevant events in history, etc.
- Recording their voices and presenting a radio newscast
- Creating a video report about events in the school

23. *Standards for Foreign Language Learning: Preparing for the 21st Century*, 3.

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Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.²⁴

The AP Exam connects to the cultural component by using authentic materials that reflect daily life, as well as cultural practices, in Spanish-speaking countries. By the end of a world language sequence, our students have learned different aspects of the cultures of Spanish-speaking countries. Many projects can show them that practices, perspectives, and products are related. Music can play an incredibly valuable role in this process, not only for the variety of vocabulary, but also for the many implications of colloquialisms and beliefs. Cumbia, tango, contemporary rock en español, vallenato, and salsa may be included in the AP classroom. You will likely see surprising growth in students' understanding of culture and improvement in their listening and pronunciation skills. Students may also bring songs of their preference in different rhythms and show their peers how to dance. Visiting museums and analyzing art using the target language is another way to facilitate cultural contacts. Or, visit museums online to take tours or look at masterpieces. Other ideas for student activities include:

- Researching recipes and the origin of ingredients from different countries, and preparing them either at home or school (depending on the complexity)
- Taking a field trip to Hispanic markets to buy ingredients for recipes
- Creating a display of foreign currency and converting it based on current exchange rates
- Reviewing movies to gauge cultural similarities and differences
- Listening to the news on the radio and discussing current events
- Analyzing television commercials and radio ads

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.²⁵

Students can gain an understanding of the world through the target language and acquire knowledge of other disciplines through their Spanish skills. In the AP classroom it is very important to facilitate an immersion atmosphere, where students can access information about the world that might otherwise remain unknown. Student activities that reinforce the Connections concept include:

- Researching countries where Spanish is spoken and presenting the findings to the class (reports may analyze the social, political, and economical circumstances of those countries)

24. *Standards for Foreign Language Learning: Preparing for the 21st Century*, 3.

25. *Standards for Foreign Language Learning: Preparing for the 21st Century*, 3.

- Reading biographies of important people (writers, philosophers, artists, scientists) and assessing the impact of these people on our daily lives
- Researching international organizations and their functions (depending on the school, students could gain community service hours through their service to those institutions)
- Studying the architecture and its influences of Hispanic countries
- Attending a lecture in the target language
- Researching Spanish databases in Spanish on the Internet
- Preparing and presenting a project on a biological, historical, or geographical topic

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.²⁶

This strand will help students greatly with paragraph and sentence completion tasks, as they can analyze the essence of the language. Often, these comparisons create a sort of parallel learning, where students discover how to infer and deduce meaning and/or the part of speech from the roots or endings of the word. Their background knowledge helps them to visualize commonalities and differences.

Needless to say, studying cultural aspects is always a high point in our classroom, where we devote time to learn about holidays, traditions, beliefs, and customs. These comparisons of the target culture to the student's culture create richness in our lessons and engender deeper learning. Possible student activities are:

- Reading scientific documents and looking for cognates
- Creating a connection between Greek and Latin roots and their influences on English and Spanish
- Reading editorials from newspapers in Spanish about current events and analyzing the differences and similarities with a local newspaper using a Venn diagram
- Looking at important milestones in life (e.g., birth, puberty, marriage, parenthood, death) and how they are celebrated in different countries
- Studying the revolutions and/or independence movements in different countries

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.²⁷

²⁶ Standards for Foreign Language Learning: Preparing for the 21st Century, 3.

²⁷ Standards for Foreign Language Learning: Preparing for the 21st Century, 3.

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This is one of the most important standards that can be addressed in our classrooms. With the advancements in technology, students can extend their reach and exposure to other cultures well beyond what students could do just a generation ago. Television, radio, the Internet, chat rooms, and MP3 players are at our service. Student activities that reinforce the Communities concept include:

- Participating in a traditional pen pal program or e-mail exchange with native speakers
- Joining a program that helps communities in need, simultaneously satisfying a community service requirement
- Offering services as translators at a local hospital
- Participating in study-abroad programs
- Taking trips to ethnic restaurants or markets

—G. Liliana Smith, Weston High School, Weston, Massachusetts

The AP Spanish language curriculum leaves much room for creativity. Integration of various authentic materials in your course will not only reinforce the national standards but will also enhance your students' interest and give them a variety of experiences. The following chapters contain valuable teaching strategies and numerous activities that you can adapt to your class.

Chapter 2

Advice for AP Spanish Language Teachers

Who are the students in an AP Spanish Language course? What do they need to know? How does an AP teacher prepare them for the tasks ahead? In this chapter AP teacher Laura Zinke shares strategies and advice to help you prepare for a rigorous and exciting year. The AP classroom is an environment where students learn to think critically, develop good communication skills, engage in creative projects and, most important, prepare for university course work or the workplace. Teaching an AP Spanish Language course is no longer about teaching mastery of isolated skills. Today's course is a combination of modern pedagogy and of real-world situations and circumstances, reflecting an integration of the Interpersonal, Interpretive, and Presentational modes of communication. Each student will measure success in a different way, but each one will be able to achieve his or her goals provided two important factors are present—motivation and hard work.

Planning an AP Spanish Language Program

All students should have equal access to your program. The College Board's statement on equity and access (see page vii) is very clear: everyone who is prepared and willing to work hard is welcome. A successful AP program demonstrates a shared philosophy involving all the Spanish teachers in your department. Collaboration with other teachers is invaluable and will help greatly in addressing the evolving needs of students.

Scope and Sequence of the Spanish Language Program

An AP Spanish Language class is not just a one-year Spanish course; it is part of a strong and carefully crafted program, extending over a minimum of four years, where students develop their language skills throughout high school. Communicate often with the teachers of the beginning-level courses, as they are the key to the foundation of your program. It is in their classrooms that students will learn the skills, strategies, and techniques that will enable them to be successful language learners as they progress through *your* program.

Scope and sequence are important in the skill development process, and all Spanish teachers need to help students in their skill progression and be cognizant that these building blocks provide a foundation for success in the future. There must be scaffolding of information throughout the entire Spanish program, and this can only be accomplished through departmental articulation.

As with your individual course, all Spanish teachers should begin with the end in mind. Working together as a group, make a list of all the expected outcomes for students and consider all the resources available to teachers. Develop a chart showing when each resource will be used so as not to repeat particular

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activities and to better develop students' skills along the way. The use of telenovelas and videos across the curriculum offer a good example. In my department, we have generated a list of all available videos, evaluated their level of difficulty, and decided at which level—first year through AP—we will incorporate each one. We work together to create an activity that is appropriate for each level and builds on the foundation that will prepare students for success in AP Spanish Language. We also give students the same departmental exam in levels I, II, and III. In the fall, prior to introducing any new information, we prepare brief review lessons for students at all levels. This recycling and scaffolding of information helps to prepare students for the work ahead. As you progress through the year, and before presenting a new topic or concept, make a connection to previously presented material. This technique helps students to better understand the new concepts. Students will not only feel more comfortable and confident, they will also build on and improve their skills from year to year.

Many schools create Vertical Teams to facilitate this scaffolding process. A Vertical Team consists of teachers of a single subject from middle school to the AP level. The team works together to ensure that the instruction at all levels gives students the academic skills they need to succeed in an AP course. Everyone benefits from an established and formal Vertical Team that fosters a consistent approach to the subject and resource sharing. There are three College Board programs that support this process. Vertical Teams in World Languages is a workshop that brings together the necessary stakeholders and provides a framework for the articulation process. There are also two Pre-AP initiatives available for both middle school and high school teachers. Pre-AP: Strategies in Spanish—Developing Language Skills and Pre-AP: Strategies in Spanish—Writing Skills are one-day workshops geared for teachers in beginning-level classes. They provide an overview of the skills students need to develop to be ready for the AP Spanish Language course and exam, as well as preparation strategies for teachers.

Communication between academic departments is another important factor in the overall success of your program. Take the time to get to know other AP teachers; you will find that you share many of the same concerns and expectations across disciplines. There is much to be learned from other teachers, and many types of activities are interdisciplinary. For example, when my students read the poem “A Roosevelt” by Rubén Darío, I invite the AP World History teacher to share her thoughts on the poem from a historical perspective. This helps the students make the connection between language and social studies. During Foreign Language Week, we involve as many departments as possible: the cooking classes prepare traditional Hispanic foods, the social studies classes study at least one well-known Hispanic person from history, and the beginning-level art classes make piñatas. During each lunch period that week, we sponsor a cultural activity; for example, we play music from different Spanish-speaking countries, invite a group of folkloric dancers, and on the last day, break several of the piñatas crafted by the art students.

AP Planning at Beginning and Intermediate Levels

In this section AP Spanish teacher Ann Mar discusses Pre-AP strategies at Alamo Heights High School in San Antonio, Texas.

Our high school's Vertical Team has developed Pre-AP strategies to help students in the beginning levels of language learning to prepare for AP courses, using our existing textbooks and online resources.

Integrated skills: Have students find a short news and information article related to the current textbook chapter topic and summarize it in writing. In class, form groups of three to share their articles orally, then instruct students to write a paragraph comparing and/or synthesizing the information, citing the different sources. Ask selected students to read their summaries. Focus positive attention on writing that uses the information to draw conclusions and make inferences, going beyond mere restatement of the information.

Alternatively, after students discuss their articles, ask one person from each group to report the group's conclusions orally to the class—this is great preparation for the Presentational speaking portion of the AP Exam.

Authentic listening: Expose students to authentic listening materials on topics being studied in the textbook. There are many excellent resources on the Web. Students listen, take notes, and then explain what they understood. Have them write, or present to the class, comparisons with personal experience if no written texts are available to use for integrated-skills development.

Sources for authentic listening:

- BBC Mundo. <http://news.bbc.co.uk/hi/spanish/news>
- El Pais.com. This site has some free content, even though the subscription costs money. www.elpais.es/multimedia.html
- *Nuevos Horizontes*. This Spanish-language radio program and educational outreach is supported by the University of Illinois (three-and-a-half-minute radio programs with topics of interest to Hispanics in the United States: lots of health news, some cultural information). www.nuevoshorizontes.org
- Radio Exterior de España. www.rtve.es/rne/ree
- Radio Naciones Unidas. The site includes a variety of news and cultural topics from around the world. www.un.org/radio/es
- Tierramérica. Material on this site addresses the environment and sustainable development. www.tierramerica.net/radio/audio.shtml

Preparing for Interpersonal tasks at the lower levels: Our level 1–3 textbooks teach functions like those contained in the AP Exam's Interpersonal writing and speaking tasks but do not include the Spanish terminology to talk about the functions. Our Vertical Team has started teaching these terms at the lower levels, using AP-style prompts for writing and speaking tasks.

Interpersonal speaking: Adapt textbook role-playing tasks to replicate the Interpersonal speaking/simulated conversation task on the AP Exam. Write functional descriptions in Spanish, and have partners play the roles. Alternatively, students can prepare, write, and record half of the conversation, then trade cassettes with another student. If students give permission, you can keep the best recordings for use in future years.

Interpersonal writing: Adapt textbook writing prompts, using functional terms in Spanish, to a format similar to the Interpersonal writing task on the AP Exam. Be sure to teach the Spanish words for these functions, which are often presented in English as part of the chapter objectives. Evaluate by using an existing textbook rubric, or develop a Pre-AP rubric that assesses completeness of tasks, coherence of communication, appropriateness of register, grammatical accuracy, and richness of vocabulary.

Commonly taught functions in Spanish:

saludar
despedirse
invitar
aceptar/rechazar una invitación
ponerse de acuerdo
hacer planes
presentar a una persona

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pedir/dar información
hacer preguntas
pedir una aclaración
expresar preferencias y gustos
describir
quejarse
pedir una disculpa
pedir/expresar una opinión
expresar el acuerdo/desacuerdo
reaccionar
pedir consejos o recomendaciones
comparar
mostrar el interés/la indiferencia
narrar
hacer predicciones
advertir
dar instrucciones
mandar
persuadir
negar
expresar duda/certeza
expresar los sentimientos
expresar la conjetura
ofrecer felicitaciones

—Ann Mar, Alamo Heights High School, San Antonio, Texas

Classroom Environment

The atmosphere of your room sets the stage for your program. Create a warm and welcoming room, an environment that generates enthusiasm and motivation, and a place where only Spanish is spoken. Unless there is a scheduled faculty meeting, I usually eat lunch in my room where informal *tertulias* take place almost every day. Students generate the conversations and topics. They discuss weekend plans, upcoming school activities, and even homework assignments. On Fridays, we schedule a formal *tertulia*, and many times the Spanish National Honor Society will sponsor lunch. Here we have a set agenda, such as discussing the literature piece we are studying that week, preparing for an exam, or holding tutoring sessions. As a part of their service for the year, the members of the Spanish National Honor Society help with the Friday tutoring sessions.

Bring the language to life by incorporating culture into your classroom. Decorate your room (many embassies will provide free posters for this purpose) and display your students' work. Music is vital, and I play it as often as possible. I have a collection of CDs, and my students are welcome to select the music. Students always share with me that they learn a lot of new vocabulary by listening to songs and discussing the lyrics. I also have a wall of fame of sorts, "Noticias Extraordinarias," where I post not only excellent papers and assignments but also articles about my students that are published in the school or local newspapers. Students are appreciative when you recognize their hard work and achievements.

The Roles of Students, Parents, Counselors, and Administrators

To orient my students to their AP class, I distribute the syllabus on the first day and we carefully review all the course requirements and expectations. Attached to the syllabus is a contract—an agreement to be signed by students, their parents or guardians, and me, indicating that they agree to these rules and expectations. I have found that this practice prevents misunderstandings. I want students to know that they must be active participants in the learning process. They must come to class every day prepared to learn, to participate, and to engage others in the learning process. The level of their involvement is the key to their success.

Every stakeholder is important to the success of the program, though parental involvement is one of the most critical factors. Therefore, it is important to clearly articulate the AP expectations and standards to them. Most of my AP students are enrolled in more than one AP course and, as a result, many parents and guardians are concerned about the amount of time that is involved and the effect that it could have on their child's GPA should he or she receive a lower grade. Our counseling staff provides excellent services and advice for parents, explaining that grades are only one factor in the college admission process; the rigor of their students' courses throughout high school, as well as student involvement in community service activities, also play a significant role.

The first opportunity that I have to meet with parents is at our school's annual open house. I provide them with a copy of the course syllabus, and we discuss grading policies and my expectations for the course. I encourage them to frequently view their child's grades online and to communicate with me as soon as they have any concerns. Posting grades online is one of the most valuable tools that our district provides; it reduces the number of phone calls from parents and also gives them a snapshot of their child's performance from week to week without having to wait until they receive the quarterly progress reports and report cards. At several intervals throughout the year, I send home a postcard or a short note informing parents about a particularly good test score or an excellent project that their child has just completed. This simple gesture is extremely well received.

Counselors can be your greatest advocates because they recognize and value the importance of studying a world language. We recruit our counselors to help us during Foreign Language Week and also in the administration of the National Spanish Exams and, of course, the AP Exams. Educate your counseling staff; help them to understand the AP course expectations and requirements and how to schedule students. As an example, native speakers should not be placed in a first-year Spanish course. If your school has a large population of native speakers, it is best if you do one of two things: 1) provide a curriculum that meets the needs of this group of learners, or 2) ask them to take a proficiency test so that they may be placed accordingly into your curriculum. Often, even native speakers will not be ready for the AP Spanish Language course. In our experience, these students most often feed into the third-year course, the class prior to AP Spanish Language. On our campus we have been able to address this need by offering two distinct courses, Spanish for Native Speakers I and Spanish for Native Speakers II. Native speakers have much to offer your program but will not feel challenged or comfortable in an environment that is not tailored to their needs.

Administrators also play a vital role in the success of your AP program. Communicate frequently with them and clarify the expectations and standards of your course(s). Give them a first-hand look at your students' achievements by inviting them to visit the classroom and attend a Spanish National Honor Society meeting and induction. Express to them the importance of articulation and the need for staff development, specifically by allowing teachers to attend AP workshops and summer institutes.

Resources and Opportunities for Teachers and Students

It is essential that you stay up-to-date in the field of second-language acquisition, current events, and opportunities for both you and your students. As a teacher you have several options available:

- The College Board offers many one-day workshops and week-long summer institutes. Both are invaluable professional development experiences.
- Familiarize yourself with AP Central (apcentral.collegeboard.com); it is “The Source” for up-to-date and accurate information about the AP Program and also offers a broad array of content specific to AP Spanish Language. The AP Spanish Language Course Home Page provides access to all course-specific information. You can reach it from the AP Central Home Page by clicking on *The Courses* in the left menu bar and then on *Course Home Pages*. The course home page is an invaluable resource for all AP Spanish Language teachers, and you should check it regularly for updates and news about the course and exam. In addition to a downloadable version of the Course Description and information about the AP Exam, you will also find class activities and games, lesson plans, sample syllabi, articles, and professional development information.
- Join the AP Central Spanish EDG (electronic discussion group); this venue provides a steady stream of postings and discussions related to Spanish. Like most of the professional organizations, FL Teach also has an EDG that is worth joining (<http://www.cortland.edu/flteach/flteach-res.html>).
- Take advantage of your local and state world language associations; they offer many events throughout the year for both you and your students.
- Encourage your students to participate in extracurricular activities, such as the National Spanish Exam, sponsored by the American Association of Teachers of Spanish and Portuguese (AATSP; www.aatsp.org). The cost for this exam varies from state to state, but it is worth the investment so that your students can compare their skills with other students in their state and at the national level.
- Attend a world language conference. One of the premier conferences in the country is the American Council on the Teaching of Foreign Languages (ACTFL; www.actfl.org), held annually in November. The quality and variety of sessions offered at this conference are fantastic and invaluable to you as a language educator. AATSP also sponsors a conference every year, usually in late June or July. Many regions of the United States also sponsor language conferences (see chapter 5 for details). All the necessary information pertaining to both national and state conferences is readily available on the Internet. I encourage you to make time to participate in the process; it is a valuable professional development opportunity.

Organizing Your Course

Begin by familiarizing yourself with the program by reading the *AP Spanish Course Description* and reviewing the claims and evidence in chapter 1 of this Teacher’s Guide. Then you will be prepared to define and articulate clearly the course syllabus and develop a curriculum that accurately reflects the expected outcomes. Once you have identified the scope and sequence of your AP Spanish Language course, you will be better able to begin planning and organizing it.

Remember that this course is a work in progress, that every day will be different, and that every activity and assessment can be modified to best fit the needs of your students. Although I always prepare a monthly agenda for my classes, everyone is well aware that changes will occur. In my opinion, this flexibility is the best part of being a language teacher. Following is a list of suggestions for you to use, modify, and improve. See chapter 3 for a full discussion of course organization and sample syllabi. Above all, enjoy the course! Your students will be captivated by your energy and commitment, and they will be more motivated to work hard and persevere during the challenging year ahead if they feel that you are also actively involved in the process.

Choosing Themes to Structure your Course

It is important that the content of your course and the selection of materials reflect both your interests and those of your students and that you carefully map out the curriculum semester by semester. I take a thematic approach and select course materials in accordance with the themes. I decide on the overarching themes first and then select five to cover each semester (see chapter 3 for a discussion on planning with thematic units). Some of the themes that I have taught over the years include: *el medio ambiente*, *la moda*, *la música*, *los estudios secundarios y universitarios*, *el mundo hispano*, *los viajes*, *las relaciones personales*, *la familia hispana y sus costumbres*, *el consumismo*, *la salud*, *la historia y el arte*, and *comidas tradicionales*. I then think about the major topics that we can discuss in class, thematic activities, and what resources I will need. Select themes that you enjoy teaching, and ensure that you have plenty of related activities before you begin detailed planning.

On a daily basis, I attempt to incorporate and integrate the three modes of communication: Interpersonal, Interpretive, and Presentational. It is also important to reinforce information previously covered. These building blocks will help your students make the connection between the material they have already learned and its practical application to the new concepts. As I prepare for each theme, I select activities that will complement what we are learning. Change is good, and I recommend that you introduce a new theme every year. The two most important factors for you as the instructor are preparation and organization; keep your resources and activities together and well organized, as this will also help you to reuse, integrate, and cross-reference many of the themes that you will teach throughout the years.

Using Authentic Resources

In each thematic unit, I use a variety of authentic resources. Because comprehension of such resources is a skill that is acquired over a period of time, this can be a challenging task for students. I use several different activities and strategies to help students feel successful. To prepare for the AP Spanish Language Exam, students must have constant exposure to a plethora of authentic material, both audio and printed. There are many resources available free of charge on the Internet (see “Selecting Authentic Audio Sources” and “Selecting Authentic Print Sources” in this section). Also, most textbook series now incorporate authentic sources such as video clips, newspaper articles, and works of literature from the beginning levels. As the instructor, your role is to select sources at the appropriate level for use in the classroom. Use strategies that will enable students to understand the material, such as exposing them to regional accents from all Spanish-speaking countries. Do not shy away from challenging selections. Instead, break them down and structure activities that will help students comprehend the higher-level information. As you work to integrate skill development throughout the year, it is important to create lessons that focus on all the language skills.

Selecting Authentic Audio Sources

Locating good, authentic audio sources to support the themes you use to structure your course can be a difficult task. After I find a segment that I want to use, I structure activities that will assess my students’ comprehension and enable them to build confidence in their abilities. My goal is to incorporate the Interpretive mode as often as possible via listening and/or reading. Many excellent authentic resources are readily available on the Internet, free of charge, such as:

- British Broadcasting Corporation (BBC) has a program called *El Mensual* that features live radio broadcasts, current news articles, and even music videos. It includes online exercises and many activities that you can print and use with your students. <http://news.bbc.co.uk/hi/spanish/news/>
- Radio Nacional de España is another source for live broadcasts and current events and allows students to hear other regional accents. www.rtve.es/rne/envivo.htm

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- Radio Naciones Unidas offers a wide variety of topics from many Spanish-speaking countries. It includes up-to-the-minute news as well as archived newscasts. You can download the files to your computer and play the sound bites in class or in the language lab. Students can access the material from home. www.un.org/radio/es/

There are also some excellent resources available for sale:

- *Puerta del Sol*, my personal favorite, is an audio magazine on CD or cassette that includes a full transcription of the broadcast. It is suitable for advanced classes and contains authentic language from Spain. The study supplement that accompanies each program may be purchased separately. This product is published by Champs-Elysees and can be viewed online at www.champs-elysees.com.
- *Nuevos Horizontes*, at www.nuevoshorizontes.org, is another valuable source. The Web site offers two Spanish language radio shows that are free of charge. This program provides information that is relevant to the Hispanic population living in the United States and Latin America. The segments range about two to three minutes in length. CDs are also available for purchase. I begin each new segment by playing the entire selection at least twice before I ask students to complete an exercise or task related to the segment. I then break the selection down into parts and elicit information from the students as we deconstruct the material. Sometimes I have a prepared list of questions that the students answer either orally or in writing as they listen to the selection. One way of incorporating the Interpretive and Presentational modes is to require students to record an oral summary. After listening to a selection several times, students are given two minutes to prepare for a two-minute oral summary. They must provide concrete details from the selection, not just opinions or generalizations. This exercise requires students to listen and synthesize specific information.

It is important to teach students how to listen for and acquire information from these authentic sources. One common approach is asking them to take notes as they listen. The pitfall here is that they may spend too much time capturing the information on paper and not enough time really learning the material. One strategy that I frequently use to help students improve this receptive skill is “mapping.” I prepare a diagram for each activity, and they must complete the map as they listen for the information. Another strategy that helps students improve listening skills is to have them categorize information as they listen. I make a list of the categories and ask students to complete the grids with the correct information; this allows them to sort the information in a logical way.

As my students prepare for the assessments I have created, they are often allowed to use their list of vocabulary words. My goal is to help them learn the vocabulary words and use them in context, and the list technique enables them to internalize the new words and use them not only with confidence but also with precision. Sometimes I pair students randomly or in groups of three to prepare a written summary of the audio selection. During the first semester I allow them 10 minutes to confer and discuss the selection and compare notes, and 10 minutes to compose the written summary. In the second semester I limit their conference time to 5 minutes and their preparation time to 10 minutes.

Using Podcasts to Teach Listening Comprehension and Speaking

In my AP course I ask my students to use iTunes® (digital media application for playing music and videos) to listen to a variety of podcasts in Spanish and Audacity® (software for recording and editing sounds) to record their voices, according to the nature of the assignment given. Both applications are free to download and work in Mac and Windows platforms.

These assignments are basically done via e-mail, with students answering questions that I have recorded and sent to them. Students can also read an assigned or self-selected article from the Web, record a summary of it, and send it to me. Another variation is to send students a picture or a video clip. They then reply in writing or with a recording, either telling me a story about or summarizing the content of the e-mail.

My students really like this method of participation, because at the beginning of the course they are still afraid to talk in front of the whole class. These assignments help them to gain confidence, and subsequently they are more willing to use Spanish in and out of the classroom.

—David Barragán, Westminster School,
Simsbury, Connecticut

Selecting Authentic Print Sources

As I discover good audio sources to support my course themes, I integrate the other skills to complement the audio selection. For example, after listening to an excerpt for homework, students are required to find a related article online. They then write a short paragraph, approximately 80 words, comparing and contrasting the information from the audio source. When students return to class the following day, they work with a partner to orally summarize their article and discuss their comparison. Three good sources for printed articles are Prensa Escrita (www.prensaescrita.com), Zona Latina (www.zonalatina.com), and The Paperboy (www.thepaperboy.com). All of these Web sites offer a selection of newspapers from every Spanish-speaking country. Few students, if any, ever select the same article, and it helps me to put together a library of resources for future years.

Teaching Strategies

Developing Writing Skills

Good writing is mastered over time, and students will benefit if they write often, in class and at home. As the class works to develop the thematic unit, I prepare a series of writing activities to complement and integrate the other language skills. Prior to students writing a formal essay, I spend at least one class period discussing the elements that must be present. We strategize during our prewriting activities. For example, the class prepares an outline and decides on the concrete details that we will develop to support the prompt. We write together the opening paragraph and one supporting paragraph and then focus on what details should be included in the ending. We discuss what constitutes complex sentence structure and how it must be present in the essay in order for them to receive a high score. I also provide a list of transition words and phrases so that students can work on using complex sentence structures.

When students write and submit a formal essay, I include an editing step to provide them with additional writing opportunities. After students have submitted their essays, I read and score them appropriately using the current AP Interpersonal and Presentational Writing Essay Scoring Guidelines (see chapter 4). I do not provide the answers for the students; rather, I circle the errors, and they review my comments and rewrite their essays making all the necessary corrections. Students have two or three days to edit their essays, during which time they can meet with me to discuss any comments that I have made or ask any questions that they may have during the revision process. I also keep a running list of all the errors that students make from week to week. When I return the essays, I review with the entire class three or four of the most common or egregious errors. Students are required to keep track of these errors and try to avoid them in the future. If I continue to see the same patterns of errors, I will take note of this in their final essay grade. For example, students who have not taken the time to correct their errors or review the list will not receive any credit for rewritten essays.

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At the beginning of the second quarter, I introduce my students to essays that mirror the format of the free-response questions on the AP Exam. During the first semester students complete most essays at home; in the second semester we do in-class timed essays. This can be very challenging for students, as they are accustomed to using dictionaries and other sources at home. Although it diminishes the amount of class time that I have, it is important for students to work under time pressure to best prepare for this part of the exam.

Another assignment I give regularly is journal writing. Students keep a journal throughout the year. Each week they select a topic from a list I have provided and write an entry of at least 200 words to bring to class on Friday. I score this as if it were an essay, and I respond to the students' comments and/or opinions. Journal writing is an excellent way for students to discuss and write about a variety of topics of interest to them. Sometimes I distribute the journals to other students in the class to score and respond to the entry. Not surprisingly, the first time we do this there is a great deal of resistance. As students get to know each other and work together, however, they become less intimidated by their peers and enjoy the interaction that transpires.

There are many simple, informal, interpersonal, and fun writing assignments that you can incorporate into your lessons—writing a postcard, sending an e-mail message, and creating a recipe are activities that I have assigned to my students. Sometimes I work with the ESL teachers to create a partnership between their students and mine. The students from each class participate in a weekly e-mail exchange throughout a semester. One week we write our messages in Spanish, and the following week we write in English. We select a topic for the week, and students have until Friday to hand in a copy of the e-mail message that they sent and the response from their partner. I do not score these messages formally, but my students receive a weekly participation grade. At the end of the semester, we get together for lunch as a group so that the students have an opportunity to meet each other. Many students have cultivated friendships through this activity. Additionally, it is an excellent way of incorporating the Communities standard in your course.

Strategies for Teaching Composition

In this section Professor Maria Zielina describes successful strategies to develop writing skills that she uses with her classes at California State University, Monterey Bay.

“I don't know what to write, really.”

This is the most common phrase that an instructor teaching composition is going to hear. It has become, however, my favorite saying. I use it over and over again in my composition classes and literature courses to stimulate students to overcome their hurdles to writing. When I hear this familiar lament, I ask students to explain why they feel unable to write. By demonstrating to me why it is not possible for them to carry out the assignment, they develop skills that are essential to the writing process—identifying the problem or main idea and the goal, building vocabulary, analyzing and evaluating material, and drawing conclusions. By dissecting their perceived inability to write, students learn the very traits necessary to draft successful compositions.

Below is a series of beliefs often held by students who claim they do not know what or how to write. Using these ideas as starting blocks can help them to utilize many of the elements necessary to improve their composition skills.

Not Understanding What the Instructor Wants

Students may claim that they do not clearly understand what is expected of them. Identifying the problem and what tools they need to achieve their goal is an essential first step of any composition. Students can do this by explaining what they need in order to complete the assignment successfully.

For example, do they feel that it is helpful to have instructions written in both the target language and English? Is it beneficial for the teacher to present more examples or model certain ideas or tasks? This exercise will benefit students when they approach any writing assignment.

Limited Vocabulary

Many students feel that they have insufficient vocabulary to express their ideas or that they have forgotten words they learned in the past. This is a perfect occasion for the instructor to ask them to write several sentences about that problem. For example, some students might explain that their course work has been interrupted and that they need a vocabulary refresher. Ask them to explain how they will improve the number of words and expressions they know. This activity not only strengthens their vocabulary, but students use an approach expected of them in any composition or written analysis—description. In addition, they can be asked to complete the following sentence: “My writing does not reveal my level of sophistication or knowledge of the specific subject because . . .” This exercise is likely not only to lead students to use an “if” clause or parallelism (and thereby to employ important grammar), it also stimulates their creativity.

Difficulty Expressing Ideas Under Time Pressure

Many students run into a conflict in choosing between fully expressing their ideas and working within the time parameters set forth in the classroom. This common struggle can be used to sharpen their evaluative skills. You can ask students to analyze, for example, the circumstances under which dictionaries are most useful: inside or outside the classroom, during tests, or only in homework assignments. Ask students to assess whether dictionaries assist them in organizing their thoughts and completing assignments, or if they disrupt students’ writing tempos or cause them to lose track of their ideas. In this exercise students have to think critically, which will serve them well when evaluating ideas in their future compositions.

Competing with Native Speakers

The presence of a native speaker in the class could be a source of intimidation for certain students. Some might also feel it decreases their chances of receiving a good grade in the course. Native speakers, however, are a valuable resource because they use unfamiliar words, colloquialisms, and imaginative constructions. By exploring their views on the presence of native speakers in their classroom, students can use another useful composition tool—comparing and contrasting.

Finally, in every composition assignment I ask my students two questions: “Why do you believe that your composition should be considered a good one?” and “Why and how does your text fulfill some of the learning outcomes sought for the class?” In answering those questions, students are invited not only to write a conclusion but also to pay attention to their main idea. Additionally, I’m inviting them to identify their audience and appropriately tailor their writing to the target reader.

Utilizing the above strategies with students who feel unable to write permits me to realize one of the most important goals of composition class—helping students organize their ideas without diminishing creativity, content, or accuracy.

—Maria Zielina, California State University, Monterey Bay, California

Using a Variety of Activities and Assessments

Differentiation of instruction is extremely important at all levels of language learning. Therefore, I prepare a variety of activities and assessments and use different resources and techniques that incorporate as many different learning styles as possible.

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To help students with Interpersonal and Presentational skills, for example, I have a collection of pictures from magazines, the Internet, and even some photographs taken during my travels abroad. I use them as prompts for Interpersonal and Presentational exercises, such as short, impromptu speaking activities. In one case, my students select a picture and have 30 seconds to describe it and/or generate an interesting story about what it portrays. If we do this in the language lab, their responses are recorded, and I use the AP Scoring Guidelines to grade them.

The Class Oscar

There are many opportunities for dialogue and individual presentations in the modern language classroom. Students should speak in front of the class so that they get used to real-life situations. One way to encourage students to do their best in these presentations and to add emotion, gestures, and imagination to their dialogues is to announce, at the time the assignment is given, that the best student or students will receive the “Class Oscar.”

The trophy does not have to be anything fancy. I use a three-by-five-inch block of wood with a picture of a person resembling “Oscar” on the front and the names of past winners and their school year on the back. The award sits on my desk, and students enjoy reading the names and remembering their classmates’ presentations.

After students have finished their dialogues, they nominate their favorite performers. These names are written on the board, and the class votes for its choice. When a winner (or winners) is selected, the student writes his or her name on the block of wood and gives a short acceptance speech. This has made dialogue presentations more fun, and because students must listen to their peers, they develop their aural skills, too.

—Sandra Franco, University High School,
Tucson, Arizona

I do not spend every period working with the current theme. As an example, every class is scheduled weekly for the language lab. My students participate in a variety of activities that include watching telenovelas; in our Spanish III class we view the series *La Catrina y La Catrina el Ultimo Secreto*, which is a story about a young lady from Los Angeles who spends a summer as an exchange student in Cuernavaca, Mexico. This is an excellent way to integrate the teaching and learning of listening, speaking, and writing skills. Students respond either in writing or orally to a series of questions that I have prepared. They also give oral summaries of every episode in class and write summaries at certain intervals. If the class is large, I have two students summarize each episode.

We also listen to songs, which expose students to large amounts of vocabulary. In our language lab, we have the ability to text-synchronize the music to the lyrics—karaoke in Spanish. Not only do students love this activity, it is a very effective teaching tool. As they learn to recognize the songs, they start to sing along with the music. Many times I will present a song to the class with the purpose of reviewing a certain grammatical structure. We listen to the song and deconstruct the lyrics; students discuss the theme, and we analyze the use of grammar in the song. This is a great way to review verb tenses, for example. I have also text-synchronized many of our videos so that as students watch a video, a question appears under the conversation or documentary that they answer orally or in writing. This is another fun way to integrate listening, writing, and speaking.

Software programs, available via the Internet, provide another valuable resource for students to integrate language skills. Quia (www.quia.com) is a Web site where teachers may access exercises that have already been created and is a terrific tool for language learners at all levels. Edu-Ole (www.eduole.com), a software company from Spain, also has some noteworthy programs. Software may be purchased at a reasonable price, and the topics are generic enough to be used from year to year. There are also several Web sites (listed in chapter 5) that offer many opportunities for students to develop their skills. As you develop a good library of resources and materials, your task will be much easier.

My students also complete at least one major project per semester. Students are required to do a formal research project on a famous Hispanic person, chosen from a list I provide in the first semester. They gather information, including a timeline of this person's life. Students then write a formal research paper in Spanish and give a formal oral presentation, in Spanish, highlighting their research. The oral presentation must include a visual component. Most students use a presentation board because one of the requirements is to include a minimum of 10 pictures depicting this person's life and accomplishments, but some create a *PowerPoint*[®] presentation. In the second semester, I select from three of my personal favorites: a creative writing assignment for which students write an original children's storybook; a video broadcast that includes current events, interviews, weather forecasts, and commercials; or a music video production. Because we are fortunate enough to have the equipment to do video editing and many of my students are very proficient in this area, their videos are spectacular.

Compared to a cumulative semester exam, students generate much more interest in, and invest many more hours in preparation for, these authentic assessments. Such projects are invaluable in that they easily incorporate the three modes of communication.

Grammar Instruction

An important component of my curriculum is grammar review and instruction. If students do not have a strong foundation in Spanish grammar and structure, there will be a breakdown in communication at all levels of language instruction. This is another reason for working with your colleagues in the department. A well-planned program in terms of scope and sequence of material will enable your students to make the necessary connections in the upper levels of Spanish learning.

Grammar should be considered a tool for control of the language and communication with others, not necessarily a goal of your course. As I plan each semester, I review, reinforce, and reteach those concepts and areas of greatest difficulty for my students, such as uses of pronouns, the use of preterite and imperfect, and subjunctive versus indicative. I ask students to review the material and complete a series of exercises at home prior to coming to class. In this way they have to call on prior knowledge to complete the task. The following day we review together the homework assignment and the topic along with other activities that I have planned for the class period.

I turn every grammar review into a communicative activity of some sort. For example, if we are studying uses of present subjunctive, I have several pairs of work activities that will generate this grammar topic. I often assign what I consider basic grammar topics (e.g., perfect verb tenses, present indicative, and gender of nouns) as independent study. When I assign a date for an exam, I build in 20 minutes the day before it for questions and a quick review.

Addressing the Needs of Native and Heritage Speakers in an AP Spanish Language Course

In the following section María Elena Villalba, who teaches at Miami Palmetto Senior High School in Pinecrest, Florida, describes some of her strategies for making the most of class time for native, heritage, and non-native speakers of Spanish.

Although it would seem that AP Spanish Language would be an easy endeavor for a Spanish speaker, in reality “native” speakers come to us with many different backgrounds and experiences—some are heritage speakers, some are students who have been educated in a Spanish-speaking environment, and some may have taken a few courses in a Spanish-speaking country. It is important to consider and address the different needs of these students as we guide them through an AP course.

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Heritage speakers have parents and/or grandparents who speak Spanish, and though they may speak some Spanish in the home, English is their primary language, and most or all of their formal education has taken place in the United States. Heritage speakers do not have the full range of communication skills that would be expected of a native speaker. Many of us have classes made up of a combination of heritage and non-native speakers. Some have more homogeneous classes, either of heritage speakers or non-natives. Homogeneous classes can offer students a quicker pace, more opportunity for fine-tuning skills, and a nonthreatening atmosphere where all students understand each other. Although some might consider this homogeneity an advantage, I believe that when classes are mixed, all students win.

In a mixed class, non-native speakers can learn from the other students by listening to and observing them (different accents, vocabulary with regional variations, different cultural characteristics), and Spanish speakers can, in turn, learn *basic* language skills from their non-native counterparts. For some, this is the first time they actually study the linguistic components of their own language—things like conjugations and roots of words. At first, there might be a bit of anxiety on the part of non-native speakers, but with good management and inclusive activities, this will soon disappear. Group work that integrates both native and non-native speakers is very beneficial for all involved.

Activities that involve formal and informal writing and speaking are very important for all groups, but for native or heritage speakers, these activities must involve an extra emphasis on the use of register. The tendency is to call everybody *tú* and to use second-person singular conjugations at all times. Students should develop an understanding of proper register and get used to not using the second-person singular and certain colloquial expressions with people they do not know or in more formal situations.

In order to get students to use proper register, teachers should involve themselves in classroom activities to allow for the authentic use of *usted*. Listening and speaking activities should include phone calls, phone messages, short conversations, and role-playing. Longer types of listening and speaking activities could be formal class presentations (on culture or history, for example), defending opinions in a debate, taking the role of the instructor and teaching a lesson to the rest of the class (on grammar, reading, or culture), and describing pictures or videos. All these activities can include the Interpersonal, Interpretive, and Presentational modes if students react to each other's presentations in various ways, such as taking notes, summarizing, writing a rebuttal, or defending an opposing opinion.

Writing activities, also emphasizing proper use of register, could include writing short notes, e-mails, cards, messages, short letters, and informal short articles. Longer activities could include writing articles, book reports, essays, long letters (familiar and formal), cultural reports, and thesis papers. These, too, can integrate the three modes. Students answer letters and notes, peer-edit each other's writing, and peer-assess written work orally and in writing. Students interact by negotiating meaning through these activities.

Oftentimes, Spanish speakers also need extra guidance in spelling. The more students read and write, the more likely their spelling will improve. Guide them through the reading and writing processes just as you do for all students, but place an emphasis on the spelling of problematic phonemes. The use of *h*, *v*, and *b*, as well as the correct use of accents and punctuation are often special needs for native speakers. It is important to constantly remind students of correct spelling. When your class is peer-editing, make spelling one of the points to look for, especially if there is a pattern of misspelling certain words.

Although listening tends to be the easiest skill for native and heritage speakers to attain, make sure they fine-tune their ears to different kinds of stimuli. Radio and television broadcasts, movies, videos, and academic and cultural lectures are the various kinds of audio sources from which students should be able to summarize, predict outcomes, and make appropriate inferences. It is important that they react to what they hear (Interpersonal mode), thus showing not only that they have understood but also can respond to an aural presentation. These reactions can be manifested in writing or speaking.

Lastly, it is important to get *all* students well acquainted with the AP Exam. Students should work toward mastering each part of the exam, managing the time allotted for each task, and familiarizing themselves with the recording equipment they will be using in the speaking and listening sections. Native speakers have no extra advantage in this area. In fact, they may be at a loss with respect to their counterparts when it comes to standardized testing. Use activities that are like the ones on the exam. Allow students time to work together in groups and then exchange ideas with other groups. Individual students can also work on a simulated exam exercise at home, bring it to class, and share it with a partner or in groups. All students learn more when they feel they have some control over their own instruction. The various tasks will be very similar for all students; the main difference will be in the depth of the material involved. Although reading and listening selections can be longer and more complicated for native speakers, the way to approach them is the same for all. Let students lend a hand in the direction of the course, and their ideas will enrich it.

—María Elena Villalba, Miami Palmetto Senior High School, Pinecrest, Florida

Cultural Contacts

In this section Leslie Patiño, who teaches AP Spanish at D'Evelyn Junior/Senior High School in Denver, Colorado, describes creative ideas for incorporating cultural activities in her AP Spanish program.

Because of the changes to the AP Spanish Language Exam in 2007, I place more emphasis on writing, and students turn in journals weekly. There are three sorts of formal writing assignments. The most frequent type is a 200–250-word essay on a given topic from the list developed by AP Spanish teacher Ken Stewart, one of the syllabus contributors in this guide (go to the Teaching Strategies section of Sample Syllabus 5 to see topics from Ken's list, or visit La Web de AP Spanish at <http://it.stlawu.edu/~rgol/AP-Spanish/> for the complete list). In addition, once every four weeks, the students submit an Internet news article and summarize it, including five new vocabulary words and a brief statement of their opinion on the subject. Finally, once every six weeks, they participate in a *contacto cultural*. The goal is to encourage students to interact with the language or culture in a manner that they have not previously experienced. Due dates are listed on the syllabus, and the *contacto* can be completed anytime during the six-week period. Students in both AP (level V) and level IV do the *contacto* assignments.

Students can choose from a list of acceptable *contacto* activities or, with prior approval from the teacher, create their own. They write a brief review (50–100 words) in Spanish explaining what the activity consisted of, what they learned, and what they think about it. They must also provide a *comprobante*. After they hand in the summary, I pass out a sheet on which they record what they did on each occasion. Once a student has engaged in one kind of activity, he or she cannot repeat that particular category. They receive an automatic 40 points for completion. Points are lost only for *contactos* turned in late or those that display careless errors or lack of communication.

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Standard activities range from attending Denver's celebrations of *16 de septiembre* and *5 de mayo* to exploring music and singers. After we watched *La Bamba*, a group of students brought in various musical instruments. About 40 students got together in the choir room and sang "La Bamba" and other songs while eating *galletas maría* and *cajeta* with *yerba mate* prepared by a Uruguayan. Students can go with friends to an authentic Mexican restaurant where they have to speak Spanish to the waiters, order something not typically familiar to the average American (*huaraches*, *nopalitos*), and request a song from the mariachis. We give them ideas for songs and explain correct tipping etiquette. I try to arrange a different opportunity every six weeks during our daily 40-minute activity period at school. We have watched presentations by the local Ballet Folklórico and a Chicano theater group. After studying certain topics and watching a related movie (*La historia oficial*, *Romero*), we have invited guest speakers to class to talk about living through those times in their native countries. We had a panel presentation by parents in our school who grew up in various Spanish-speaking countries and discussed the differences and similarities among native speakers. Sociedad Honoraria activities may also count as *contactos* (tutoring at a local elementary school with a large ESL population). If parents give permission, students can watch certain R-rated movies in Spanish (*Diarios de motocicleta* and *Como agua para chocolate*), which we cannot see at school.

Student-initiated ideas have included a group salsa lesson and later, one Sunday afternoon, a *sancocho*, both organized by a Dominican exchange student. Students have attended worship services in Spanish and gone on church mission trips to Mexico. Mexican heritage speakers have gone to the Buenos Aires Pizzeria (a local Argentine-style pizza parlor). One student watched a Pedro Infante movie with his father and uncle. Another read an entire novel after we read a selection from it in class. For *comprobantes*, I have accepted restaurant and movie rental receipts, pictures (on cameras and cell phones, in e-mails, and printed copies), a candle from a *posada*, food and drink brought for the class from Mexican bakeries and grocery stores, pamphlets from *5 de mayo* booths, and notes signed by parents and pastors. And, of course, if I happened to be at the event, I likely saw the student(s) myself. Over the years, the *contactos* have become one of the most memorable parts of the advanced Spanish classes at D'Evelyn.

—Leslie Patiño, D'Evelyn Junior/Senior High School, Denver, Colorado

Student-Centered Instruction

I want my students to participate in the learning process on a daily basis, so my techniques and strategies are very student centered. It is important that everyone is a contributing member of the class. When students actively participate, they are also recycling information, which is an invaluable practice. Although I am structured in my approach to teaching, I believe that if the students are not actively involved in the process, they will not internalize the information. To achieve this balance, there are several key factors I incorporate in every class that I teach.

First and foremost, every student must participate every day in class using the target language. My goal is to ensure that students have the opportunity to use the target language in class. I believe in planning for a variety of activities so that students stay motivated and are more interested in the class. Students also receive a weekly participation grade. While this process is subjective, at the end of every class period, I note on a chart which students did not participate that day. At the end of the week these students lose participation points. The percentage breakdown for my grading system is:

Tests/Quizzes/Major Assignments (includes research projects)	25%
Written Assignments	25%
Aural Activities (including those we cover in the language lab)	20%
Classroom Participation	20%
Homework Assignments	10%

Advice for AP Spanish Language Teachers

I also stress the importance of using the language outside the classroom. Every year I provide students with a list of places and agencies where they can volunteer and actively use their language skills. As an example, we work with the Salvation Army annually to interview prospective families for the “Angel Tree” program. Children’s names and wish lists (for toys and/or articles of clothing) are displayed on ornaments at local malls so that area residents can purchase these gifts for them. It is one of the most rewarding experiences that I share with my classes, and students often return on their own to work with these Spanish-speaking families. We have also volunteered at the preschool where we read our stories to the children or even prepare lessons for their classes. I want my students to recognize the importance of using the target language in the community and make them aware of the opportunities and benefits that are available to them as bilingual members of a multicultural society.

Teaching AP Spanish Language is an extremely rewarding experience for teachers and students. As you embark on this new adventure, take time to enjoy the course and the content. Learn together with your students and remember that success is not measured by their grades on the AP Exam but rather by the richness and fullness of the entire experience. *¡Muy buena suerte!*

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Course Organization

This chapter discusses how to go about creating your syllabus. Here you will find several model syllabi developed by teachers who have experience teaching this course, or the equivalent college course, and who share some of their best practices. Remember, however, that teaching AP Spanish is a work in progress and requires flexibility. Each class is very different from year to year, and we encourage you to embrace the change and to be open to modifying your syllabus if you feel that your students need more time to develop their skills in another area. Ultimately our goal is to create highly qualified students, and to accomplish this task we must be willing to adapt the curriculum.

Syllabus Development

In the following section Laura Zinke describes how she organizes her AP Spanish Language course.

Selecting Textbooks and Other Resources

An important component of your course and the development of your syllabus is the textbook selection process. I do not use one particular textbook to teach my AP Spanish Language course; instead I enjoy incorporating a variety of sources that enable me to help my students achieve the skill level they need to be successful in my course, on the AP Exam, and in future years. There are many textbooks from which to choose, and most teachers will want to familiarize themselves with the plethora of authentic resources available on the Internet. We encourage you to read chapter 5 of this guide and to visit the Teachers' Resources section on AP Central for help in selecting appropriate materials for your course. I make it a habit to search for new Web sites, which I always review *completely* before asking my students to visit them. Because textbooks and ancillary materials can be very costly, I compile a list of all the resources that I would like to purchase for my library and make every effort to select items that will complement what I already own and use.

Planning with Themes

This section will give you a detailed description of how I plan my course. As with the sample syllabi in this chapter, my process may or may not be an approach from which you can borrow ideas for your particular teaching situation. My hope is that it will give you practical ideas and inspire you to develop your own. For me, the most important step in the planning process is to answer the following questions: What are the major topics that will be discussed in class? How will I plan them according to my academic calendar? What resources will I need to achieve my goals?

As described in chapter 2, I decide on the overarching themes first and then select five to cover each semester. Next I divide the semester into two quarters—one is 9 weeks in length and the other 10 weeks—and coordinate the quarters with the school calendar, taking into account holidays, mandatory state testing, and special schedules. Normally I cover two themes in the first quarter and three themes in the second.

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During the second semester I schedule three themes in the first quarter and two in the last to allow for some intense preparation a few weeks prior to the AP Exam. After selecting the themes for each quarter, I divide the quarters into units of approximately two weeks' duration and consider which resources to incorporate. I am not able to break down the quarters into much detail, however, until I have completed the remainder of the planning tasks.

Step 1—Introducing a New Theme: On the first day of a new topic, I write the theme on the board and ask students to break into groups and brainstorm a list of ideas and previously learned vocabulary words that relate to the topic. I also ask them to make a list of the concepts that have been learned and can be learned by studying this topic. After 30 minutes we work together to formulate a master list. We generate a list of vocabulary words, a “*banco de palabras*” by category—*sustantivos*, *infinitivos*, *adjetivos*, for example—in order to review words that the students have provided. In this way we compare lists, and the students learn from each other. This activity also reinforces the material they have already learned, making the connection and formulating a foundation for the next couple of weeks. Their homework assignment that evening is to read an article I have selected that directly relates to the theme. The next day we discuss and summarize the article in class using a list of leading questions I have prepared to elicit both comprehension and interpretive answers.

When I give the class the complete list of words, we work together as a group to define and describe them, using simple definitions or synonyms. This can be very challenging and is an excellent way of developing higher-level, critical thinking skills. Students are not allowed to simply give the equivalent word in English. The goal is not to memorize the word but to be able to recognize it and use it in context, to make it a part of their working vocabulary. Their homework assignment that evening is to define the remaining words.

Step 2—Integrating Skills: My objective is to complement the theme with audio programs: radio broadcasts, audio magazines, and videos. For example, I use a series called *Caminos Peligrosos*, an audio program consisting of 20 episodes that I weave into the course. I give students a script for the first two episodes; this allows them to learn about the main characters and familiarize themselves with the beginning of the story. Over the course of the next three weeks, the students participate in a series of activities related to this program. They begin by generating a vocabulary list. Later, they write two summaries (each one half way through the program), take a true/false quiz after every episode, and take one final exam that assesses both new vocabulary words and overall comprehension of the story. I also assign each student or every two students an aural summary for each episode. They must present their aural summary to the class the next day following the episode, prior to any discussion that we have. They may use a note card for reference but may not read directly from it. Two other sources that I incorporate often in my units are *Puerta del Sol* and *Nuevos Horizontes* (see chapters 2 and 5 for information on how to access these materials).

Next I select videos for each nine-week period and incorporate them into the curriculum. Films for the Humanities (www.films.com) and Insight Media (www.insightmedia.com/IMHome.htm) are both marvelous sources from which I purchase two or three videos each year through our school library. We often watch the videos in the language lab, which allows me to provide a wide range of activities for my class. I can ask the students to answer aurally and record their answers to the questions, I can pair them randomly and ask them to work with a partner to answer questions that I have prepared, or I can put them in groups to either respond to or generate a summary. This allows me to integrate both the Interpersonal and Interpretive modes of communication. We normally have enough time to view three or four one- to two-hour videos each quarter. It is imperative that you prepare well-structured activities that integrate the three modes of communication along the way, so as to continually develop all of the skills. These types of activities will better prepare your students for the tasks on the AP Spanish Language Exam.

Step 3—Literary Selections: At this point I select the literary pieces that I will teach throughout the year and place them strategically within each nine-week period. I use many of the short stories from the required reading list for AP Spanish Literature to complement the themes. For example, when we study *La Familia* we read “El hijo” by Horacio Quiroga and “No oyes ladrar los perros” by Juan Rulfo. Both of these are very accessible to AP Spanish Language students and generate a great deal of discussion. My students are also required to select and read an article from a Spanish-speaking country every week. They write a summary of the article. Students share the article with a classmate, and then I ask their partners to discuss the article with the class. In this way I have included the Interpersonal, Interpretive, and Presentational modes within one activity. Often I will select an article for the entire class to read, especially when it directly relates to the topic that we are studying.

Step 4—Grammar Instruction: Grammar continues to be an important part of the course; however, most often it is discussed spontaneously as a result of a short story or poem that we have been reading. This approach provides an excellent opportunity to make connections between what students have already learned and the new information being presented. For easy topics, such as review of perfect tenses, I ask students to prepare independently. On the day prior to a test, during the last 20 minutes of class, students have an opportunity to ask questions. Songs are another excellent way of teaching and reviewing grammar.

Step 5—Prepare an Agenda: The last step in the planning process is to prepare a two- or three-week agenda for the students. A significant challenge for me is to work my schedule around all the extracurricular activities that occur throughout the year, such as pep rallies, state testing, and teacher in-service days. However, if you prepare such a schedule, make every effort to adhere to the timeline—students get frustrated when they arrive in class with their work completed only to find that the schedule has been changed without a good reason.

Eight Sample Syllabi

The following syllabi offer solid approaches to teaching AP Spanish Language that will be useful to all teachers, especially those new to the AP Program. Each contains varied approaches and strategies that you can adapt to fit your personal teaching style. The two college syllabi are included to give you an idea of how this level of Spanish is taught at institutions of higher learning.

The High School Sample Syllabi

Syllabus 1. Maritza Sloan of Plano West Senior High School in Plano, Texas, is fortunate to teach in a school with a diverse population that includes a global community of native speakers of Spanish. She structures her course using 14 different themes. Ms. Sloan approaches the integration of language skills through authentic readings, both literary and journalistic, and many varied related activities. Her focus on the development of critical thinking skills is evident in her teaching strategies. Also included in this syllabus are excellent activities that can be used in any course.

Syllabus 2. Cheryl Fuentes-Wagner also teaches at a school with a diverse student population—George Bush High School in Richmond, Texas. Many heritage learners come to her AP Spanish Language class from Spanish for Native Speaker courses, and this diversity allows for unique and challenging opportunities. Her syllabus offers excellent “real-world” activities, and Ms. Fuentes-Wagner’s course objectives clearly indicate a focus on individual skill development, as well as the integration of skills.

Syllabus 3. Laura Zinke, who teaches at McClintock High School in Tempe, Arizona, demonstrates an organized and structured approach to teaching AP Spanish Language. She presents activities that are useful for students outside the classroom and integrates many authentic literary works. Her syllabus clearly reflects

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the integration of skills and comprehensive development of thematic topics. Ms. Zinke has also included three wonderful projects that can be incorporated into any AP Spanish Language classroom.

Syllabus 4. Andrea Schueler’s syllabus reflects the excellent balance between language and literature in her AP Spanish Language course at Stillwater Area High School in Minnesota. While her focus on the integration of language skills is evident, specialized literary pieces, such as the unit on Don Quijote, compliment and reinforce language study. Ms. Schueler’s unique grading methods and her excellent use of portfolios offer different and creative approaches to teaching the course.

Syllabus 5. Ken Stewart at Chapel Hill High School in North Carolina takes a thematic approach to teaching his course. He uses authentic resources to develop skill integration. His class topics, representative of our society today, are meaningful to students and reflect the varied perspectives of Spanish-speaking people. Class debates provide his students with ample opportunity for discussion.

Syllabus 6. Louis Baskinger’s syllabus offers an excellent approach to language learning. While his school, New Hartford Senior High School in Utica, New York, has a smaller student population than the schools represented in the first five syllabi, Mr. Baskinger’s course is as rich and varied as any other. Classes meet every other day, and he divides his semesters by themes that last anywhere from four to six weeks. This syllabus clearly demonstrates the development and integration of the four skills through authentic sources and a wide range of activities.

The College Sample Syllabi

Syllabus 7. Jeffrey Reeder, from Sonoma State University, is an AP Spanish Language Exam Reader and a member of the Development Committee. In 2006, he was selected as chairperson of his university’s Department of Modern Languages and Literatures. The skills that he teaches in his Spanish 300 course reflect those in the AP Spanish Language curriculum. The activities and organization presented in this syllabus can be easily transferred to the high school classroom, where students use integrated skills to read, talk, and write about content in authentic resources.

Syllabus 8. Carolyn Harris and Michael Braun, from Western Michigan University in Kalamazoo, have combined their syllabi from Spanish composition and Spanish conversation courses to offer high school teachers a complete set of varied activities that can be used in an AP class. Students in Dr. Harris’s composition class complete a variety of writing assignments, providing opportunities to develop writing skills similar to those taught in the AP class. In his conversation class, Dr. Braun uses a variety of pedagogical approaches to encourage his students to develop oral communication skills and to give them the confidence to use those skills in real-life situations.

Important Note: The AP Course Audit

The syllabi included in this Teacher’s Guide contain rich resources and will be useful in generating ideas for your AP course. In addition to providing detailed course planners, the syllabi contain descriptions of classroom activities and assignments, along with helpful teaching strategies. However, since AP courses evolve with their fields and the course requirements are subject to change, the syllabi should not necessarily be used in their entirety as models that would be authorized under the most recent guidelines of the AP Course Audit. To view the current AP Spanish Language Curricular Requirements and examples of additional syllabi, visit AP Central (apcentral.collegeboard.com/courseaudit/resources).

Sample Syllabus 1

Maritza Sloan

Plano West Senior High School
Plano, Texas

School Profile

School Location and Environment: Plano is a large suburb of north Dallas with more than 200,000 inhabitants. Most are employed by a variety of white-collar businesses related to telecommunications, electronics, insurance, and other large corporations, but no single business or institution dominates the nature of this large metropolitan area. There are several two-year community colleges and four-year universities with advanced degree programs within the Dallas area. Founded in 1999, Plano West has a diverse atmosphere where the emphasis is on educational success. It is the newest senior high school in the Plano Independent School District, serving the western end of the city. Most students live within a two- to three-mile radius of the school. They have forged a very strong academic body that strives for academic excellence. The school offers 26 Advanced Placement Program courses, including steadily growing Spanish 4: AP Spanish Language and Spanish 5: AP Spanish Literature classes. This year we have 30 National Merit Finalists, 59 Commended Students in the National Merit Scholarship Program, and 6 National Hispanic Scholars. Our alumni report that once they start college, they find themselves very well prepared and their university classes do not seem overly difficult.

Grades: 11 and 12

Type: Public senior high school

Total Enrollment: 1,841

Ethnic Diversity: Asian American, 18.5 percent; African American, 7.6 percent; Hispanic, 5.9 percent; Native American, 0.3 percent. A large number of students come from bilingual homes or speak more than one language. Asian languages are the predominant languages after English.

College Record: Out of the graduating class, 97 percent plan to attend college—85 percent at a four-year university and 12 percent at a two-year community college. Most students come from families in which the parents have had at least some college-level education. Advanced degrees are common in the community.

Personal Philosophy

For the past few years of my teaching career, I have been blessed with an ethnically diverse group of students who on a daily basis make my classroom a global community full of vibrant personalities, energy, and different points of view. Students bring with them many experiences and customs from their own cultures and are able to share them with their classmates and me—a benefit that was missing in my previous five years of teaching.

Although I am a Spanish teacher, I strongly believe that my function is not only to teach my students the target language but also to show them how to be organized, to have discipline in their learning, to try their best, to work hard, and to go the extra mile. My students must take responsibility for their own learning when they are in my classroom. As a teacher and guide whose role is to enhance their learning and spur their creativity, I make sure that they are not afraid to ask questions and to share information with the rest of the class. We all benefit from each other's knowledge. During discussion in my Spanish literature

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class, for instance, I tell students: “You are an independent reader. If you can prove the point you want to convey, I will accept it.” I am convinced that students are very creative, so most of all I want them to work together to help create a synergistic environment where they can learn from one another. My classroom is not my classroom—it is *our* classroom.

Class Profile

Plano West offers both AP Spanish Language and AP Spanish Literature classes. We have about six sections of Spanish 4: AP Spanish Language (taught by myself and one other instructor) and one or two sections of Spanish 5: AP Spanish Literature each year. Spanish 4 AP students have already had several years of Spanish-language studies. They are required to have completed Spanish 3 (preferably 3 Honors) in order to enroll in the class. However, Plano has an open-enrollment policy and wants all students to experience an AP course before they go to a university. We operate on a traditional schedule, with classes meeting every day for 50 minutes. There are between 20 and 27 students in each section. The school has one language laboratory with 30 stations, which is shared by eight teachers in four languages. Every world-language class is therefore able to conduct only one class period in the lab per week. For the AP Spanish Language class, we use listening activities from: *Abriendo paso: Lectura, AP Spanish: Preparing for the Language Examination, Español en pareja, Misterios*, and *Triángulo*, plus individual and pair activities created by the teachers. Other listening activities are carried out in the classroom, using the computer or CD player.

Course Overview

AP Spanish Language is the equivalent of a third-year college course in advanced Spanish writing, reading, listening, and conversation. It focuses on aural/oral skills, reading comprehension, grammar, and composition. The course draws on all of the students’ previous language learning and emphasizes the use of Spanish as a means for active communication. AP Spanish 4 utilizes higher-level critical thinking and focuses on the development of grammatical accuracy and fluency. The program seeks to develop useful language skills that can be applied to various activities and disciplines, rather than the mastery of any specific subject matter. The course naturally devotes significant attention to preparation for the AP Spanish Language Exam (which all students enrolled in the class are required to take), and extensive training in the organization and writing of compositions is an integral part of the program.

Objectives

AP Spanish Language class covers the Interpersonal, Interpretive, and Presentational modes in Spanish, as well as aspects of the cultures of Spanish-speaking countries. The goals of the course are as follows:

Interpretive Mode: Listening

The listening portion in Section I of the AP Exam accounts for 20 percent of the student’s grade. The students must also listen to a report, or *fuentes*, in order to complete the formal writing part of Section II of the exam. The ability to understand the spoken language, both formally and in conversation, is therefore essential in this class. Students are required and encouraged to listen to authentic sources such as news, radio shows, and TV programs on a daily basis in class and at home. In the language lab, students listen to songs, news reports, documentaries, and interviews. The main focus is to teach them to take notes, gather important data while they listen, and extract the main idea from the information presented.

Interpersonal and Presentational Modes: Speaking

The ability to speak with accuracy and fluency, using appropriate pronunciation and intonation, is also crucial. The class is conducted entirely in Spanish, and participation in the target language is mandatory. For example, after listening to a report, song, or any other listening source, there is a discussion. I use

debates, panel discussions, and simulated phone conversations to compare and contrast ideas or people in order to reinforce presentational speaking as well as natural conversations.

Interpretive Mode: Reading

In this category, I focus on the expansion and acquisition of vocabulary and grammatical structures that enable the students to read newspaper and magazine articles as well as literature with ease and accuracy. This is one of the most challenging tasks. I start the year with very short readings and comprehension questions. Little by little, the readings become more authentic, and the level of difficulty increases. Every six weeks I include a work from the AP Spanish Literature reading list and discuss it.

Interpersonal and Presentational Modes: Writing

The ability to express written ideas accurately and fluently at a high level of proficiency is another key skill that this course develops. Thirty percent of the AP Exam is devoted to writing; consequently, I spend a significant amount of time on improving students' writing abilities. I use informal writings as warm-up exercises (*prácticas de calentamiento*)—e-mails to a friend, diary entries, notes to parents or roommates, and so forth. Students have 10 minutes to complete them at the beginning of class. Because of the size of the classes, I assign formal writing projects once every six weeks, and I teach the ability to synthesize authentic listening and reading sources, such as documentaries, news reports, interviews, and newspaper and magazine articles, in a well-developed essay of 200–240 words.

Culture

Students expand their awareness of the differences and similarities among selected cultural and linguistic aspects of various Spanish-speaking societies.

Texts

For the main textbooks, I use José Díaz and Stephen Collins's *Abriendo paso: Gramática* and *Abriendo paso: Lectura*. For supplementary purposes, I also draw on the following: *Abriendo puertas: Antología de literatura en español, tomo I*; Bente, *Hoy: Conversar y explicar* (an old book that I still use because it has great vocabulary sources and some good activities); Couch et al., *Una vez más*; Díaz et al., *AP Spanish: Preparing for the Language Examination*; Dreke et al., *Español en pareja*; Gatski and McMullan, *Triángulo: A propósito*; and Magenis et al., *Misterios: Problem Solving for Intermediate Students*. See the Teacher Resources section for full publication data.

Course Planner

Each semester runs for 18 weeks. However, the seven units taught in each semester account for only 16 weeks of instruction. State testing (TAKS-Texas Assessment of Knowledge and Skills), district exams (four days per semester), and fall and spring breaks take up the rest of the time.

Note: Full references for the short titles of the readers cited here may be found in the Teacher Resources section. Throughout, *Abriendo paso* refers to the *Lectura* volume of this work, and *AP Spanish* refers to *AP Spanish: Preparing for the Language Examination*.

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First Semester

Unit	Objectives	Related Activities
1 Autobiografía (5 days)	<ul style="list-style-type: none"> • Discuss self, family, and friends in oral and written form. • Students' oral presentations and discussion in groups. • Discuss literary styles and devices in narratives. • Acquire active and passive vocabulary about <i>relaciones personales</i>. • Improve listening and reading comprehension skills. • Review basic structures in the present tense: <i>gustar</i> verbs and <i>ser/estar</i>. <p>Reading: Interviews with, or autobiographical articles by, famous people in popular magazines, like <i>People en español</i> and <i>Vanidades</i>.</p>	Read and discuss “Autorretrato” by Rosario Castellanos (in <i>Abriendo puertas</i>).
2 “El décimo” (15 days)	<ul style="list-style-type: none"> • Communicate in oral and written form in the present and preterite tenses. • Continue with vocabulary for <i>relaciones personales</i>. • Review basic structures in the imperfect, present perfect, and pluperfect tenses. • Additional review of <i>ser</i> and <i>estar</i>. <p>Reading: “El décimo” by Emilia Pardo Bazán (in <i>Abriendo paso</i>). Discuss the story and engage in pre- and post-reading comprehension activities.</p> <p>Writing: An inquiry: “Un evento importante en tu vida” (preterite tense).</p> <p>Listening and reading comprehension skills: Learn about everyday life in Spain (e.g., <i>la lotería</i>, <i>el premio gordo</i>) by listening to interviews with guest speakers from Spain.</p>	“Las medias rojas” by Emilia Pardo Bazán (in <i>Abriendo puertas</i>).
3 Los viajes (10 days)	<ul style="list-style-type: none"> • Communicate in oral and written form in the past tense. • Review basic structures of reflexive verbs, direct and indirect objects, and verbs like <i>gustar</i>. • Acquire active and passive vocabulary about <i>el turismo</i>. <p>Reading: Magazine articles about aspects of travel in Hispanic countries.</p> <p>Listening: Student-made, simulated video travelogues; “El arte de escuchar” in <i>Triángulo</i>.</p> <p>Writing: (1) Make travel arrangements. (2) Write a travel brochure that includes information about the mode of transportation, activities, landmarks, and hotels.</p> <p>Speaking: (1) Simulated conversations about making travel plans. (2) Compare and contrast different vacation spots.</p>	Use the Internet to research vacation spots.

Unit	Objectives	Related Activities
<p>4 Los derechos humanos (15 days)</p>	<ul style="list-style-type: none"> • Communicate in oral and written form in present and past sequences. • Review basic structures and uses of the present and present perfect subjunctive tenses, adjectives, and comparison of adjectives. • Acquire active and passive vocabulary about <i>cuestiones sociales</i>. <p>Reading: “La siesta del martes” by Gabriel García Márquez (in <i>Abriendo puertas</i>).</p> <p>Listening: “El arte de escuchar”: interview with an immigrant in <i>Triángulo</i>; comprehension skills.</p> <p>Speaking: Debate and discussion—<i>étnicos indígenas</i> and roles of women; immigration.</p> <p>Writing: (1) Formal writing: Integrated essay on human rights. (2) Informal writing: letter to congratulate a Nobel Peace Prize-winner.</p>	<p><i>Tela de araña literaria:</i> This is a literary web (a table with three rows and three columns), in which the four corners contain the title of some literary work or a historical person or place that the students have studied. There is an empty cell between each of the four corners and an empty cell in the center of the table. The students fill in the corner squares with information about that topic. Then they fill in the empty cell between each corner with similarities between the two topics. Finally, students fill the center cell with information that all four topics have in common.</p>
<p>5 Las experiencias que nos definen y continuación de cuestiones sociales (10 days)</p>	<ul style="list-style-type: none"> • Communicate in oral and written form expressing emotion and doubt. • Continue with vocabulary: <i>la agencia social</i>. • Review basic structures of future and future perfect tenses, conditional and conditional perfect tenses, and use of <i>se me</i> for unexpected events. <p>Reading: “No oyes ladrar los perros” by Juan Rulfo (in <i>Abriendo paso</i>).</p> <p>Writing: A personal letter giving advice to a friend.</p> <p>Speaking: (1) Discussion about appropriate courteous requests in social situations. (2) Discussions and interpretation of the reading.</p> <p>Listening: “El arte de escuchar: La sociedad” in <i>Triángulo</i> and selected “Prácticas auditivas” in <i>AP Spanish</i>.</p>	<p>Comparison of social problems in different parts of the world, using panel discussions or group work.</p>

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Unit	Objectives	Related Activities
<p>6 Expresar deseos y obligaciones (20 days)</p>	<ul style="list-style-type: none"> • Communicate in oral and written form, making predictions. • Review basic structures of present and past subjunctive tenses, adjective clauses, adverbial clauses, and present sequence. • Acquire active and passive vocabulary: idiomatic expressions with <i>estar</i> and <i>haber</i>, impersonal expressions with <i>hacer</i>, cognates, and word roots. <p>Reading: <i>El delantal blanco</i> by Sergio Vodanovic (in <i>Abriendo paso</i>). Engage in pre- and post-reading activities.</p> <p>Writing: Formal writing: “De todo un poco,” <i>Triángulo</i>, pp. 240-41.</p> <p>Speaking: Simulated conversations: <i>solicitando un trabajo</i> and <i>entrevistando por teléfono</i>.</p> <p>Listening: Listening comprehension exercises.</p>	<p><i>El delantal blanco</i>: role-playing of selected scenes.</p>
<p>7 Espectáculos y diversiones (5–7 days)</p>	<ul style="list-style-type: none"> • Communicate in oral and written form, discussing favorite activities. • Review basic structures of commands, subjunctive with adverbial clauses, and indefinite and negative antecedents. • Acquire active and passive vocabulary about <i>los pasatiempos</i>. <p>Reading: Articles and movie reviews from various magazines, songs, and music videos.</p> <p>Listening: Listen to songs by Shakira, Juanes, Maná, Alex Ubago, and others.</p> <p>Speaking: Discussions of song lyrics, styles, and regions.</p> <p>District semester exam: All students take this exam.</p>	<p>Discuss the messages in the songs that students have listened to in this unit. Talk about different styles.</p>

Second Semester

Unit	Objectives	Related Activities
<p>8 “El árbol de oro” (10 days)</p>	<ul style="list-style-type: none"> • Communicate in oral and written form. • Review basic structures of the progressive tenses and uses of infinitives, <i>por</i>, and <i>para</i>. Past sequences (conditional, imperfect tenses), <i>si</i> and <i>como si</i> clauses. • Acquire active and passive vocabulary about <i>la escuela</i>. • Selected vocabulary from “El árbol de oro.” <p>Reading: “El árbol de oro” by Ana María Matute (in <i>Abriendo paso</i>).</p> <p>Speaking: Narrate a childhood anecdote. Formal speaking exercise: “Comparando experiencias escolares.”</p> <p>Writing: Informal writing: “Experiencias de fantasías cuando eras niño.”</p> <p>Listening: “El arte de escuchar: La escuela” in <i>Triángulo</i>.</p>	<p>What impression of Hispanic childhood and schooling do you derive from Matute’s story?</p>
<p>9 La salud y la medicina (10 days)</p>	<ul style="list-style-type: none"> • Communicate in oral and written form in the present and preterite tenses. • Review basic uses of <i>lo que</i>, <i>lo cual</i>, <i>lo que</i> + subjunctive, <i>por</i> + adj./adv. + subjunctive, relative pronouns, and adverbs. • Acquire active and passive vocabulary about <i>el hospital</i>, <i>la salud</i>, and selected vocabulary from “Un día de éstos.” <p>Reading: “Un día de éstos” by Gabriel García Márquez (in <i>Abriendo puertas</i>).</p> <p>Writing: An experience or anecdote in the emergency room (takeoff on the TV show <i>ER</i>).</p> <p>Speaking: Discussion: “Medicina socializada vs. medicina de EE.UU.”</p> <p>Listening: “El arte de escuchar: La salud y la medicina” in <i>Triángulo</i>.</p>	<p>Compare and contrast present health problems and epidemics with those of the past.</p>

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Unit	Objectives	Related Activities
10 Las amistades (15 days)	<ul style="list-style-type: none"> • Communicate in oral and written form in the past tense. • Review basic structures of verbs requiring prepositions, prepositional pronouns, and the subjunctive with “—quiera” expressions. • Acquire active and passive vocabulary about <i>las amistades</i>, physical characteristics, personality, and emotions. <p>Reading: “Dos caras” by Sabine Ulibarrí (in <i>Abriendo paso</i>).</p> <p>Writing: Formal writing: “Las amistades.”</p> <p>Speaking: Round-table discussion about “Balada de los dos abuelos” by Nicolás Guillén (in <i>Abriendo puertas</i>). Compare and contrast characteristics that build friendships versus those that destroy them.</p> <p>Listening: Listening comprehension exercises; descriptions.</p>	Comparison of the concept of friendship in different cultures.
11 El salón de belleza y la barbería (10 days)	<ul style="list-style-type: none"> • Communicate in oral and written form in present and past sequences. • Review basic structures of adjectives, possessive pronouns, comparatives, superlatives, prepositions, prepositional combinations, and compound prepositions. • Acquire active and passive vocabulary about <i>el salón de belleza</i> and <i>la barbería</i>. <p>Reading: “Espuma y nada más” by Hernando Téllez (in <i>Abriendo paso</i>, 1995 ed. [I have a set of the old books in my classroom that I still use]) and “En el salón de belleza” (in <i>Hoy</i>).</p> <p>Writing: Informal writing: “La primera impresión es la que vale”—defend or dispute.</p> <p>Speaking: Skits: Beauty salon or barber shop. Discussion: “Vestirse para el éxito. ¿Qué significa?”</p> <p>Listening: Listening comprehension exercises.</p>	Explore interrelationships and similarities of style.

Unit	Objectives	Related Activities
<p>12 Viaje de compras (5 days)</p>	<ul style="list-style-type: none"> • Communicate in oral and written form, expressing emotion and doubt. • Review basic uses of interrogatives, exclamations, and demonstratives. • Acquire active and passive vocabulary about <i>comprando cosas</i>. <p>Reading: “El viaje de compras” (in <i>Hoy</i>) and advertisements from various magazines.</p> <p>Writing: Various topics: “(1) Discuta un viaje de compras que hizo con un miembro de su familia para comprar ropa para el comienzo del año escolar. (2) Describa: ¿Cómo fueron y adónde fueron, qué compraron? (3) Discuta la ropa que se llevará en su boda. (4) Se acaba de anunciar que de aquí en adelante se llevará uniforme en su escuela. Escribale una carta al director de la escuela y convéncalo que cambie esta regla. (5) Escriba un anuncio de un producto para una revista.”</p> <p>Speaking: Classroom discussion topics: “(1) Descripciones y preferencias de la ropa. (2) Yendo de compras en un mercado internacional. (3) Situaciones apropiadas e inapropiadas sobre la ropa. (4) Planeando que ropa se intenta llevar a un viaje. (5) Conversaciones en la tienda para discutir algo a favor o en contra sobre algún producto. (6) Discusiones sobre un anuncio en una revista.”</p> <p>Listening: Listening comprehension: Commercials (as recorded from radio and TV).</p>	<p>Dress habits in different cultures and shopping in different countries.</p>

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Unit	Objectives	Related Activities
13 El medio ambiente (10 days)	<ul style="list-style-type: none"> • Communicate in oral and written form, making predictions. • Review basic uses of relative pronouns and affirmative and negative expressions. • Acquire active and passive selected vocabulary about <i>el medio ambiente</i>. <p>Reading: “Mi caballo mago” by Sabine Ulibarrí (in <i>Abriendo puertas</i>). Acquire active and passive selected vocabulary from the reading selection.</p> <p>Writing: On the subject of pollution: “Escribe una carta a un amigo en que le hablas de lo que más te afecta de la contaminación. Saluda a tu amigo y (1) describe el problema que te afecta; (2) dile lo que haces para resolverlo; (3) pide sugerencias tuyas para resolverlo; y (4) despídete.”</p> <p>Speaking: Formal address: “Imagina que tienes que dar una presentación formal ante la municipalidad de Plano. El artículo impreso presenta un reportaje sobre la deforestación ambiental; el reportaje que vas a escuchar presenta un reportaje sobre la ecología. En una presentación formal, explica ¿Cuáles son unos pasos que uno podría hacer para impedir el empeoramiento del medio ambiente según estas fuentes?” (This exercise is designed as preparation for the AP Exam.)</p> <p>Listening: Listening comprehension exercise (<i>Triángulo</i>).</p>	Compare and contrast two stories: “Mi caballo mago” and “Dos caras.”
14 El realismo mágico (20 days)	<ul style="list-style-type: none"> • Communicate in oral and written form, discussing conflicts. • Review basic structures and uses of numbers and genders, definite and indefinite articles, and noun genders. <p>Reading: “Continuidad de los parques” by Julio Cortázar (in <i>Abriendo paso</i>), pre- and post-reading activities. Acquire active and passive selected vocabulary from the reading.</p> <p>Writing: Informal writing practices (several topics) from <i>AP Spanish</i>, pp. 146-51.</p> <p>Speaking: Informal and formal practices from <i>AP Spanish</i>, pp. 146-51.</p> <p>Listening: Selections from a video interview with Gabriel García Márquez on <i>realismo mágico</i>.</p> <p>District semester exam: All students take this exam.</p>	AP Spanish Language Exam.

Teaching Strategies

A world language is not taught by lecturing, so I do very little of it, except for situations in which I can convey essential information while at the same time enhancing students' listening abilities. Rather, I structure the course around active student participation, both individual and in groups. Spanish is used exclusively in all aspects of the course, and I try as much as possible to include the Interpersonal, Interpretive, and Presentational modes in each and every classroom session.

Correct grammar and an ample vocabulary are essential for success on the AP Exam, and I strive to integrate these goals naturally into my teaching by presenting them in relation to authentic reading material and real-life situations. Students learn best when all parts of the lesson fit together and reinforce each other. The Course Planner, organized into units by topics, makes this clear. For example, we begin in the autobiographical mode, acquiring appropriate vocabulary and reading short sketches in magazines. This is supplemented by a discussion of Castellano's "Autorretrato," and by the following week, the students are ready for a writing assignment about an important event in their lives. (By the way, I make it a practice to draw a fair number of titles from the AP Spanish Literature required reading list, which gives a head start to those students who will be taking Spanish 5 the next year. I began doing this about three years ago, when I had difficulty finishing all the reading for the AP Spanish Literature curriculum in just one school year.)

Engaging in a variety of activities keeps students alert and engaged. They listen to and watch all sorts of things: news reports, documentaries, travelogues, popular music, segments of television shows, radio and TV commercials, and taped interviews. (Barnes and Noble is a good place to purchase Spanish music directly or to order music CDs, TV and radio recordings, or newspapers in Spanish. Amazon.com is a good online source for music and magazines.) Students must speak individually in class, but they also take part in pair activities, panel discussions, debates, and role-playing. They write formal essays and shorter, practical correspondence: e-mail messages, letters, and notes. Reading material covers a whole gamut of sources, not just selections from the textbooks and AP Spanish Literature list but current magazine articles, movie reviews, and print advertisements. (I am from Costa Rica, and I visit there at least once a year, returning with a lot of magazines and newspapers. These sources vary from year to year depending on current events and what material I can get. Also, my students travel a lot, and they frequently bring back magazines and newspapers as souvenirs.) Students also learn how to navigate the Internet successfully in Spanish—for instance, when they research popular vacation destinations.

In addition to making sure that my students have developed the requisite language skills that lead to success on their standardized assessments, I also devote time to familiarizing them with the format and specific kinds of questions that they will encounter in these situations. The Plano school district has created a simulated AP Exam that we use to prepare for the real one. The class continues to meet after the AP Exam so that we can get ready for the district exam at the end of the semester.

Student Evaluation

Plano West operates on two 18-week semesters, with one recorded grade for students' transcripts per semester but three report cards—one every six weeks—to apprise students and parents of their progress.

TESTS AND ESSAYS (50 percent)

- There is a test after every grammar lesson. The grammar tests are usually fill-in-the-blank or short-answer format.

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- Every six weeks, students have an entire class period to write a formal essay that incorporates recently learned vocabulary and counts the same as a test grade. Based on the format of the Presentational writing task on the AP Exam, the students are presented with three sources, both printed and aural. First they have 10 minutes to read the printed material. Then I play the audio material, and they take notes using the strategies learned in previous language lab listening activities. Students have the rest of the class period to write the essay. The essay question is designed to test their ability to interpret and synthesize different sources. They have been taught to read the question carefully, to focus on what it asks for, and to cite the three sources specifically. Grammar tests and formal essays together account for 25 percent of the semester grade.
- The Plano Independent School District, by school board mandate, is required to give common assessments at the end of each semester. These exams are based on state and local standards as applied in the district curriculum. Each secondary teacher in Plano ISD in each curriculum gives the same assessment as the semester exam for his or her course. It is worth 25 percent of the student's semester grade. The Spanish 4: AP Spanish Language common semester exam has been specifically reworked to reflect each of the tasks found on the 2007 Spanish AP Language Exam.

QUIZZES (25 percent)

- Students take about three quizzes per week, covering vocabulary, reading comprehension, and listening comprehension. Vocabulary quizzes require students to write the meanings of the words or to use the words in sentences. Informal in-class writings take the place of quizzes as the year progresses.

HOMEWORK AND CLASS ASSIGNMENTS (25 percent)

- Students should assume that they will be graded on this work nearly every day. Homework is assigned on a daily basis, and students must complete it because it expands on what we have studied in class.

For essays and speaking activities, we use the AP Scoring Guidelines to assess the students.

Plano West Senior High uses the following grading scale:

A+ = 97 percent and above	B+ = 87–89 percent	C+ = 77–79 percent
A = 93–96 percent	B = 83–86 percent	C = 71–76 percent
A- = 90–92 percent	B- = 80–82 percent	C- = 70 percent
		F = below 70 percent

Teacher Resources

Major Textbooks

Díaz, José M., and Stephen J. Collins. *Abriendo paso: Gramática*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2001.

Díaz, José M., and Stephen J. Collins. *Abriendo paso: Lectura*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2001.

Supplementary Textbooks

Bente, Thomas O. *Hoy: Conversar y escribir*. New York: McGraw-Hill, 1976.

Couch, James H., Rebecca D. McCann, Carmel Rodríguez-Walter, and Angel Rubio-Maroto. *Una vez más*. 2nd ed. White Plains, N.Y.: Longman, 1993.

Díaz, José M., Margarita Leicher-Prieto, and Glenn J. Nadelbach. *AP Spanish: Preparing for the Language Examination*. 2nd ed. White Plains, N.Y.: Longman, 1996. Includes an audio component.

Dreke, Michael, Wolfgang Lind, and Margaret Schlubach-Rüping. *Español en pareja*. Berlin: Langenscheidt, 1991.

Gatski, Barbara, and John McMullan. *Triángulo: A propósito*. 4th ed. Sandwich, Mass.: Wayside Publishing, 2006. Includes an audio component.

Magenis, Richard S., Isaac Goldemberg, and Alicia E. Cisneros. *Misterios: Problem Solving for Intermediate Students*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 1996.

Nexttext. *Abriendo puertas: Antología de literatura en español, tomo I*. Evanston, Ill.: McDougal Littell, 2003.

Video

Gabriel García Márquez: La magia de lo real. 1981. Directed by Ana Christiana Navarro. 60 minutes. Available from Films for the Humanities and Sciences, PO Box 2053, Princeton, NJ 08543-2053; 800 257-5126; www.films.com.

Student Activities

Class Debates

Classroom debates are a favorite activity for both students and teachers. They allow the students to develop and express their opinions on current or historical issues that affect the country, students' lives, or their local community. The topics are usually controversial and provoke a lot of conversation and lively dialogue among the students.

Procedure

On the day before the debate:

1. The class is divided into two groups, and opposing sides are chosen (equal number of students if possible).
2. Teachers assign a topic or issue—a current event is preferred.
3. Each student prepares his or her side as homework and may write notes on index cards.
4. Students may bring any source of support for their side (newspaper articles, pictures, and so forth).

Rules for Participants

- You may use note cards that you have prepared in advance.
- You will have 5 minutes to confer with your group before we begin.
- You may not repeat what another student says.
- Answers and responses must be original (do not rephrase).

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- Each time you speak, you will receive a checkmark. At the end, the person with the most checks receives a grade of 100. I use a sliding scale for everyone else's grade.
- If everybody does a particularly good job, raising their hands to speak, but I cannot call on all students because of time limits, I may give everyone a grade of 100.
- Each group will each have 8 minutes to present its case.
- At the end of this time, we will have 10 minutes for commentary about each side. Everyone, including the group who presented, may comment.

Llave de Entrada

Scattered throughout the class calendar are several *dichos*. On the corresponding day, I post on the door of the classroom a sign that says: “¿Cuál es la llave para entrar?” (What is the password for entering?) The students must provide the correct *dicho* for that date in order to enter. It is fun for the students, and it is a good way to remember some of the *dichos* that I teach them during the year.

Activities in the Language Laboratory

We use the language laboratory to do activities directly related to the AP Exam—for example, listening to news reports and interviews. Students use strategies such as note-taking and extracting the details from the more general information presented in short documentaries.

News Summary

Students listen to a 7- to 10-minute news segment from the Univision network and/or any other documentary form, and they classify the information into the following categories on the handout provided.

Reportaje #1

Nombre:

Clase:

Fecha:

Tema del reportaje o del programa:

¿De qué se trata este reportaje? Anota aquí:

Punto importante:

Otro punto importante:

Punto final:

Pair Activities

We also use the lab for other types of listening activities and to speak in pairs or hold three-way conversations. We use *Español en pareja* for the twosome exercises, and it works very well. This allows students to conduct interviews with each other or in groups. We use *Misterios* for additional listening opportunities and for writing exercises after we listen to the related material in the laboratory.

Simulated Conversations

We prepare for the Interpersonal and Presentational speaking portions of the AP Exam in the language lab. The following is an example of what the students hear and say:

Overview

Imagina que recibes un mensaje telefónico de tu abuelita Anita en Costa Rica. Ella quiere pedirte que hagas algo por ella hoy. Escucha el mensaje.

a. El mensaje

[You will hear the message on the recording.
Escucharás el mensaje en la grabación.]

b. La conversación

[The italicized lines reflect what you will hear on the recording.
Las líneas en itálica reflejan lo que escucharás en la grabación.]

Abuelita Anita: [El teléfono suena.] Contesta el teléfono.

Tú: Salúdala.
Explica por qué la has llamado.

Abuelita Anita: Te explica su razón por la cual te llamó.

Tú: Expresa tu reacción.

Abuelita Anita: Continúa la conversación.

Tú: Expresa tu reacción.
Pídele que continúe planeando.

Abuelita Anita: Continúa la conversación.

Tú: Finaliza los planes.
Despídete y dile que la llamarás después.

Abuelita Anita: Se despide. Cuelga el teléfono.

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Script: Abuelita Anita en Costa Rica

Mensaje: ¡Hola mi amor! Te habla tu abuelita. ¿Cómo estás? Qué pena que no estés en casa en este momento, porque tengo algo muy importante que pedirte. Por favor, llámame cuando tengas un ratito libre.

1. Halo. ¿Quién habla?
2. Hola mi amor. Gracias por llamarme; yo sé que estás muy ocupado. Te llamé porque tus tíos y yo te extrañamos mucho, y quisiéramos pedirte que pasarás con nosotros estas fiestas de fin de año aquí en Costa Rica. Hemos pensado también invitar a todos tus abuelitos paternos y creemos que te encantaría pasar tiempo aquí en la playa. Si pudieras venir, ¿qué tipo de cosas te gustaría hacer?
3. Qué idea más fenomenal. Tus tíos y yo habíamos planeado en llevarlos a una finca que tiene caballos grandes. ¿Qué te parece esta idea?
4. Pues entonces, así lo haremos, genial. Nos estamos muriendo de ganas de verte.
5. Te mando un besote, y nos vemos al final de año.

Sample Syllabus 2

Cheryl Fuentes-Wagner

George Bush High School

Fort Bend ISD

Richmond, Texas

School Profile

School Location and Environment: In the Fort Bend Independent School District (FBISD), there are 10 high schools with an average population of 2,500 students. The total district enrollment in 2005 was approximately 64,000 students; for 2006-07, that number was 68,179, demonstrating the rapid growth our district is experiencing each year. Bush High School (BHS) is a relatively new school, opened in August of 2001, in the suburban Houston area. Bush students are appreciative of the diversity of our community: one of the school's most attended events is the International Festival held in February. There are no apartment complexes in our zone; all students live in single-family homes, and they come from a wide range of economic backgrounds. We took in 91 "Katrina kids" and about 30 have stayed. DECA (an international association of students and teachers of marketing, management, and entrepreneurship in business) and ROTC (Reserve Officers' Training Corps) programs have been very successful, with participating students competing and winning awards at the national level. We offer AP courses in 18 subjects, and BHS recently aligned with Houston Community College for dual credit in the business department.

Grades: 9–12

Total Enrollment: 2,350

Ethnic Diversity: With its 87 percent minority student population (34 percent of which is of low socioeconomic status), BHS is economically and racially diverse. In 2006, 36 percent of students were Black, 34 percent Hispanic, and 17 percent Asian/Pacific Islander. Students come from more than 30 different countries, and in the district, students and parents speak more than 80 different dialects and languages. BHS is 10 percent English Language Learners (ELL), and many students are first generation to attend college.

College Record: Of our graduating seniors, 55 percent go to two-year institutions and 29 percent go to four-year colleges or universities; the remaining 16 percent go into the work force, the armed forces, or a trade school.

Personal Philosophy

My philosophy of education can be summed up in one phrase: Share and Care. Students accomplish more if they can see the "real use" of what they are learning and how it can benefit them in the future. I look for ways to give real language applications, so that students' experiences in the classroom are as memorable and meaningful as experiences they will encounter as they go through life. They also need to know that I care whether or not they learn what I am imparting, and that I recognize them as individuals, accept them for who they are, and take their needs and interests into account. The importance of access to the college track to everyone who is capable, which is provided by participation in the AP Program, ignites my passion to work with students who historically have not thought about college as an option. I encourage students in the Spanish for Native Speakers classes who often are not familiar with the Advanced Placement Program to consider the possibilities that they will have if they go to college. I also go to other classes to promote our program to non-native speakers of Spanish from all backgrounds, because as a non-native

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speaker myself I understand the advantages of bilingualism, as well as the challenges to becoming fluent. In our classes we are careful to address the needs of both distinct backgrounds, and encourage students to share their skills, whether it is a native speaker helping a non-native with pronunciation, or someone who is skilled in technology sharing how to create a multimedia presentation. I share the “secrets” I discovered as I developed my own skills, as well as the importance of literature, being focused, and the opportunities within their reach. I love what I do, and I love igniting the passion to learn and grow in students. There is no greater satisfaction as a teacher than when former students contact you to tell you how what they learned in your class made a difference in their lives.

Class Profile

Enrollment in AP Spanish Language and AP Spanish Literature has increased rapidly in recent years. The explosion in our program was a result of increased publicity of the program as well as allowing well-prepared native speakers of Spanish to gain credit through testing for Spanish 3. The classes are as diverse as the campus, with around 50 percent being native speakers, 25 percent heritage speakers (English is their first language, but they have Spanish in their background), and the remainder having no previous experience with Spanish. The 2006-07 school year began with 67 students enrolled in three sections of AP Spanish Language. Our program has approximately 44 signed up for Spanish (5) Literature, and 28 for Passports, a new course focusing on the work world through teaching in elementary schools and job shadowing experiences. Students are showing an enthusiasm for continuing to advanced levels. I attribute this to a solid team of teachers in our department and an atmosphere that promotes cultural understanding and diversity in our school.

Classes meet every day (Monday–Friday) for 45 minutes. Many students are concurrently enrolled in both the AP Spanish Language and Spanish Literature classes and take both exams. Taking the AP Exam is an individual decision, not a course requirement. We do not have a language lab at our school but do have access to a computer lab, which we typically use twice a month.

Course Prerequisites

Students must have successfully completed Spanish 3. Heritage/native speakers may take the Spanish for Native Speakers course, instead of Spanish 1 and 2, and pass a level 3 credit-by-exam assessment, ensuring that they have the appropriate skills to move to Spanish 4 (AP Language).

Course Overview

In this course students develop a strong command of the Spanish language, acquiring proficiency in integrating language skills and synthesizing written and aural materials; formal writing; interpersonal and presentational speaking and writing; and aural comprehension through authentic and level-appropriate audio and video recordings. Students are further exposed to the world of literature and current events in Spanish-speaking countries through authentic written texts, including newspaper and magazine articles, literary texts, and other nontechnical writings that develop their reading and comprehension abilities. The class is conducted in Spanish and includes frequent writing and integration of skills with a rigorous review of grammatical structures. Advanced organizational and analytical strategies are taught for successful performance on the AP Spanish Language Exam, the SAT Subject Test in Spanish, or college placement tests. 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.

Course Objectives

I. Express ideas accurately and fluently in writing. Improve Interpersonal and Presentational 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 journal entries, letters, e-mails, poems, dialogues, reactions to articles and lectures, and abstract or creative writing.

II. Synthesize vocabulary and structures to broaden understanding in reading newspapers, magazine articles, and literary pieces with increasing ease and accuracy. Improve Interpretive 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 e-mails).
2. *Reading Strategies.* The following strategies, and others as appropriate, are employed regularly to help improve reading skills: SQ3R (Survey, Question, Read, Recite, Review), thinking maps, word-attack skills, effective use of context clues, Cornell notes (i.e., the Cornell Two-Column Note-Taking system developed by Walter Paulke at Cornell University), and interactive reading.
3. *Research projects.* Students use reading strategies and vocabulary knowledge to improve reading skills when investigating various topics in order to present a synthesis.

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

1. *Interpersonal language focus.* Respond to conversational prompts (such as interviews, voice mail, asking directions, advice, story-telling, 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 an oral presentation.
2. *Participation in daily class discussions in the target language.* Improve vocabulary, fluency, pronunciation, and intonation through directed or free class discussions.

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

1. *Interpretation of spoken material.* Interpret messages, lectures, and other spoken materials 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.*

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. *Discussion of literary and cultural topics, current events, and personal experiences.*
2. *Incorporation of culture in other skills learned.* Culture is integrated throughout the year, connected meaningfully to reading, writing, listening, and speaking skills.

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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 discussions of a wide range of topics, and apply vocabulary in speaking and writing.
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, and gender–noun agreement, tense agreement, sequence of tenses), correct mechanics (punctuation, accentuation, syntax, orthography), and superior language control. Improve knowledge of grammar through:

1. *Application of grammatical and syntactic rules, focusing on problematic areas.* Generally, the problematic areas include, but are not limited to, *tenses and moods* (*ser* vs. *estar*, preterite vs. 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); *other verbal and syntactic constructions* (passive voice, reflexives, making comparisons, *por* vs. *para*, prepositions, transitions, accentuation, etc.).
2. *Implementing/synthesizing a variety of grammatical and syntactic structures in speaking and writing.*

Texts

Armen, Judy. *Abriendo puertas: Lenguaje*. New York: McDougal Littell, 2007.

Kanter, Abby. *Encuentros maravillosos: Gramática a través de la literatura*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

Zayas-Bazán, Eduardo, Susan M. Bacon, and Dulce M. Garcia. *Conexiones: Comunicación y cultura*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

Course Planner

Semester 1: Weeks 1–9

Week 1

Objectives

- Course overview
- Synthesize vocabulary and structures to broaden understanding

Activities

- Introductions, classroom rules, expectations, syllabus
- Diagnostic evaluation
- Personality types

- Postcard to teacher (diagnostic, informal writing)
- Project: A View of Yourself Through Famous Writers

Reading Focus

- “Viajes” (Julio Cortázar) from *Encuentros maravillosos: Gramática a través de la literatura*, chapter 13
- Other resources: www.terra.es/personal/maropabe/refranes.htm; www.Espanole.org
- Proverbs, biographies

Language Focus

- Descriptors
- Reading skills
- Preparing for formal speaking with sources

Week 2

Objectives

- Organizational skills
- Understand the exam format
- Speak with fluency and accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation

Activities

- Project presentations
- Using thinking maps

Reading Focus

- The Spanish Language section of AP Central

Language Focus

- Speaking and listening skills, note taking
- Tense review

Week 3 (four-day week)

Objectives

- Synthesize vocabulary and structures to broaden understanding

Activities

- Computer lab: research current events (crime story)

Reading Focus

- Read from authentic sources, such as <http://news.bbc.co.uk/hi/spanish/news/default.stm>
- www.all-links.com/newscentral/
- www.clarin.com/diario/2005/07/23/index_diario.html

Chapter 3

- www.nacion.com/
- www.chron.com/content/chronicle/spanish/index.html

Language Focus

- Reporter style: who, what, where, when, why

Week 4

Objectives

- Synthesize information from various sources
- Analyze as a part of the reading process

Activities

- Discuss synthesis
- Watch newscast in Spanish, read article from news
- Informal writing: e-mail a friend, giving reactions as if you know the criminal or victim

Reading Focus

- “¿No oyes ladrar los perros?” (Juan Rulfo)

Language Focus

- Reading strategies, including context clues, analysis
- Informal writing

Week 5

Objectives

- Relate stories and authors, the influences of time and place
- Learn to analyze

Activities

- Investigate backgrounds of Juan Rulfo and Gabriel García Márquez
- Read interactively
- Introduce two-week *fotonovela* project: write *fotonovela* about a criminal’s family

Reading Focus

- Background information: Juan Rulfo
- “La siesta del martes” (Gabriel García Márquez)

Language Focus

- Observing literary styles, point of view, author’s purpose, characterization

Week 6 (four-day week)

Objectives

- Apply reading strategies

- Synthesize information from various sources
- Analyze as a part of the reading process
- Express ideas accurately and fluently in writing

Activities

- Observing literary styles used by Juan Rulfo and Gabriel García Márquez
- Quick review of AP Spanish Presentational Writing Scoring Guidelines
- Formal essay: compare how the two stories demonstrate family love and family shame, citing class discussion as well as stories
- Two-week *fotonovela* project: writing an original story related to a true situation (from news story)

Reading Focus

- “La siesta del martes” (Gabriel García Márquez)

Language Focus

- Observing literary styles, point of view, author’s purpose, characterization
- Writing an analytical essay, citing two sources

Week 7

Objectives

- Apply reading strategies
- Synthesize information from various sources
- Analyze as a part of the reading process
- Express ideas accurately and fluently in writing

Activities

- Conferencing about projects
- Discuss uses for each of the past tenses
- Prereading activities, interactive reading
- Comprehension activities
- Speaker from Colombia
- Rewrite essay, adding perspective of child’s love and shame of parent/criminal

Reading Focus

- Background information: “La viuda de Montiel” (Gabriel García Márquez)

Language Focus

- Implementing the past, perfect, and conditional tenses, including imperfect
- Analyzing use in reading and implementing in writing

Chapter 3

Week 8

Objectives

- Speak with fluency and accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation
- Understand the diverse Hispanic heritage

Activities

- Discuss *Herencia* culture: *Día de la raza*
- Reading and writing poetry related to background culture
- Speaker from Peru

Reading Focus

- “Balada de los dos abuelos” (Nicolás Guillén)
- “Peso ancestral” (Alfonsina Storni)

Language Focus

- Analysis/interpretation
- Creative writing to express pride

Week 9

Objectives

- Expand knowledge and understanding of the practices, perspectives, and products of Spanish and Hispanic cultures
- Integration of history, culture, and literature; indigenous cultures
- Understand imagery

Activities

- Overview of indigenous cultures of Latin America
- Interactive reading of “La noche boca arriba” (Julio Cortázar)

Reading Focus

- “La noche boca arriba” (Julio Cortázar)
- www.incas.org/
- www.ccu.umich.mx/mmaya/recorrido/antiguos.html
- www.indians.org/welker/aztec.htm
- www.cibercentro.com/
- www.azteca.net/aztec/
- www.mexonline.com/precolum.htm

Language Focus

- Observing literary styles, point of view, author’s purpose, cultural influences

Semester 1: Weeks 10–18

Week 10

Objectives

- Expand knowledge and understanding of the practices, perspectives, and products of Spanish and Hispanic cultures: *Día de los muertos*
- Speak with fluency and accuracy in structure and syntax

Activities

- Begin research project in lab/library related to *Día de los muertos*
- Read and role-play legend of *La Llorona*

Reading Focus

- *La Llorona* articles found on Internet
- www.azcentral.com/lavoz/dead/newindex_spanish.html
- www.diademuertost.com/

Week 11 (four-day week)

Objectives

- Integration of history, culture, and literature
- Indigenous cultures
- Understand imagery

Activities

- *La Llorona* presentations for lower levels
- Student reports
- Formal writing: relationships
- *Día de los muertos* celebration

Reading Focus

- Classmates' reports

Language Focus

- Formal writing: letters based on information presented

Week 12 (four-day week)

Objectives

- Integration of history, culture, and literature; Indigenous cultures
- Understand imagery

Activities

- Study and discussion of indigenous cultures
- *Abriendo puertas: Lenguaje* focus on vocabulary
- Interactive reading

Chapter 3

Reading Focus

- Background information: Carlos Fuentes
- “Chac Mool” (Carlos Fuentes)

Language Focus

- Understanding and using transitions

Week 13

Objectives

- Synthesize vocabulary and structures to broaden understanding

Activities

- Discuss and explain the Aztec calendar, Aztec and Mayan legends, and culture
- Speaker from Mexico
- Introduce calendar project

Reading Focus

- Student-selected Aztec and Mayan legends and culture articles
- www.ccu.umich.mx/mmaya/recorrido/antiguos.html
- www.indians.org/welker/aztec.htm
- www.azteca.net/aztec/
- www.mexonline.com/precolum.htm
- www.mayalords.org/

Language Focus

- Using idiomatic expressions, cognates, synonyms, and antonyms correctly

Week 14 (two-day week)

Objectives

- Express ideas accurately and fluently in writing: writing a legend

Activities

- Legends; service project; work on calendar project

Reading Focus

- Student-selected readings
- *Sendas literarias dos*, Unidad 1

Language Focus

- Writing a legend

Week 15

Objectives

- Implement/synthesize a variety of audio and reading sources
- Speak with fluency and accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation/intonation

Activities

- Discuss issues related to the environment, technology, and progress
- *Conexiones* unit
- *Abriendo puertas: Lenguaje* vocabulary
- Project: Designing an environmentally friendly house
- Formal speaking: what can we do to help the environment?

Reading Focus

- Student-selected articles
- *¿Donde jugarán los niños?* (Maná)
- www.nshp.org
- Student-researched Internet sources on environmental issues

Language Focus

- Grammatical and syntactic structures in speaking and writing
- Formal speaking
- Synthesis of audio and reading sources

Week 16

Objectives

- Formal writing; synthesize a variety of audio and reading sources

Activities

- Technology and progress
- *Conexiones* unit
- Continue projects and presentations

Reading Focus

- Selected articles

Language Focus

- Formal writing

Week 17

- Semester Review

Chapter 3

Week 18

- Midterm exams

Semester 2: Weeks 1–10

Week 1 (three-day week)

Objectives

- Review semester goals, upcoming tasks, and objectives
- Express ideas accurately and fluently in writing

Activities

- Add a “what if ... happened?” type of question to the original statement/goal. Pass paper on to another student who adds his/her response
- List benefits and sacrifices
- Incorporate ideas into an essay about the goal

Reading Focus

- Student-produced articles

Language Focus

- Reading, making predictions

Week 2

Objectives

- Synthesize vocabulary and structures to broaden understanding: careers, news, etc., of the entertainment industry

Activities

- Read “El español que conquistó Hollywood” (about Antonio Banderas, *Conexiones*, p. 179)
- Read subjunctive versus indicative
- Writing task: explain directing process: what director wants actors, camera operators, etc., to do

Reading Focus

- “El español que conquistó Hollywood”
- www.univision.com/portal.jhtml
- www.locoporelcine.com/preview5.php?article=240

Language Focus

- Subjunctive versus indicative

Week 3 (four-day week)

Objectives

- Synthesize vocabulary and structures to broaden understanding
- Career exploration involving target language: film industry

Activities

- Use skills acquired to explore the careers related to film production
- Introduce voiceover/*cine* project options
- Speaker from industry
- *Conexiones: Una serie nueva* (p. 182): write the concept for a new TV series

Reading Focus

- Scripts, articles, reviews

Language Focus

- Integrated skills

Week 4

Objectives

- Synthesize vocabulary and structures to broaden understanding of cinematography industry

Activities

- Develop project presentations

Reading Focus

- Movie reviews

Language Focus

- Integrated skills

Week 5

Objectives

- Speak with fluency and accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation

Activities

- Project presentations
- Write critiques (*reseñas*)

Reading Focus

- Student-written abstracts of movies

Language Focus

- Speaking skills

Week 6

Objectives

- Speak with fluency and accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation through recitation, poetic devices

Chapter 3

Activities

- Reading-related activities
- Poetry recitation, writing poetry, exploring themes

Reading Focus

- “Ojalá que llueva café” poem/song
- “Oda a la alcochofa,” “Lo fatal,” and other poems from AP Spanish Literature reading list
- www.poesia-inter.net/index.html

Language Focus

- Metaphors, similes, hyperboles, other poetic devices

Week 7 (four-day week)

Objectives

- Synthesize vocabulary and structures to broaden understanding
- Connect ideas
- Synthesize information from different sources

Activities

- Reading and discussion, comprehension activities
- Use as stimulus to “invent” a festival
- Use technology as a resource
- Preguntas: www.uweb.ucsb.edu/~mlc/La_tomatina_de_bunol.html

Reading Focus

- Article: “La Tomatina” (*Abriendo paso*)
- www.creighton.edu/langlab/classes/spn311fs00/arnold/arnold.htm
- www.escuelai.com/spanish_culture/fiestas_espanolas/latomatina.html
- www.lapalmainteractivo.com/vida/content/vida/090205_la_tomatina.html
- www.lukor.com/viajes/noticias/04082442.htm

Language Focus

- Reading strategies, *síntesis*

Week 8

Objectives

- One day: TAKS (state-required) testing

Activities

- Discussing topics of interest: stereotypes and impressions; write about the ways clothing affects attitude

Reading Focus

- Prereading: *El delantal blanco* (Sergio Vodanovic)

Language Focus

- Writing opinions

Week 9

Objectives

- Make comparisons
- Speak with fluency and accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation

Activities

- Quick write: *otra personalidad*
- Role-play

Reading Focus

- *El delantal blanco* (Vodanovic)
- *Encuentros maravillosos: Gramática a través de la literatura*, chapter 11, “Los estereotipos y las expectativas sociales”

Language Focus

- Reading strategies, synthesis

Week 10

Objectives

- Understand and apply literary terminology

Activities

- *Lazarillo* overview
- Informal writing

Reading Focus

- *Lazarillo* prologue

Language Focus

- Literary terminology

Semester 2: Weeks 11–19

Week 11

Objectives

- Synthesize vocabulary and structures to broaden understanding
- *El pícaro*: characterization

Chapter 3

Activities

- Reading in groups
- Describing characters

Reading Focus

- *Lazarillo*

Language Focus

- Reading strategies

Week 12

Objectives

- Reading, synthesis for oral presentation
- Speak with fluency, accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation

Activities

- Reading and discussion of *Lazarillo*
- AP Exam preparation
- Role-play and oral presentations

Reading Focus

- *Lazarillo*

Language Focus

- Reading strategies

Week 13 (four-day week)

Objectives

- AP Exam strategies
- Synthesis for formal writing
- Express ideas accurately and fluently in writing

Activities

- Read and discuss critique related to *Lazarillo*
- AP Exam preparation based on *Lazarillo*
- Formal writing
- Unit exam

Reading Focus

- Critique related to *Lazarillo*

Language Focus

- Concordance (adjective, subject/verb, tense), prepositions, conjunctions, etc.

Week 14

Objectives

- AP Exam strategies and preparation: analyze reasons for answers

Activities

- Practice exercises in *Conexiones* to review selection of tenses, prepositions, etc.
- Write an informal essay about making life choices

Reading Focus

- Students' writings

Language Focus

- Error correction

Week 15

Objectives

- TAKS (state-required) testing: no regular classes

Activities

- *Fotonovela* project assigned
- Independent review of stories read, summarization, and synthesis
- Simulated AP Exam on Saturday of this week

Reading Focus

- *Abriendo puertas: Lenguaje*
- Review of stories read

Language Focus

- Review of structures, as needed

Week 16

Objectives

- AP Exam strategies and preparation

Activities

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

Reading Focus

- Skill development—reading selections
- *Abriendo puertas: Lenguaje*

Language Focus

- Exam tips: speaking, writing, and reading strategies

Chapter 3

Week 17

Objectives

- AP Exam strategies and preparation

Activities

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

Reading Focus

- Skill development—reading selections

Language Focus

- Review exam tips: speaking, writing, and reading strategies

Week 18 (three-day week)

Objectives

- AP Exam week

Activities

- Review for AP Spanish Language Exam
- Preparation for Pan American Student Forum (PASF)
- Service project: tutor Spanish 1–3 students

Reading Focus

- www.pasf.com

Language Focus

- Review

Week 19

Objectives

- AP Exam week

Activities

- Review for AP Spanish Literature Exam; preparation for PASF

Reading Focus

- www.pasf.com

Teaching Strategies

Organizational Skills

I believe that teaching organizational skills is crucial. Before any formal reading or writing is done in class, I give students information on making and using graphic organizers (thinking maps). At first I assign specific organizers for specific tasks, like using a bubble map for describing a character in a story, or a flow-map for details of a storyline. This year our school is implementing the AVID program (Advancement Via Individual Determination; www.avidonline.org), and we will probably be sharing students. To mutually support our programs, I will continue to include use of Cornell notes, SQ3R, portfolios, and learning logs.

Authentic Sources and Synthesis Skills

I try to incorporate frequent opportunities for application of skills and real-life experiences for students. I consider myself a facilitator, encouraging students by guiding them and providing background knowledge and support. Units are organized by a central theme and usually begin with a brief overview lecture, followed by a discussion to determine prior knowledge, need for practice, and areas and level of interest. I select readings from the AP Spanish Literature list that relate to the topic/theme. For example, units discussing family relationships include reading “La siesta del martes” by Gabriel García Márquez and “Las medias rojas” by Emilia Pardo Bazán. When discussing the environment, we have designed environmentally friendly houses—this activity also addresses social issues that we have previously studied. For a unit on cinematography, we researched related jobs in the industry, focusing on those where speaking Spanish is beneficial. The project includes a task where students dub a scene from a movie that does not have a Spanish track (or it can be a movie in Spanish that has not been dubbed in English). One of the final projects for AP Spanish Language is to create a *fotonovela* of one of the selections read in levels 3 or 4 from the AP Spanish Literature list. These are used to remind literature students of key details before the AP Spanish Literature Exam (only the ones that successfully relate the story and characters, of course!). Other student projects include creating and sharing *PowerPoint* presentations, simulations, news writing, debates, and analytical reviews.

Use of Technology

Many of the projects I have described take advantage of technology. We (both teacher and students) use the Internet as a source of current topics and for research; we do presentations with *PowerPoint*, and use publishing software and other 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.

Cross-curricular Collaboration

Through consultations and cooperation, we specifically and frequently support and reinforce English language arts objectives, social studies objectives, and programs such as AVID, English for Speakers of Other Languages (ESOL), and Computer and Technology Education (CATE). Whenever possible, we also incorporate other areas such as math and science by including relevant topics and application of skills from these areas.

Outside of Class

I have found over the years that students who extend their language experience beyond the walls of the classroom integrate skills and increase interest and retention. Therefore, I am always looking for ways to get them to experience Spanish language and culture outside of class.

One month prior to the AP Exam, I administer an AP Spanish Language Released Exam on a Saturday. I score it and do an item analysis for each student. Then I schedule a conference after school or during lunch with each student who has taken advantage of this “exam preview” to explain indicators of different scores, help them analyze their performance and go over weak areas that need attention, and provide individual assignments for specific practice. I address general problem areas that relate to many students during class sessions.

I also involve students in competitive events, including 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.

Chapter 3

Our Spanish Honor Society hosts monthly “Spanish movie nights” to provide another opportunity for students to get together outside of class and use their language skills. Movies we view include *El abuelo*, *La casa de Bernarda Alba*, *El Lazarillo de Tormes*, *Eres mi héroe*, *La muerte y la brújula*, and *Selena*. Many AP students are Sociedad members and earn service hours by providing Spanish lessons for school administrators and other staff and occasionally serving as interpreters.

After the Exam

After the AP Spanish Language Exam is administered, we focus on literature review in preparation for finals and because many students will be taking the AP Spanish Literature Exam the following year. In coming years, we will be using some of the time after the exam to research and prepare scripts for skits for the following year’s PASF (Pan American Student Forum) competition. We also offer tutorials to lower-level Spanish students to help them prepare for final exams.

Student Evaluation

District requirements are for 50 percent of a student’s grade to come from daily activities (homework, quizzes, participation, in-class work such as warm-ups, journals, and spontaneous role-plays) and 50 percent from major grades (exams, projects, and formal writing). 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 on the requirements, might be classified either as a quiz or a major grade. Formal writing is scored using both content and language rubrics. Students are given the score from the rubric and a converted percentage score. The conversion scale changes during the year as students get more writing experience.

There is ongoing assessment through spontaneous interviews, interactive reading, an in-class essay (or other formal) writing project every other week, and formal oral presentations approximately every three weeks. There should be three daily and one major grade every three weeks, but it is generally twice that. We have a nine-week grading period.

Grades are based on the following scale:

93–100%	A
90–92%	A–
87–89%	B+
83–86%	B
80–82%	B–
79%	C+
77–78%	C
75–76%	C–
74%	D+
72–73%	D
70–71%	D–
less than 70%	F

Teacher Resources

Armen, Judy. *Abriendo puertas: Lenguaje*. New York: McDougal Littell, 2007.

Díaz, José M., and Stephen Collins. *Abriendo paso: Lectura* (and ancillaries). Revised ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

Díaz, José M., Margarita Leicher-Prieto, and Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*. 3rd ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2007.

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

Jarvis, Ana, Raquel Lebrede, and Franciso Mina-Ayllón. *¡Continuemos!* 7th ed. Boston: Houghton Mifflin, 2003.

Kanter, Abby. *Encuentros maravillosos: Gramática a través de la literatura*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

Nextext. *Abriendo puertas; Antología de literatura en español*. Evanston, Ill.: McDougal Littell, 2003.

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

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

Rodríguez, Rodney. *Momentos cumbres de las literaturas hispánicas. Introducción al análisis literario*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2004.

Walqui-VanLier, Aida, and Ruth A. Barraza. *Sendas literarias: Level 2*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 1995.

Zayas-Bazán, Eduardo, Susan M. Bacon, and Dulce M. Garcia. *Conexiones: Comunicación y cultura*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

Student Activities

The first project of the year is “A View of Yourself Through Famous Writers.” Each student selects up to three quotes in Spanish (at www.Proverbia.net or elsewhere) that reflect his or her personality, interests, way of thinking, and/or philosophy of life. Students then prepare an explanation in Spanish that helps the rest of the class understand how these quotes are appropriate. They may use illustrations, costumes, and props in a two- to four-minute presentation. This assignment helps everyone to get acquainted and also requires integration of skills: reading, writing (their draft) using synthesis, speaking, and listening (to classmates’ presentations). Students work on the project over the weekend, and I assign a major grade (see Student Evaluation section).

Sample Syllabus 3

Laura Zinke

McClintock High School

Tempe, Arizona

School Profile

School Location and Environment: McClintock High School is located in Tempe, Arizona, just 10 minutes from the Arizona State University campus. Founded in 1964, McClintock is the second-oldest high school in our district, and it boasts a strong academic tradition and an active athletics program. We have a high population of students for whom English is a second language, and oftentimes they represent the first generation in their family to attend college. McClintock offers 14 different AP courses, and students may choose from three other languages besides Spanish: French, German, and Latin.

Grades: 9–12

Type: Public high school

Total Enrollment: 1,950

Ethnic Diversity: We have a very diverse campus. The student population is 33 percent Hispanic, 13 percent African American, 5 percent Asian/Pacific Islander, and 4 percent Native American.

College Record: Approximately 55 percent of our students continue on to four-year colleges and universities, and 35 percent study at one of our community colleges.

Personal Philosophy

Teaching AP Spanish Language has been the most rewarding professional experience of my entire career. It has provided me with an opportunity to challenge and reach out to all interested and motivated students. All students are welcome to enroll in my course; as a department and a school we support and encourage the College Board's equity and access policy (see page vii). AP Spanish Language is more than a one-year course; it is a program and a commitment on the part of the teacher and the students. Vertical teaming and articulation among faculty members are crucial components. The AP Spanish Language classroom provides a forum for great teaching and lots of interaction. It is a place where all students have the opportunity to develop not only communicative competence in the language but also higher-level thinking skills, which will help them not only in this class but in other courses in high school and beyond.

Class Profile

Our academic year begins early in August and is divided into two semesters. At the end of the first quarter (nine weeks), we have a one-week fall break. We return and complete the second quarter and the semester prior to winter break. Second-semester classes resume early in January and end prior to Memorial Day weekend, with a one-week spring break in mid-March. AP Spanish Language meets every day for 52 minutes in a six-period day and has approximately 15–20 students in one section. One class period of each week takes place in the language lab. AP Spanish Language is offered as a fourth-year course, and generally the students who enroll are seniors. A high percentage of heritage speakers take the course as juniors, however.

Course Overview

This course is intended for students who expect to become proficient in Spanish, and it is designed to parallel a fifth-semester college-level language course. In order to develop good language skills, an integrated approach to language learning is the focus. All course material includes authentic sources. The use of Spanish-language newspapers, radio broadcasts, video clips, and literary works form the foundation of the course. Language and culture are taught simultaneously through the use of these materials. Students are asked to prepare oral presentations, work on individual and group projects, and research a variety of teacher- and student-selected topics. I conduct classes primarily in Spanish. Students are prohibited from using English in class; they sign a pledge that they will communicate in the target language exclusively. This is difficult for the first couple of weeks; however, they are all committed to honoring their contract.

Goals

- To understand the spoken and written language and be able to respond appropriately with a high level of vocabulary and accuracy
- To use language that is semantically and grammatically accurate according to a given context
- To develop strong interpersonal skills, both aural and written
- To develop strong presentational skills
- To write well-organized essays that demonstrate synthesis and integration of skills
- To research, discuss, and give presentations on a variety of cultural topics
- To differentiate between informal and formal registers in aural and written work
- To develop an awareness of Spanish-speaking people, their culture, and their contributions to our society through a variety of authentic resources such as newspaper articles, radio broadcasts, and works of literature
- To extend the learning environment and make connections with Spanish-speaking people in the community
- To take the AP Spanish Language Exam in May

Texts

Díaz, José M., Margarita Leicher-Prieto, and Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*. 3rd ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2007. Note: This text is referenced as *AP Spanish* throughout the syllabus.

Nexttext, *Abriendo puertas: Antología de literatura en español*. 2 vols. Evanston, Ill.: McDougal Littell, 2003.

Repaso: A Complete Review Workbook for Grammar, Communication, and Culture. New York: Glencoe/McGraw Hill, 1997.

Course Planner

Regularly Scheduled Activities

- Daily: Warm-up activity of 5–8 minutes. Examples include:
 1. An overhead with a variety of verb tenses: Students complete the grid according to the infinitive.
 2. *Let's Talk* cards: Students must speak and complete the task in 60–90 seconds.

Chapter 3

3. Picture descriptions: Students select and describe a picture in 30 seconds. This is a quick way to get students to communicate in the target language.
- Every Wednesday: Language lab.
 - Journals are due every other Thursday and are evaluated using standardized scoring guidelines. Selection of topics is from an established list.
 - *Artículo de prensa*: Due every Friday. Using the link to Prensa Escrita (www.prensaescrita.com), students select an article and write a brief summary in Spanish.

First Semester

Week 1

- Welcome.
- Review syllabus and class expectations.
- Students interview one another and present their new acquaintances to the class.
- Review of stem-changing and spelling-changing verbs: *Repaso*, chapter 3.
- Familiarize the students with the AP Exam format and scoring guidelines.
- Brainstorm strategies for success in this class.
- Introduction to journal writing.

Week 2

- Discuss the importance of register: formal versus informal. How to write an e-mail/letter. Strategies for success.
- Introduction of e-mail exchange with students from our partner high school. This exchange occurs weekly through the first semester and is good preparation for the informal writing component of the AP Exam. Topics are selected by both students and teachers.
- Begin *Caminos Peligrosos*, an audio story in 20 episodes (see Teacher Resources).
- Language lab: Activities include listening to authentic audio selections from several different sources, such as BBC Mundo.com, Radio Naciones Unidas, and *Nuevos Horizontes*, plus exercises from *AP Spanish*.
- In-class essay: *¿Cómo se cumplirán tus expectativas personales y académicas?* I use this essay as a benchmark and focus on those grammatical concepts that I believe everyone needs to study and review.
- Journal entry.
- Test: stem-changing verbs.

Week 3

- Continue *Caminos Peligrosos*.
- Review of preterite and imperfect: *Repaso*, chapters 4 and 5.
- Language lab: introduction to the formal speaking component of the AP Exam, using a selection from Radio Naciones Unidas titled “Los celulares” and a written article that students read at home the night before.

- In-class discussion on the use and impact of cell phones—pros and cons.
- Informal writing assignment in class (10 minutes): Send an e-mail to a friend describing the new phone that your parents have just purchased for you.

Week 4

- Complete *Caminos Peligrosos*. On Friday, students submit a 200-word essay summarizing the series.
- Continue with preterite and imperfect. Test on Friday.
- Begin our first unit: ***La gastronomía***.
- *AP Spanish*, vocabulary, 272-73.
- National Spanish Exam: 2004 vocabulary lists, “Preparing Food.” (See Teacher Resources. I printed out the pages from the CD that I purchased.)
- Language lab: *Puerta del Sol* (13, no. 1), “La nueva cocina española”; and *AP Spanish*, informal speaking exercise #1.
- In class, students discuss the importance of food from a cultural perspective. What role does food play in their family? Is it important to have dinner together? What about holiday celebrations—any special food?
- Journal entry.

Week 5

- Review of gender of nouns and uses of articles: *Repaso*, chapter 16.
- Continue with *La gastronomía*.
- Language lab: *Nuevos Horizontes*, July 30, 2006, “United States Cuisine: A Multicultural Feast”; and *AP Spanish*, formal speaking exercise #1.
- Short story: “Dos palabras” by Isabel Allende (*Abriendo puertas*, vol. 1). In-class discussion follows.
- In-class informal writing assignment: Send an e-mail to your friend describing a new restaurant that has just opened in your neighborhood. Describe the type of food, ambience, and prices.

Week 6

- Students complete the unit on *La gastronomía*. Test on Friday includes matching exercises, short-answer questions, fill-in-the-blanks, and a short written component.
- Students prepare and present to the class their favorite dish, providing a written copy of the recipe. All recipes are compiled, and each student receives a copy of this little cookbook.
- Language lab: *Nuevos Horizontes*, October 6, 2006, “El Mate: A South American Drink”; and *AP Spanish*, informal speaking exercise #2.
- Journal entry.

Week 7

- Begin unit on ***La familia***.
- *AP Spanish*, vocabulary, 271.
- Review of gender of nouns and uses of articles. Test on Friday.
- Language lab: *Puerta del Sol* (12, no. 4), “La telebasura”; and *AP Spanish*, formal speaking exercise #2.

Chapter 3

- Short story: “El hijo” by Horacio Quiroga (*Abriendo puertas*, vol. 1).
- Students prepare a formal oral presentation of two minutes on the importance of family in their lives.
- Informal writing assignment.

Week 8

- Continue with *La familia*.
- Students independently review all perfect verb tenses and their uses: *Repaso*, chapter 9. Test on Friday. Students have an opportunity on Thursday to ask questions prior to the exam; however, no formal instruction takes place.
- Language lab: *AP Spanish*, informal and formal speaking exercise #3.
- Short story: “No oyes ladrar los perros” by Juan Rulfo (*Abriendo puertas*, vol. 1).
- Students write an essay comparing “El hijo” and “No oyes ladrar los perros.”

Week 9

- Complete the unit on *La familia*. Test on Thursday.
- Language lab: *AP Spanish*, informal and formal speaking exercise #4.
- Short story: “Mi caballo mago” by Sabine Ulibarrí (*Abriendo puertas*, vol. 1). Complete questions and discuss in class.
- Informal writing assignment.

[LAST WEEK OF THE QUARTER. ONE-WEEK FALL BREAK FOLLOWS.]

Week 10

- Introduction to semester project: *Un personaje célebre hispano* (see Student Activities). Students research a famous person. The project includes a formal written biographical essay, a visual representation of the person’s life that includes a time line, and a formal oral presentation to the class based on the research. The oral presentation must be at least 10 minutes long, and the visual selections must enhance the presentation. Students have two days in the library to begin their research. All other preparation is completed outside of class.
- Introduction of new unit: *El español en el mundo actual*.
- National Spanish Exam: 2004 vocabulary lists, “The Computer” and “Communications.”
- Language lab: *Puerta del Sol* (11, no. 1), “La salud de la lengua española: Entrevista con Victor García de la Concha”; and *AP Spanish*, informal and formal speaking exercise #5.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 1/2.
- Journal entry.

Week 11

- Students discuss the impact of Spanish in their city and the importance of learning a second language.
- Students interview a Spanish-speaking person in their community and write a short summary of their interview.

- Students present their interview to the class.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 3/4.
- Language lab: *Puerta del Sol* (8, no. 5), “Usos y abusos del idioma español”; and *AP Spanish*, informal and formal speaking exercise #6.
- Informal writing assignment.

Week 12

- Complete the unit on *El español en el mundo actual*. Test on Friday.
- Language lab: *Puerta del Sol* (11, no. 4), “El español en Internet”; and *AP Spanish*, informal and formal speaking exercise #7.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 5/6.
- Introduction to the genre of drama. Brief overview of the life of Federico García Lorca.
- Begin *La casa de Bernarda Alba* (*Abriendo puertas*, vol. 2). Read act 1 in class, and then view that portion of the film *The House of Bernarda Alba*.
- Students complete the study guide for act 1 from *Abriendo puertas: Teacher’s Resource Manual*, vol. 2. Discussion in class.
- Journal entry.

Week 13

- *La casa de Bernarda Alba*, act 2.
- Complete the study guide for act 2 from *Abriendo puertas: Teacher’s Resource Manual*, vol. 2. Discuss in class, and view act 2 of the movie.
- Language lab: Radio Naciones Unidas, October 31, 2006, “Un debate multi sectorial sobre la Internet”; and *AP Spanish*, informal and formal speaking exercise #8.
- Review of subjunctive: *Repaso*, chapter 11.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 7/8.
- Informal writing assignment.

Week 14

- *La casa de Bernarda Alba*, act 3.
- Complete the study guide for act 3 from *Abriendo puertas: Teacher’s Resource Manual*, vol. 2. Discuss in class, and view act 3 of the movie.
- In-class essay based on *La casa de Bernarda Alba*.
- Introduction of new unit: ***La salud***.
- Review of subjunctive: *Repaso*, chapter 11.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 9/10.
- Informal writing assignment.

Chapter 3

Week 15

- Continue with *La salud*.
- Review of subjunctive: *Repaso*, chapter 12.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 11/12.
- Language lab: *Puerta del Sol* (12, no. 4), “El consumo de drogas en España”; and *AP Spanish*, informal and formal speaking exercise #9.
- Prepare and participate in the Salvation Army’s “Angel Tree” interviews with Spanish-speaking families. Students spend a day at the Salvation Army facility, interviewing eligible families for the Christmas program that provides gifts for children whose parents cannot afford to buy them. Students review the interview questions in class and practice with each other prior to interviewing the families.
- Journal entry.

Week 16

- Complete the unit on *La salud*. Test on Friday.
- Review of subjunctive: *Repaso*, chapter 13.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 13/14.
- Language lab: *Nuevos Horizontes*, August 6, 2006, “Eating Healthy in Shopping Centers.”
- Write our first in-class formal essay based on the integration of skills. Because of the 52-minute periods, students are given the articles the day before and are asked to read them at home and adhere to the allotted time.
- Students listen to an audio selection in class. They have 5 minutes to prepare their outline and 40 minutes to complete the essay.
- Informal writing assignment.

Week 17

- Formal oral presentations based on semester research project: *Un personaje célebre hispano*.
- Complete the unit on the subjunctive. Test on Friday.

Week 18

- Final exams in all classes.

[WINTER BREAK]

Second Semester

Week 1

- Welcome back.
- Work with a partner, discuss activities during the winter holidays, and briefly present this information to the class.

- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 15/16.
- Language lab: *AP Spanish*, informal and formal speaking exercise #10.
- Review of *ser/estar* and *por/para*: *Repaso*, chapters 2 and 22.
- Introduction of new unit: ***El turismo***.
- Informal writing assignment.

Week 2

- Continue with *El turismo*.
- Language lab: *Puerta del Sol* (9, no. 6), “La mezquita de Córdoba”; and *AP Spanish*, informal and formal speaking exercise #11.
- In-class essay: integrated skills.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 17/18.
- Test on Friday: *ser/estar* and *por/para*.
- Introduce third-quarter project: *Las comunidades autónomas de España* (see Student Activities). Students have two days in the library to prepare for their project; all other work is completed outside of class.

Week 3

- Continue with *El turismo*.
- Language lab: *Think Spanish!*, March 2006, “Viaje: Los andes venezolanos”; and *AP Spanish*, informal and formal speaking exercise #12.
- Los pronombres: directos, indirectos, relativos: *Repaso*, chapters 19 and 20.
- Journal entry.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 19/20.
- Short story: “La noche boca arriba” by Julio Cortázar (*Abriendo puertas*, vol. 1).

Week 4

- Language lab: *Think Spanish!*, May 2006, “Viaje: El gran pantanal paraguayo”; *AP Spanish*, informal and formal speaking exercise #13.
- Complete the unit on *El turismo*. Test on Thursday.
- In-class essay: integrated skills.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 21/22.
- Begin reading *Bodas de sangre* by Federico García Lorca, act 1. (See Teacher Resources.)

Chapter 3

Week 5

- Los adjetivos: *Repaso*, chapter 12.
- Language lab: *Nuevos Horizontes*, April 23, 2006, “The Gaucho”; and *AP Spanish*, informal and formal speaking exercise #14.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 23/24.
- *Bodas de sangre*, acts 2 and 3.
- Informal writing assignment.

Week 6

- Los adverbios: *Repaso*, chapter 21.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 25/26.
- Watch the film *Bodas de sangre* by Carlos Saura.
- Introduction of new unit: ***La música***.
- Language lab: *Think Spanish!*, May 2006, “Música: México es mucho más que mariachi”; and *AP Spanish*, informal and formal speaking exercise #15.
- Students write a critique of one of their favorite songs and/or musical groups.

Week 7

- Test on Friday: *Los adjetivos y los adverbios*.
- Continue with *La música*.
- Language lab: *Puerta del Sol* (10, no. 3), “La zarzuela”; and *AP Spanish*, informal and formal speaking exercise #16.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 27/28.
- In-class essay: integrated skills.

Week 8

- Complete the unit on *La música*. Test on Friday.
- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 29/30.
- Language lab: *Think Spanish!*, May 2006, “Música: Una voz crítica hecha canción, Puerto Rico”; and *AP Spanish*, informal and formal speaking exercise #17.
- In-class informal writing assignment.

Week 9

- Formal oral presentations: *Las comunidades autónomas de España*.

[LAST WEEK OF THE QUARTER. ONE-WEEK SPRING BREAK FOLLOWS.]

Week 10

- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 31–34.
- *AP Spanish*, informal and formal speaking exercise #18.
- Introduction to poetry: “Balada de los dos abuelos” and “Sensemayá” by Nicolás Guillén (*Abriendo puertas*, vol. 1).
- In-class essay: integrated skills.
- Introduce final project: Storybook (see Student Activities).

Week 11

- Homework due: *AP Spanish* exercises—Reading comprehension and paragraph completions with and without root words, sections 35/36.
- *AP Spanish*, informal and formal speaking exercise #19.
- Journal entry.
- Poems: “Peso ancestral” and “Tú me quieres blanca” by Alfonsina Storni (*Abriendo puertas*, vol. 1).

Week 12

- Homework due: *AP Spanish* exercises—Reading comprehension, sections 37/38; paragraph completions without root words, section 37.
- Language lab: *AP Spanish*, informal and formal speaking exercise #20.
- In-class essay: integrated skills.
- Poemas: “Autorretrato” by Rosario Castellanos (*Abriendo puertas*, vol. 1); “A Julia de Burgos” by Julia de Burgos (*Abriendo puertas*, vol. 1).

Week 13

- Homework due: *AP Spanish* exercises—Reading comprehension, sections 39/40.
- Language lab: *Puerta del Sol* (13, no. 4), “Exposición Picasso: Tradición y vanguardia.”
- Poemas: “Volverán las oscuras golondrinas” by Gustavo Adolfo Bécquer (*Abriendo puertas*, vol. 1).
- “Lo fatal” by Rubén Darío (*Abriendo puertas*, vol. 1).
- Journal entry.

Week 14

- Final review for students. They come prepared with questions.
- Language lab: Final preparation prior to the AP Exam.
- Poema: “A Roosevelt” by Rubén Darío (*Abriendo puertas*, vol. 1).
- In-class essay: integrated skills.

Week 15

- AP Spanish Language Exam.
- Begin reading the play *La dama del alba* by Alejandro Casona, acts 1 and 2. (See Teacher Resources.) Then view those two acts in the movie. Comprehension quizzes after each act.

Chapter 3

Week 16

- *La dama del alba*, acts 3 and 4, then view those acts in the movie. Comprehension quizzes after each act.

Week 17

- Complete *La dama del alba*; write an essay in class.
- Presentation of final “storybook” project.
- Senior final exams.

Week 18

- Final exams for all other students.

Teaching Strategies

I organize this course using self-created thematic units, gathering vocabulary from many sources and using the review and exam preparation books as resources. I strongly encourage all my students to take the AP Spanish Language Exam, and with the emphasis and focus on integration of skills and authentic resources, it is imperative that they begin their preparation early. I employ several strategies that I believe facilitate the learning process. For example, to prepare students for the Interpersonal speaking component of the AP Exam, I use the *Let’s Talk* cards and turn them into dialogues. The students break into pairs and write brief conversations that we perform together in the language lab. I have several excellent resource books that I use frequently to develop this skill. If students have a strong grasp of accuracy and are accustomed to working with other students in pair activities, this task will prove to be much more manageable for them.

To prepare students for the Presentational speaking portion of the exam, I integrate this skill as often as possible within each unit that I teach. First-semester students are asked to prepare a series of two-minute presentations based on the theme, not on any accompanying sources. The idea is for students to develop the skill and to become accustomed to speaking within a time limit. Although they have more than two minutes to prepare, I am teaching a skill that enables them to function well on this portion of the actual exam. Beginning with the second quarter, we work on this skill every week in the language lab, using our *AP Spanish* book or exercises that I have created based on the theme with which we are working.

For listening skill development, I have prepared a series of graphic organizers that help students structure information and better comprehend material. The use of authentic sources can be very intimidating for some students; therefore, during the first semester, I allow them to listen to the audio selection three or four times. Although this is not a feature on the exam, it helps them to build confidence. After students have had an opportunity to listen, I randomly put them in pairs and ask them to review their information. This is an excellent opportunity for students to work together and to share information. It also helps to reduce the stress of having to understand and be responsible for all of the information. Music is an excellent way of increasing vocabulary, by listening to songs in a variety of regional variations and discussing grammatical topics. This is a nonstressful, entertaining activity that all students enjoy.

Writing is a skill that must be mastered over a long period of time and with lots of guidance, especially in the beginning. Before assignment of the first essay, as a class we write one together. In this way we are able to discuss techniques and strategies that will lead to a high level of proficiency and communicative competence. Because I believe it is important to replicate the exam format, many of the essays are completed in class. The journal entries that my students submit every other week give them time to develop their writing skills, as does the creative writing they do as part of their final project (see Student Activities).

Language Lab Activities

We are fortunate to have a digital language lab on our campus. The use and integration of technology plays an important role in the AP Spanish Language classroom. Our lab has 36 stations; each one is equipped with a computer, a flat-screen panel, and a headset. The software that runs the program has many excellent features that enhance language learning and prepare students for the integration of skills and the use of authentic resources. Every Wednesday, a day I selected because most school activities and sporting events are not normally an issue, my students report to the lab. I have prepared a wide variety of activities: for example, listening to the CDs that accompany the textbooks, using the Internet to access audio selections, viewing movies, participating in pair-work activities, recording informal and formal oral presentations, and listening to music with text synchronized to the lyrics—one of their favorite activities. It is imperative that students are not only familiar with the format of the exam but are also comfortable and accustomed to using the technology that will be required of them on exam day. All of the activities listed here can easily be accomplished in a normal classroom setting, using a laptop or individual recorders.

Student Evaluation

Grades are based on all types of activities in the course. These include, but are not limited to, recorded speaking samples, essays, listening and reading comprehension activities, tests, and homework. I frequently assess students' work; feedback is extremely important and helps students to grow and learn. I introduce and use the latest AP Scoring Guidelines, and oftentimes I modify them for my lower-level classes. I do, however, convert the number from the scoring guideline to a 50- or 100-point scale. For example, an assignment that is worth 100 points on a 9-point scale, would reflect the following scores:

9	100 points
8	95 points
7	90 points
6	85 points
5	80 points
4	75 points
3	70 points
2	65 points
1	60 points
0	0 points

Weighting of Components

Class grades are weighted depending on the type of activity.

Tests and quizzes (30 percent)

This category comprises any and all assessments that I give throughout the year—anything from vocabulary tests to true-false quizzes on stories that we read in class and at home. Exams can be short-answer questions, fill-in-the-blank, or matching (Spanish to Spanish). This category also includes the research projects.

Essays/written assignments (20 percent)

Any written work falls into this category: all journal entries, e-mail exchanges, and informal and formal writing assignments.

Chapter 3

Aural/oral activities (20 percent)

Any listening/speaking assignment, whether in class or in the language lab, is included in this category.

Classroom participation (20 percent)

This is highly subjective on my part; however, I keep a clipboard on my podium with every student's name, and during class and at the end of every period, I take note of any exceptional comments and/or lack of participation. Students are awarded 25 points per week in this category and lose points if they do not participate.

Homework (10 percent)

This is a large category that comprises several different activities: for example, any homework from our AP Exam prep book, definition of vocabulary words, and weekly summaries of news articles.

Grading Scale

A	100–90 percent
B	89–80 percent
C	79–70 percent
D	69–60 percent
F	59 percent and below

Teacher Resources

Required Texts

Díaz, José M., Margarita Leicher-Prieto, and Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*. 3rd ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2007.

Nextext. *Abriendo puertas: Antología de literatura en español*. 2 vols. Evanston, Ill.: McDougal Littell, 2003.

Repaso: A Complete Review Workbook for Grammar, Communication, and Culture. New York: Glencoe/McGraw Hill, 1997.

Each student must also own a good English–Spanish dictionary for home use. *The Oxford Spanish Dictionary: Spanish–English/English–Spanish* (Oxford University Press), hardcover or paperback edition is recommended.

Supplementary Books

Bordón, Teresa. *Al teléfono: Comprensión y expresión oral*. Madrid: Ediciones SM, 1994.

Casona, Alejandro. *La dama del alba*. Edited by Juan Rodríguez-Castellano. Englewood Cliffs, N.J.: Prentice Hall, 1975.

College Board. 2003 *AP Spanish Language Released Exam*. New York: College Board, 2004.

College Board. 1998 *AP Spanish Language Released Exam*. New York: College Board, 1998.

Díaz, José M., María Nadel, and Stephen J. Collins. *Abriendo paso: Gramática*. Rev. ed. Boston: Heinle and Heinle, 2000.

Dreke, Michael, Wolfgang Lind, and Margaret Schlubach-Rüping. *Español en pareja*. Berlin: Langenscheidt, 1991.

Dreke, Michael, and Sofía Salgueiro. *Español en pareja: Júnior*. Berlin: Langenscheidt, 2002.

Duhl, Jay, and Felipe Mercado. *AP Test Prep: Mastering the Advanced Placement Spanish Language Exam*. St. Paul, Minn.: EMC Paradigm, 2007.

Fenton, Sue. *Over 1,000 Conversation Starters and Strategies for Creating a Lively, Communicative Classroom for Any Language Course*. Newington, Conn.: Madame Fifi Publications, 2001.

García Lorca, Federico. *Bodas de sangre*. Edited by Herbert Ramsden. Manchester, UK: Manchester University Press, 1988.

Gatski, Barbara, and John McMullan. *Triángulo: A propósito*. New 4th ed. Sandwich, Mass.: Wayside Publishing, 2006.

Herrera, Carmen, and Paul Lamontagne. *¡A toda vela! Advanced Spanish Program for AP and Higher-Level Students*. St. Paul, Minn.: EMC Paradigm Publishing, 2007.
www.emcp.com/product_catalog/index.php?GroupID=1623

Holt Advanced Spanish: AP Language Preparation Student Workbook. 2007 exam ed. Austin, Tex.: Holt, Rinehart and Winston, 2007. www.hrw.com/world/apspanishlanguage.htm

Kanter, Abby. *Encuentros maravillosos: Gramática a través de la literatura*. Glenview, Ill.: Scott Foresman/Addison Wesley, 1998.

Nexttext. *Abriendo puertas: Antología de literatura en español. Teacher's Resource Manual*, vol. 2. Evanston, Ill.: McDougal Littell, 2003.

Petersen, Wade. *50 Spanish Oral Communication Activities*. N.p.: Teacher's Discovery, 1999.
www.teachersdiscovery.com

Audio Book

De Harven, Emile. *Caminos Peligrosos*. Recorded book with teacher's guide. St. Paul, Minn.: EMC Paradigm Publishing, n.d. Available at
www.emcp.com/product_catalog/index.php?GroupID=1189

Teaching Aids

Everyday Situations in Spanish. Transparencies. Available at Applause Learning Resources.
www.applauselearning.com

Let's Talk! Conversational cards. N.p.: Scott Foresman, n.d.
www.scottforesmancatalog.com/search_results_ISBN.cfm?site_id=18&searchterm=0673215539

National Spanish Examinations. CD-ROM of vocabulary lists. Available from National Spanish Exams, 3602 Chimney Hill Ct., Valparaiso, IN 46383.
www.nationalspanishexam.org/vocab_lists.htm

Rodrigo, Victoria. *Infórmate con CNN*. 21 video segments and workbook. Boston: Thompson/Heinle, 2003.

Chapter 3

Videos

Bodas de sangre. 1981. Directed by Carlos Saura. Editora Europa. 70 minutes. Available at Amazon.com

La dama del alba. 1989 (TV). Directed by Gustavo Pérez Puig. Episode of the TV series *Primera función*. Available from Insight Media, 2162 Broadway, New York, NY 10024; 800 233-9910.
www.insight-media.com

The House of Bernarda Alba. 1991 (TV). Directed by Nuria Espert and Stuart Burge. 100 minutes. Available from Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543-2053; 800 257-5126.
www.films.com

Web Sites/Online Publications

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

CNN en Español.
www.cnn.com/espanol

ECOS Magazine.
www.ecos-online.de/audio

El Mundo.es. Online edition of the newspaper.
www.elmundo.es

Guisando.org. Simple and easy recipes.
www.guisando.org/podcast/index.php

Instituto Cervantes.
www.cervantes.es/portada_b.htm

Lingolex.com. Vocabulary about hotels.
www.lingolex.com/swom/index.htm

Materiales para la Enseñanza Multicultural. Online journal.
www.sgci.mec.es/usa/materiales

Nuevos Horizontes. Internet radio program. (Titles of the programs are in English, but the recordings are in Spanish.) University of Illinois Extension.
www.nuevoshorizontes.org

Prensa Escrita. Links to newspapers in all Spanish-speaking countries.
www.prensaescrita.com

Puerta del Sol. Audio magazine. Nashville, Tenn.: Champs-Elysées.
www.puerta-del-sol.com/products/spanish/default.aspx

Radio Naciones Unidas.
www.un.org/radio/es

Think Spanish! Audio Magazine™.
<http://readspanish.com>

Univision.
www.univision.com/portal.jhtml

Student Activities

Handout: La investigación de un personaje célebre hispano

De la lista a continuación cada alumno escogerá uno de los siguientes célebres personajes hispanos como tema de una investigación.

- Alfonso el Sabio (rey)
- Simón Bolívar
- Carlos V (emperador del Sacro Imperio Romano)
- Fidel Castro
- Miguel de Cervantes
- El Cid
- Hernán Cortés
- Salvador Dalí
- Manuel de Falla
- Felipe II (rey)
- Francisco Franco
- Federico García Lorca
- Gabriel García Márquez
- Antonio Gaudí
- Francisco Goya
- El Greco
- Isabel la Católica (reina)
- Juan Carlos (rey)
- Frida Kahlo
- Moctezuma
- Evita Perón
- Pablo Picasso
- Francisco Pizarro
- Diego Rivera
- Joaquín Sorolla
- Diego Velásquez
- Pancho Villa

Chapter 3

I. El ensayo biográfico

Escribirás un ensayo biográfico acerca de una personalidad del mundo hispano, bajo los siguientes requisitos:

1. Elegir un personaje de la lista.
2. Una vez escogido, deberás contar con cinco fuentes de donde extraer la información.
3. Deberá ser de una extensión de 250–300 palabras.
4. Se entregará el día de la exposición del trabajo.

II. La elaboración del trabajo

5. Deberás incorporar al trabajo al menos 10 imágenes del personaje comentado. Recomiendo que te consigas un “presentation board.”
6. La estructura del trabajo deberá observar un desarrollo cronológico en donde situará los hechos o acontecimientos más significativos del personaje comentado.

III. La exposición del trabajo

7. La exposición del trabajo tendrá una duración de 10 minutos. Durante el tiempo de la exposición el alumno no podrá recurrir a ningún tipo de apunte en una lectura directa.

La puntuación del proyecto

- Ensayo: 100 puntos
- Elaboración del trabajo: 100 puntos
- Exposición oral: 100 puntos

Handout: Las comunidades autónomas de España

De la lista a continuación cada alumno escogerá una de las comunidades autónomas de España como proyecto de investigación este semestre.

Comunidad autónoma y la capital

- Andalucía—Sevilla
- Aragón—Zaragoza
- Canarias—Las Palmas de Gran Canaria
- Castilla-La Mancha—Toledo
- Castilla y León—Valladolid
- Cataluña—Barcelona
- Cantabria—Santander
- Extremadura—Mérida
- Galicia—Santiago de Compostela
- Islas Baleares—Palma
- La Rioja—Logroño

- Madrid—Madrid
- Murcia—Murcia
- Navarra—Pamplona-Iruña
- País Vasco—Vitoria-Gastéiz
- Principado de Asturias—Oviedo
- Valencia—Valencia

Requisitos

I. Información obligatoria

- Identificación de la región en el mapa
- La bandera de la región
- El escudo de la región
- Costumbres/tradiciones populares
- Lugares/monumentos importantes
- Comidas
- Personajes importantes
- Lengua/dialecto

II. El ensayo

1. Deberás elegir una fiesta importante de la región como parte del trabajo. El mismo deberá tener una extensión de 200 palabras.
2. Una vez escogida la región, deberás contar con cinco fuentes de donde extraer la información.
3. Cada proyecto se presentará a través de *PowerPoint* y deberá constar de 10 imágenes de la región. El proyecto se presentará el día de la exposición de la clase que tendrá una extensión de 10 minutos.
4. Diseñar un folleto explicativo de los diversos lugares turísticos (parques, plazas, museos, centros históricos) que el visitante pueda recorrer al viajar por la región.

La puntuación del proyecto

- Ensayo: 100 puntos
- *PowerPoint*: 100 puntos
- Exposición oral: 100 puntos
- Folleto de turismo: 50 puntos

Handout: Proyecto final

Tema: “Rizos de Oro y los tres osos” o “La Cenicienta”

Requisitos

- Cada alumno elegirá un cuento, entre aquellos que se le ofrecen y a continuación, escribirá su propia versión acerca del mismo.

Chapter 3

- Cada página escrita por el alumno deberá tener una extensión de 35 a 40 palabras. Las frases compuestas deberán ser elaboradas en el correcto uso del español. El alumno deberá incluir en el trabajo el uso de tiempos verbales, tanto en el modo indicativo como subjuntivo.
- Cada episodio contendrá un dibujo que represente lo que está ocurriendo.
- Los episodios deberán ser escritos a máquina o en computador y se presentarán en papel sin renglones.
- Cada libro tendrá una cubierta y una página final.
- Todas las páginas ordenadas numéricamente; no se aceptarán grapas ni cuadermitos.
- El cuento deberá tener una extensión total de 14 páginas; 12 pertenecerán al cuerpo del trabajo y 2 correspondientes a la cubierta y página final.
- Cada episodio tendrá una valoración de 50 puntos. El proyecto final se evaluará sobre una base de 100 puntos posibles.
- Cada alumno deberá adquirir un cuaderno para este proyecto. En el mismo deberá escribir todos los episodios.
- El alumno no deberá extraer ninguna hoja ya que al final tendrá que copiar nuevamente los episodios. Si extravías el cuaderno, no existirá posibilidad alguna de escribir los episodios.

Horarios

Las siguientes fechas y horarios se corresponden con las secuencias en la elaboración del trabajo:

el 21 de marzo	episodios 1 y 2
el 28 de marzo	episodios 3 y 4
el 4 de abril	episodios 5 y 6
el 11 de abril	episodios 7 y 8
el 18 de abril	episodios 9 y 10
el 25 de abril	episodios 11 y 12

El 18 de mayo se entregará el proyecto final!

A los fines de la evaluación final se tomarán en cuenta los siguientes aspectos:

- La nitidez
- El correcto uso de la gramática
- La originalidad del cuento
- La creatividad
- La puntualidad en el cumplimiento de todos los requisitos obligatorios.

El alumno que opte por no hacer este proyecto, suspenderá el cuarto con una F.

Sample Syllabus 4

Andrea J. Schueler

Stillwater Area High School

Stillwater, Minnesota

School Profile

School Location and Environment: Stillwater Area High School is a large suburban high school. The St. Croix Valley community values education, prides itself on its history, and will proudly tell you that we have the oldest high school in the state of Minnesota. The community also values education, and our high school offers a comprehensive list of courses including 14 AP subjects.

Grades: 10–12

Type: Public high school

Total Enrollment: 2,200 students

Ethnic Diversity: The school's population is 7 percent Asian American, 1 percent Hispanic, and 0.8 percent African American.

College Record: Approximately 63 percent of each graduating class enters a four-year college and another 21 percent continues on to a two-year college or vocational program.

Class Profile

At the time this syllabus was taught, our school had two sections of AP Spanish Language with a total enrollment of 60 students. AP Spanish Language is the fifth year of study for students and the highest level of language offered in the district.

Personal Philosophy

Teaching AP Spanish energizes me. At this level, students can consider, discuss, and analyze a variety of topics using Spanish. It is a language course, but it should also be a history course, a literature course, a current events course, and more. Each new group of students brings its own interests to the course. Because I have had small groups of students in the past, I adjust the course to fit the needs and interests of each particular group.

Course Prerequisites

Students must successfully complete Spanish levels 1–4 to enroll in AP Spanish.

Course Overview

Goals

- Students will expand their interpersonal communication skills in Spanish through daily classroom interactions in the language. This includes casual conversations with the teacher and classmates as well as formal discussions.

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- Students will increase and refine their written presentational skills in formal and informal contexts.
- Students will refine their oral presentational skills in formal and informal contexts.
- Students will broaden their comprehension skills of written and aural material in formal and informal contexts.
- Students will broaden their understanding of the cultures that comprise the Spanish-speaking world through the study of history, literature, art, music, and current events.
- Students will make connections between their learning in the Spanish classroom, their learning in other classes, and their daily lives.

Course Planner

Semester 1

Week 1	Review of summer homework, classroom rules, syllabus
Week 2	<i>Encuentros maravillosos</i> —chapter 1, read article about dream interpretation
Week 3	<i>Encuentros maravillosos</i> —chapter 1, “El sur,” Jorge Luis Borges
Week 4	<i>Encuentros maravillosos</i> —chapter 1—exam and creative writing assignment, “El dinosaurio,” Augusto Monterroso, current events
Week 5	<i>Encuentros maravillosos</i> —chapter 4—oral dialogue
Week 6	<i>Encuentros maravillosos</i> —chapter 4
Week 7 (3-day week)	<i>Encuentros maravillosos</i> —chapter 4—exam, verb review
Week 8	<i>Encuentros maravillosos</i> —chapter 5, current events
Week 9	<i>Encuentros maravillosos</i> —chapter 5, “Bernardino,” Ana María Matute
Week 10	<i>Encuentros maravillosos</i> —chapter 5—exam, film: <i>Los niños invisibles</i>
Week 11	“Cajas de cartón” de Francisco Jiménez; film: <i>La ciudad</i> , immigration current events or opinion articles
Week 12	<i>La casa en Mango Street</i> , Sandra Cisneros, current events
Week 13	<i>La casa en Mango Street</i> , Sandra Cisneros
Week 14	<i>La casa en Mango Street</i> , Sandra Cisneros, essay
Week 15	<i>Encuentros maravillosos</i> —chapter 6
Week 16	<i>Encuentros maravillosos</i> —chapter 6, “Un día de estos,” Gabriel García Márquez, exam, current events

Week 17	“Gracias a la vida,” Mercedes Sosa, “Un par de botas,” “Si el norte fuera el sur,” Ricardo Arjona, discussions of economies
Week 18	Discussions of economies
Week 19	Grammar review—all subjunctive forms and sequence of tenses, individual project presentations, semester 1 journal
Week 20	Current events, final exam

Semester 2

Week 21	<i>Encuentros maravillosos</i> —chapter 7, command presentation
Week 22	<i>Encuentros maravillosos</i> —chapter 7, exam
Week 23	<i>El Quijote</i> , parte I: episodios 1–8
Week 24	<i>El Quijote</i> , parte I: episodios 9–12, current events
Week 25	<i>El Quijote</i> , parte I: episodios 13–19
Week 26	<i>El Quijote</i> , parte III: episodios 3, 4
Week 27	<i>El Quijote</i> , parte III: episodio 6, review, collage
Week 28	Quijote projects, current events
Week 29	<i>Encuentros maravillosos</i> —chapter 12
Week 30	AP Exam preparation
Week 31	AP Exam preparation, <i>Encuentros maravillosos</i> —chapter 13
Week 32	AP Exam preparation, <i>Encuentros maravillosos</i> —chapter 13, current events
Week 33	AP Exam week
Weeks 34–36	Film study or other topic as chosen by students
Week 37	Film study or other topic as chosen by students, last week for seniors

Teaching Strategies

La palabra de honor

After struggling during my first years as an AP teacher to convince my students that they must speak only Spanish in the classroom, I instituted the *palabra de honor* language pledge. Each year, usually on the second day of class, we have the official signing of the pledge. I explain that the only language allowed in class is Spanish, although on rare occasions, I may resort to a word or two of English for educational purposes. Students will only use Spanish once they set foot in the room. No grade is given for this; however, students failing to follow the pledge will see an effect on their participation grades. After a clear

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explanation, students are allowed one minute to speak English. Then they sign the pledge, and English evaporates. While reminders are occasionally needed for some students, I have yet to impose the threat of a lowered participation grade.

The *palabra de honor* that I signed as a graduate student of the Language Schools at Middlebury College in Middlebury, Vermont, inspired this system.

Everybody Gets an A

With the blessing of my principal, I have instituted a new grading system. During a professional development event, I was fortunate to see the video “Leadership: An Art of Possibility” featuring Benjamin Zander. One premise he espoused was “Everybody gets an A,” a motto that both sets a high standard and allows for individual differences. At the start of the second semester, I asked each student to write me a letter, post-dated to the last day of school, explaining why they had earned an A. Once they completed a satisfactory letter, they simply had to do what it said. Students must complete all class work as well as work toward their individual goals to earn the A. While this concept is still in its infancy for me, I have noticed that the students are working as hard as, and in some cases harder than before the new system was instituted. They also are much more relaxed and willing to take risks. Based on these positive initial results, I intend to continue using this system.

El portafolio

I have used some type of portfolio system for most of my years teaching AP. This gives the students a chance to gather and showcase their best work. It also requires them to reflect on the process of learning. Currently, the portfolio serves as the final evidence to justify a student’s receipt of an A for second-semester AP Spanish Language, based on the system described above.

Current Events and Country Study

At the beginning of each year, students choose a country or region to study. They research basic data about the country and read news stories about that country throughout the semester or year. Students share oral summaries of the articles they read with classmates. This project provides valuable presentational speaking experience and allows students to gain a greater understanding of the diversity of the Spanish-speaking world.

Authentic Sources

Working with authentic sources is a key to successful preparation. 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. Students read articles to form a basis for essays and give oral summaries of the information read.

Post-exam Activities

After the AP Exam, all formal grammar instruction ceases, and we study a topic of interest to the students. I give them a list of choices I am prepared to accept. In the past we have studied music, film, and food. Regardless of the topic, students prepare an individual or small group project to present to the class.

Summer Study

During the summer prior to AP Spanish Language, students are required to complete some type of experience (e.g., watching a film, reading newspapers, attending a community event) that relates to

Spanish. Students write responses to their activities and share them during the first days of class. It is also recommended that students review verb tenses from the past four years of study, listen to music, and read additional articles on the Internet to keep their Spanish current.

Student Evaluation

Semester 1

- 70 percent: Quizzes, exams, projects, and compositions
 - Exams generally include matching or multiple-choice sections, fill-in-the-blank sections, and short-answer or essay sections.
 - Projects may include group presentations, research, class discussions, and more.
 - Most compositions are modeled on the format used in the AP Exam. However, some creative writing compositions are assigned as well.
- 15 percent: Journal, country study, and class participation
 - Students are asked to write approximately 10 pages each semester in a journal. This includes AP-style essays and free choice pages. In addition, they are required to include one additional page for each day they are absent from class. These are graded holistically at the end of the term.
 - Students will choose a country or region of the Spanish-speaking world at the start of the semester. They will do some basic research on this country/region as well as keep current on its news. Students will report the news of their country/region to the class on a biweekly basis.
 - Students grade their own participation using a rubric.
- 15 percent: Term final and individual project
 - The final includes portions of previous AP Exams or a Released Exam in its entirety.
 - Each student will choose one independent experience to complete during the semester. Options include (but are not limited to) reading a novel, teaching Spanish to elementary students, volunteering with a community group that reaches out to the local Latino population, researching a historical or cultural topic of interest, or watching a series of films or television programs.

Grades are based on the following scale:

93–100%	A
90–92%	A–
87–89%	B+
83–86%	B
80–82%	B–
77–79%	C+
73–76%	C
70–72%	C–
67–69%	D+
63–66%	D
60–62%	D–
less than 60%	F

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Semester 2

Everybody gets an A: see the description in the Teaching Strategies section. The portfolio becomes the basis for the grade; although exams, compositions, and projects still form the basis for the course. Those students failing to meet the requirements for this program will be graded in the same way as semester 1.

Teacher Resources

Main text

Kanter, Abby. *Encuentros maravillosos: Gramática a través de la literatura*. Glenview, Ill.: Scott Foresman Addison Wesley Longman, 1998.

Supplementary Texts

Andrade, Marcel D., *Aventuras del ingenioso hidalgo don Quijote de la Mancha: An adaptation for intermediate and advanced students by Miguel de Cervantes*. Lincolnwood, Ill.: National Textbook Company, 1993.

Díaz, José M., Margarita Leicher-Prieto, and Glenn J. Nadelbach. *AP Spanish: Preparing for the Language Examination*. 2nd ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 1996.

Gatski, Barbara, and John McMullan. *Triángulo: A propósito*. 3rd ed. Sandwich, Mass.: Wayside Publishing, 2000.

Nextext. *Abriendo puertas: Antología de literatura en español*. Evanston, Illinois: McDougal Littell, 2003.

Stillman, David, and Ronni Gordon. *Repaso*. New York: McGraw Hill, 1998.

Samaniego, Fabián A., Nelson Rojas, Maricarmen Ohara, and Francisco X. Alarcón. *El Mundo 21 Hispano*. Boston: Houghton Mifflin, 2005.

Valette, Rebecca M., and Joyy Renjilian-Burgy. *Album: Cuentos del mundo hispánico*. 2nd ed. Lexington, Mass.: D.C. Heath, 1993.

Additional Resources

Cisneros, Sandra. *La casa en Mango Street*. New York: Vintage Books, 1994.

College Board. 2003 *AP Spanish Language Released Exam*. New York: College Board, 2004.

College Board. 1998 *AP Spanish Language Released Exam*. New York: College Board, 1998.

Sha-Man. “¿Qué significan tus sueños?” *Eres*. July 16, 2000, 76–78.

Films

Como agua para chocolate. DVD. Directed by Alfonso Arau. Distributed by Miramax, 1993. 114 minutes.

El espejo enterrado. Directed by Peter Newington. Distributed by Sogetel, 1991. 295 minutes.

El hijo de la novia. Directed by Juan José Campanella. Distributed by Sony Pictures, 2001. 123 minutes.

Il Postino. Directed by Michael Radford. Distributed by Miramax, 1994. 108 minutes.

La ciudad. DVD. Directed by David Riker. Distributed by New Yorker Video. 1998. 88 minutes.

La lengua de las mariposas. DVD. Directed by José Luis Cuerda. Distributed by Miramax, 1999. 96 minutes.

Los niños invisibles. DVD. Directed by Lisandro Duque Naranjo. Distributed by Venevision International, 2001. 90 minutes.

Missing. DVD. Directed by Constantin Costa-Gavras. Distributed by Universal Studios, 1982. 122 minutes.

The Motorcycle Diaries. DVD. Directed by Walter Salles. Distributed by Universal Studios, 2004. 127 minutes.

Web Sites

BBC Mundo.

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

Biblioteca Virtual Miguel de Cervantes.

www.cervantesvirtual.com

The City: La ciudad. PBS.

www.pbs.org/itvs/laciudad/index.html

EuroNews.

www.euronews.net/create_html.php?page=home&lng=5

Instituto Cervantes.

www.cervantes.es/portada_b.htm

Internet Activities for Foreign Language Classrooms.

www.clta.net/lessons/

Ciudad Seva: cuentos de Augusto Monterroso.

www.ciudadseva.com/textos/cuentos/esp/monte/am.htm

Materiales. Ministerio de Educación y Ciencia de España.

www.sgci.mec.es/usa/materiales/

McClennen, Sophia A. Cinergia.

www.personal.psu.edu/users/s/a/sam50/cinergia/cinergia.htm

Portalmix.

www.portalmix.com

Romagosa, Santiago. *Don Quijote de la Mancha*.

www.quixote.tv

Music

Arjona, Ricardo. *Si el norte fuera el sur*. Compact disc and audiocassette. Sony International, 1996.

Sosa, Mercedes. *30 años*. Compact disc and audiocassette. Polygram Discos, 1994.

Northern Chamber Orchestra. Telemann, Georg Philipp, composer. *Don Quixote*. Compact disc. Naxos, 2003.

Student Activities

El Quijote

Because I love *El Quijote*, we spend four to six weeks reading selections from the adapted text cited in the Teacher Resources section and interacting with don Quijote. The following two elements are some of my favorites.

Un nombre de caballero

Meta

Los estudiantes entenderán mejor la dificultad que don Quijote tuvo al escoger su nombre.

Tiempo

30–45 minutos total que se puede dividir en dos partes

Materiales

Texto (episodio 3 de la adaptación de Andrade) en que Alonso Quijano escoge su nombre.

Cartulina—para hacer señales

Hilo

Marcadores

Actividades

1. Discuta el texto para verificar la comprensión. Use preguntas como ¿Cuántos días necesitó don Quijote para escoger su nombre? ¿Y el de su caballo? ¿Qué nos muestra de su personalidad? ¿Por qué fue tan importante un nombre adecuado?
2. Mencione las partes claves de su nombre y hable del elemento cómico: don—título de respeto; quijote—una parte de la armadura para el muslo; de la Mancha—su lugar de origen.
3. Diga a los estudiantes que escojan nombres de caballero para ellos mismos. Recomiende que piensen en sus lugares de origen y características u objetos que los representan a ellos.
4. Dé materiales a los estudiantes para hacer un letrero con su nombre nuevo. Haga una para usted también. Puede ser la tarea si prefiere.
5. Invite a todos a explicar las razones para sus nombres nuevos. Lleven los letreros durante todo el estudio del Quijote y usen los nombres nuevos para hablar entre sí.

Evaluación

Informal—Anote las respuestas de los estudiantes para verificar su entendimiento.

Un collage de don Quijote

Meta

Los estudiantes mostrarán su entendimiento del personaje de don Quijote al preparar una representación artística de él, en forma de collage, y al explicar el arte y su significado a la profesora.

Tiempo

30–60 minutos total para trabajar en el collage en la clase

2–4 minutos por estudiante para la entrevista oral—unos días más tarde

Materiales

Cartulina—tamaño 11 x 14, o similar

Revistas para hacer recortes

Pegamento

Tijeras

Actividades

Esta lección ocurre después de haber leído varios episodios del *Quijote*.

1. Explique a los estudiantes que representarán lo que han aprendido de don Quijote en una forma artística. Mencione que la idea de *collage* es combinar recortes que representan a don Quijote en una manera artística.
2. Dé tiempo a los estudiantes para trabajar en clase. Es una actividad muy tranquila después de semanas intensas de leer. Si prefiere, puede ser tarea fuera de clase.
3. Dos a cinco días más tarde, cada estudiante presenta su *collage* a la profesora y da una explicación sobre las imágenes. Puede hacerles preguntas si necesita más detalle. Ellos deben mencionar las ideas de realidad/imaginación, loco/cuerdo, héroe/tonto y más, dependiendo en las ideas discutidas anteriormente en clase. La presentación es individual, así que los otros estudiantes deben estar trabajando en otra cosa que puedan hacer independientemente.

Evaluación

Sobresaliente	<ul style="list-style-type: none"> • Usa estructuras complejas y simples con pocos errores que no muestran patrón y no afectan la comprensión. • Usa un vocabulario rico y preciso. • Muestra una fluidez muy buena o excelente. • Tiene pronunciación excelente. • Entiende y conversa naturalmente. • Muestra un entendimiento profundo del personaje de don Quijote y sus motivaciones. • Tiene un <i>collage</i> completo y artístico que explica don Quijote.
Bueno	<ul style="list-style-type: none"> • Tiene un control completo de estructuras simples con pocos errores. Usa estructuras complejas con poco o algo de control. • Usa un vocabulario bueno. • Tiene una fluidez bastante buena con pocas pausas. • Tiene pronunciación buena. • Entiende y conversa con poco esfuerzo. • Muestra un entendimiento bueno del personaje de don Quijote. • Tiene un <i>collage</i> completo que representa a don Quijote.

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Adecuado	<ul style="list-style-type: none">• Tiene errores que pueden causar problemas de comprensión incluso en estructuras simples.• Usa un vocabulario limitado con algunos anglicismos.• Muestra problemas con fluidez y tiene muchas pausas.• Tiene pronunciación adecuada que puede causar problemas de comprensión.• Entiende la mayoría de la conversación, pero con esfuerzo obvio.• Muestra un entendimiento muy básico del personaje de don Quijote.• Tiene un <i>collage</i> completo que muestra evidencia de don Quijote.
Necesita mejorar	<ul style="list-style-type: none">• Tiene errores frecuentes que causan muchos problemas de comprensión.• Usa un vocabulario con pocos recursos y con algunos o muchos anglicismos.• Muestra poca fluidez.• La pronunciación causa problemas de comprensión.• Tiene mucha dificultad al conversar.• Muestra dificultad en entender el personaje de don Quijote.• <i>Collage</i> no es completo o no tiene nada que ver con don Quijote.

Sample Syllabus 5

Ken Stewart

Chapel Hill High School
Chapel Hill, North Carolina

School Profile

School Location and Environment: Chapel Hill–Carrboro is a growing, vibrant academic community of 65,000 plus 27,000 university students. A culturally rich and diverse town, Chapel Hill is home to the state’s flagship campus of the University of North Carolina. Raleigh, Durham, and Chapel Hill make up the Research Triangle. The three cities are home to 16 universities and colleges including Duke, North Carolina State, and North Carolina Central University; nearby Research Triangle Park houses 137 corporate and governmental agencies including the National Humanities Center, the Environmental Protection Agency, IBM, and GlaxoSmithKline. Serving 10,700 students, Chapel Hill–Carrboro is one of the top 37 school districts in the United States and the top-performing district in the Southeast based on SAT® scores, participation in AP courses, and National Merit Finalists. Chapel Hill High School offers extensive programs in the visual and performing arts as well as 24 varsity sports, 21 cocurricular activities, and 80 clubs. Five national honor societies have active chapters at the school.

Grades: 9–12

Type: Public high school

Total Enrollment: 1,875 students

Ethnic Diversity: The school’s population is 13 percent African American, 7 percent Hispanic, 6 percent Asian, and 3 percent multi-racial.

College Record: Of the school’s graduates, 82 percent attend four-year colleges and 10 percent attend two-year colleges, the highest percentages of graduating students pursuing education beyond high school in the state.

Personal Philosophy

Teaching AP Spanish Language has shaped my philosophy and practice more than any other experience in teaching. This is, in part, due to the academic and personal challenges that come with taking on the course, increasing both my students’ and my own communicative competence in the target language. AP Spanish Language is an enriching, skill-building linguistic and cultural experience that begins in level I language classes, making it a pleasure to teach. This is not a course that can be implemented in one or two years. It is crucial to have the “buy-in” of the entire department to achieve the ambitious goals of the course and the AP Exam. A well-articulated program, aligned by a Vertical Team, is the key to success. Almost without exception, students who take on this challenge are motivated and achieve a high level of proficiency in the language. In fact, many already realize that being bilingual is a necessity in order to be successful in our pluralistic, global community. It is indeed rewarding to see talented AP language students excel while doing college-level work in high school. The only greater reward is the latent feedback from students who might not have earned a 4 or 5 on the AP Exam, but who write from college or pay a visit to say they are among the top Spanish students on campus, that they are studying abroad, or that they are pursuing a major in the language. The fact that this has happened repeatedly throughout my career underscores the importance of the AP course as a culminating high school experience. While the exam validates a student’s

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proficiency, it is the course itself that is the impetus behind creating lifelong language learners. It is my personal goal to see my students become even better learners once they leave my classroom and go on to become contributing members of a multilingual, global society.

Class Profile

Chapel Hill High offers 23 AP courses including Spanish Language and Spanish Literature, French Language and French Literature, German, Latin, and Japanese. AP language courses are offered as level V and VI as a result of the school district's strong elementary language program. In grades 1–5 students receive between 60 and 90 minutes of instruction per week in either French or Spanish. There are highly successful dual language programs in Chinese and Spanish at two of the elementary schools.

Chapel Hill High currently follows an eight-period day in which students take seven classes and teachers teach five, 50-minute classes daily from late August through early June. The school has eight Spanish teachers, two to three sections of AP Spanish Language (23 students each), and one section of AP Spanish Literature (14 students). Most of the students in AP Spanish Language are twelfth graders whose first language is English and who have had Spanish since elementary school. Students take an IA and IB sequence (Spanish I over a two-year span) in middle school followed by four years of Spanish in high school. One differentiation practice that has been successful at our school has been to identify students in level II who have excelled in Spanish. These students are invited to study Spanish III material (perfect tenses, subjunctive, etc.) on their own. They then take an oral and written assessment that will determine if they can skip Spanish III. If they are successful, the students take Spanish IV in tenth grade, AP Language in eleventh grade, and AP Literature in twelfth grade. This allows us to have the necessary enrollment in the literature course each year. In recent years, more and more outstanding students are opting to take both the language and literature courses simultaneously.

Course Prerequisites

Chapel Hill High School supports and encourages equity and access for any student who wishes to take an honors or AP course. AP Spanish Language is open to any student who would like to take on the challenge of a rigorous, intensive language course. The student population is diverse and often includes students with special needs as well as students with limited English proficiency. Our school requires parental consent if a student enrolls in more than three AP courses in one year.

Course Overview

AP Spanish Language is a fifth-year course that focuses on the application of skills acquired in levels I–IV. By the end of this course, students are able to use the three modes of communication with a native speaker. Spanish is used almost exclusively for instruction as well as in debates, partner activities, and presentations. While students usually enter this course with a firm grasp of linguistic structures and vocabulary, these are areas of continued development and refinement. Students are able to use the language in both formal and informal settings, make cultural inferences, and use circumlocution successfully. District policy requires all students enrolled in an AP course to take the corresponding exam; however, funding is only available for students who demonstrate serious financial need.

Course Planner

	Objectives	Activities	Structure, Vocabulary, and Readings
August	<ul style="list-style-type: none"> • Overview of exam format; become familiar with all exam tasks and instructions; course goals • Diagnostic test • Skill assessment • Introduce scoring rubrics 	<ul style="list-style-type: none"> • Communicative Icebreaker (famous pairs, two truths and a lie) • Begin journal writing • Chapter 1, <i>Triángulo</i> • Use student samples on AP Central • Students begin online dialogue at www.nicenet.org 	<ul style="list-style-type: none"> • Vocabulary units 1–2 (gender of nouns, modismos) • Chapter 5, <i>Una vez más</i> (gender of nouns) • Latin American short stories selected from AP Spanish Literature reading list
September	<ul style="list-style-type: none"> • Interpersonal writing • Interpersonal speaking • Use of appropriate register, greetings and closure for informal and formal assessments • Writing introductory paragraphs 	<ul style="list-style-type: none"> • Journal collection #1 (according to color rotation schedule—for details, go to Web de AP Spanish at http://it.stlawu.edu/~rgol/AP-Spanish/) • Role-play (<i>Sé mi intérprete</i>) • Chapter 2, <i>Triángulo</i> • Timed reading • Simulated phone conversation • Nicenet.org dialogue topic: <i>la eutanasia</i> 	<ul style="list-style-type: none"> • Vocabulary units 3–6 (<i>hogar, universidad, salud, medicina</i>) • Demonstratives, comparisons, superlatives, use of “<i>lo</i>” • Gerunds, infinitives, and participles as adjectives • Short stories continued: “La noche boca arriba,” “Continuidad de los parques,” “El guardagujas” • Poetry: “Ajedrez,” “En paz”

Chapter 3

	Objectives	Activities	Structure, Vocabulary, and Readings
October	<ul style="list-style-type: none"> • Presentational writing • Note-taking skills • Paraphrasing authentic texts • Synthesizing multiple sources 	<ul style="list-style-type: none"> • Cooperative learning groups: introductory paragraphs, peer editing • In-class essay and revision • Journal collection #2 • Integration of skills: students hear a text, write down the main ideas, share the information orally with a partner • Chapter 3, <i>Triángulo</i> • Simulated phone conversation • Debate: animal rights/vegetarianism • Nicenet.org dialogue topic: <i>La corrida de toros</i> 	<ul style="list-style-type: none"> • Vocabulary (first-quarter review) • Vocabulary units 7–9 (<i>medio ambiente, rasgos personales, los pasatiempos</i>) • Relative pronouns • Perfect tenses • Selected García Márquez short stories: “La prodigiosa tarde de Baltazar,” “Un día de éstos” (analytical comparison with “Espuma y nada más”)
November	<ul style="list-style-type: none"> • Presentational speaking • Building skills in the Interpretive mode: reading and listening 	<ul style="list-style-type: none"> • Newlywed Game • Journal collection #3 • Present a prepared topic with contrasting opinions • Chapter 4, <i>Triángulo</i> • Listening exercises from <i>Authentik</i> and <i>Puerta del Sol</i> • Students record a two-minute presentation (political issue, world event, ethical issue) • Nicenet.org dialogue topic: <i>la hipocresía en la política</i> 	<ul style="list-style-type: none"> • Subjunctive review • “Si” clauses • Sequence of tenses • Verbs that require prepositions • <i>Por</i> vs. <i>para</i> • Vocabulary 10–12 (<i>Comida, política, los negocios</i>) • Selected nonfiction readings

	Objectives	Activities	Structure, Vocabulary, and Readings
December	<ul style="list-style-type: none"> • Fill-ins (with root word) • Interpersonal speaking • Semester exam (AP Released Exam adapted) 	<ul style="list-style-type: none"> • Practice exercises with and without root words from <i>AP Spanish: Preparing for the Language Exam</i> • Journal collection #4 • Informal writing assessment • Chapter 5, <i>Triángulo</i> • Debate: <i>la vida urbana</i> vs. <i>la vida del campo</i> • Nicenet.org dialogue topic: <i>Árbol de Navidad o arbusto ornamental</i> 	<ul style="list-style-type: none"> • Vocabulary 13–14 (“power” verbs, <i>la vida urbana</i>) • Passive voice with <i>ser</i> and <i>se</i> • Review of <i>gustar</i>-type verbs, object pronouns
January	<ul style="list-style-type: none"> • Building listening skills (<i>Nuevos Horizontes, Español en Vivo</i>) • Fill-ins (without root words) 	<ul style="list-style-type: none"> • “Survivor” debate (role-play) • Journal collection #5 • Chapter 6, <i>Triángulo</i> • Formal writing assessment • Students record a two-minute presentation • Nicenet.org dialogue topic: <i>Las pandillas</i> 	<ul style="list-style-type: none"> • Vocabulary 13–15 and second-quarter review (<i>profesiones, el zoológico, problemas sociales</i>) • Review: demonstratives, adverbs, comparisons, superlatives • Reading: <i>El delantal blanco</i>
February	<ul style="list-style-type: none"> • Presentational writing and speaking 	<ul style="list-style-type: none"> • Debate: Sexism in the press and media • Video clips from <i>Univisión</i> discussing sexism in advertising • Journal collection #6 • Chapter 7, <i>Triángulo</i> • Formal writing assessment • Prepare for National Spanish Exam (NSE) • Nicenet.org dialogue topic: <i>Las estrellas como modelos para jóvenes</i> 	<ul style="list-style-type: none"> • Vocabulary 16–20 (<i>Los viajes, los deportes, la moda, la música y el teatro</i>) • Review: pronouns • Reading: Selections from <i>La casa de Bernarda Alba</i> • Poetry: Lorca, Machado, Espronceda, Bécquer

Chapter 3

	Objectives	Activities	Structure, Vocabulary, and Readings
March	<ul style="list-style-type: none"> Practice multiple-choice items Synthesis of all skills 	<ul style="list-style-type: none"> Take the NSE Chapter 8, <i>Triángulo</i> Guided practice from <i>AP Spanish: A Guide to the Language Course</i> Journal collection #7 Formal speaking assessment Nicenet.org dialogue topic: <i>la inmigración</i> 	<ul style="list-style-type: none"> Vocabulary 21–23 (<i>El consumo, el comercio, rasgos personales</i>) and third-quarter review Perfect tenses Shortened forms of adjectives Commands Reading: selected journalistic articles (<i>National Geographic, People en español, Selecciones</i>)
April	<ul style="list-style-type: none"> Review 	<ul style="list-style-type: none"> Take adapted AP Released Exam (scored with rubrics) Chapter 9, <i>Triángulo</i> Informal speaking assessment Guided practice from <i>AP Spanish: A Guide to the Language Course</i> Nicenet.org dialogue topic: <i>el matrimonio entre el mismo sexo</i> 	<ul style="list-style-type: none"> Idioms with <i>tener, haber, dar</i> Frequently confused words (<i>pedir/preguntar; ahorrar/salvar/guardar; libre/gratis</i>) Vocabulary 24–25 (<i>El matrimonio, la economía y el derecho</i>) Review: accents and orthographic changes
May	<ul style="list-style-type: none"> AP Exam 	<ul style="list-style-type: none"> Evaluation and student feedback Movies: <i>María Full of Grace, Amores perros, Diarios de motocicleta, Women on the Verge of a Nervous Breakdown, Guantanamera</i> Mini-lessons in Portuguese, French, Italian, or other languages taught by students or guest speakers 	<ul style="list-style-type: none"> Review of high-frequency vocabulary and structures

Teaching Strategies

Interpersonal Writing and Speaking

To develop Interpersonal writing skills, students keep 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 a topic for each entry from a long list of suggestions. Visit La Web de AP Spanish (<http://it.stlawu.edu/~rgol/AP-Spanish/>) to view the complete list. 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*
- *La homosexualidad en el servicio militar: ¿Por qué sí o por qué no?*
- *Los héroes e ídolos modernos y qué significan para la juventud de hoy*
- *El fumar en los lugares públicos*
- *El concepto de la familia latina vs. la familia norteamericana*
- *Los beneficios de ser vegetariano*
- *Los OVNI: ¿realidad o fantasía?*
- *¿Qué es el sueño americano? ¿Todavía existe?*

Of course, many of these topics will not appear on an AP Exam because 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 and compare notes and ideas. This activity moves the student from the written language to oral expression; that is the exact task they will be asked to do on the AP Exam. Another layer can be added to this assignment by having students 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. Again, this mirrors what students will do on the exam itself in the Presentational speaking task.

Presentational Writing

Presentational writing assignments are done in class to simulate the AP Exam conditions: the topic is not announced ahead of time and no outside resources can be consulted. The best preparation for the exam is to write in a testing environment. Therefore, students write these comparative essays in the 55 minutes allotted for this task. To integrate weekly vocabulary units, 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 retention of the vocabulary.

Presentational Speaking

The Presentational speaking prompt on the AP Spanish Language Exam is essentially a compare and contrast task. Students are required to make connections between a text source and an audio source in a two-minute presentation. Therefore, it is crucial that they have ample opportunities to speak under the same conditions in which they will be asked to speak on the exam. Because they will have only two minutes of planning time during the AP Exam, students need to work on quickly extracting main ideas and supporting details from these sources. The following “framework” is a flow chart that can serve to guide students with the Presentational speaking task regardless of the question asked. I allow my students to keep this flow chart on their desks for at least the fall semester, as they are still learning the task requirements. I train students to have their opening line ready when the recording tone sounds, indicating that they may begin their response. This strategy usually gets them off to a confident start that will lead to the comparison that they are going to make—*“Buenos días, hoy vamos a hablar sobre un tema de interés cultural/universal . . .”*

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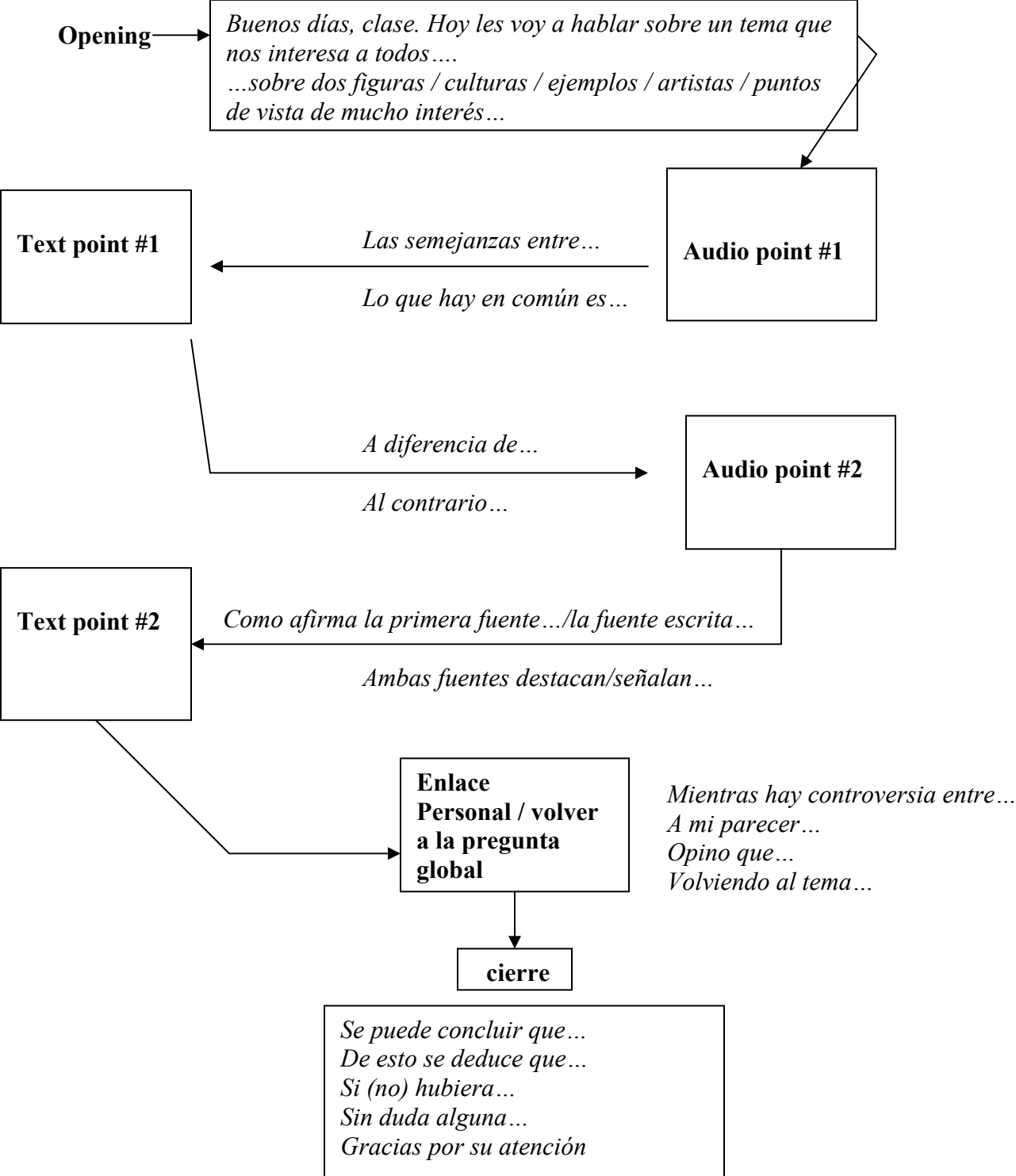
Next, I encourage students to make their first point from the audio source since it is often more difficult for students to grasp, and they can always go back to the text. However, since the audio is heard only once, students must write down a couple of talking points as they listen. Making a good, strong opening from the audio stimulus will ensure that this source is not treated superficially. As the flow chart indicates, two main ideas from each source are sufficient to make an excellent oral presentation. Going beyond two main talking points usually results in a more superficial treatment of the idea.

Since transitions are an important element in making a tight comparison, I have suggested that students make phrases like “*Lo que hay en común es . . .*,” “*A diferencia de . . .*,” “*Ambas fuentes destacan/señalan . . .*,” and “*Como afirma la primera fuente . . .*” an active part of their vocabulary. After several times practicing the tasks, these phrases should be second nature. Additionally, they help students to transition between the two sources, pointing out examples from each. Because “*comparar*” implies “*contrastar*” in Spanish, including at least one difference can strengthen a student’s oral presentation.

With the instructor’s feedback and practice, students will realize how quickly they need to move along in order to make a good comparison. Often times, exceptional students or heritage language learners finish early (before the two minutes are up), so I encourage them to add a personal, anecdotal conclusion that helps to tie the two sources together: “*A mi parecer . . .*,” “*Se puede concluir que . . .*”

Students rarely finish their presentation within two minutes; they are usually still speaking when the end tone sounds. Nonetheless, there is no penalty for not finishing. Since students are instructed to speak for the entire two minutes, this framework for Presentational speaking helps them to develop a substantial response, weaving information from both text and audio sources and allowing them to express their own ideas about a topic.

Framework for Presentational Speaking



Student Assessment

Students are regularly assessed using the scoring guidelines from the latest AP Reading. Initially, I discuss the overarching benchmarks with students so that they understand what is meant by “control of simple structures, evidence of complex structures, good versus excellent, high level of fluency,” etc. This allows them to hone their skills on both oral and written assessments. When students receive grades of 1 to 5 on a particular assessment, for example, they can interpret the scoring guidelines to refocus and improve. Otherwise, simply receiving a grade of 88 percent (or a B+) brings closure to the assessment rather than allowing the assignment to serve as a learning tool.

Eventually, of course, a score must be recorded that schools and teachers can calculate. To do this, I use a “sliding scale” to transfer the grade based on the scoring guidelines into a percentage grade (e.g., 88 percent). This allows me to assess the students in the beginning of the year and also reward improvement. At the same time, a student who does not show improvement loses points throughout the year. To illustrate, if a student earns a score of 3 (out of 5) on the first essay of the year, then the 3 is worth a grade of B. A score of 3 is basic to good competence and a B reflects that performance. However, if some students are still at the basic-to-good competence level later in the semester, their score of 3 is now only worth a B-. Likewise, if students do not move up the scale as expectations increase, then the score of 3 in the spring semester slips to a grade of C+. In this way, expectations are clearly conveyed that by the end of the year, an A will require applying what the students have learned throughout the year and that it will take a score of 5 to achieve the A.

Fall Semester	Spring Semester
5 = 98 (A+)	5 = 100 (A+)
4 = 95 (A)	4 = 91 (B+)
3 = 88 (B)	3 = 84 (C+)
2 = 80 (C)	2 = 77 (C-)
1 = 75 (D)	1 = 70 (D-)

Teacher Resources

Workbooks for Exam Preparation

Armen, Judy. *Abriendo puertas: Lengüaje*. New York: McDougal Littell, 2007.
www.mcdougallittell.com/ml/5.htm?level2Code=AW&lvl=3

This popular exam preparation guide has been updated to reflect the changes to the AP Spanish Language Exam.

Díaz, José, Margarita Leicher-Prieto, and Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*. 3rd ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2007.

http://phschool.com/sales_support/marketing_websites/PH/AP_Spanish/

José Díaz, Gilda Nissenberg, and Margarita Leicher-Prieto have revised this popular exam-preparation guide. The book now features the integration of skills and continues to provide challenging reading and listening activities that prepare students to excel on the AP Spanish Language Exam. Nine audio CDs are sold separately.

Duhl, Jay, and Felipe Mercado. *AP Test Prep: Mastering the Advanced Placement Spanish Language Exam*. St. Paul, Minn.: EMC/Paradigm, 2007.

http://www.emcp.com/product_catalog/listonline.php?GroupID=1411

EMC/Paradigm Publishing’s new AP Spanish exam-preparation book is specifically tailored to help students master all of the elements of the AP Exam. Authentic audio and reading selections, as well as

interactive and integrated tasks, simulate the exam format. It includes critiques of student samples, a teacher's edition with detailed answer rationales and course strategies for the student and the teacher, as well as vocabulary, grammar review, and other helpful hints for students. An audio CD is also available.

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

www.waysidepublishing.com

Triángulo has long been a favorite exam-preparation book of teachers. This engaging resource contains 100 articles and 90 audio activities. All of the new AP Exam tasks are addressed in an easy-to-follow thematic format. Each chapter includes vocabulary acquisition activities and ample practice assignments. There is also a new vocabulary glossary.

Authentic Listening Resources

Authentik en español

www.authentik.com

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

This 40-page magazine packed with up-to-date news and information from the Spanish-speaking world is published five times a year. It includes a 60-minute cassette or CD containing radio news, reports, and interviews with native speakers, plus reading and listening comprehension activities, grammar review, vocabulary-building activities, and tips and strategies for learning.

***Español en Vivo* by Pilar Piñar**

<http://yalepress.yale.edu/yupbooks/home.asp>

This DVD and text resource emphasizes the richness of Hispanic culture and the variations of authentic spoken Spanish through unrehearsed interviews with more than 20 native Spanish speakers. Topics include housing, family, immigration, politics, and cultural traditions.

Las voces de las mujeres de Xelajú

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

This is a video of interviews with 20 Guatemalan women. It is accompanied by a script of activities and can be incorporated at all levels. Repetition serves to reinforce the vocabulary and structures.

Nuevos Horizontes

www.nuevoshorizontes.org

This Web site contains two Spanish language radio shows that are free of charge. Each program covers current events and is about 15 minutes in length. *Nuevos Horizontes* is *not* a Spanish-language adaptation of a radio program designed for an English-speaking audience. It provides information that is relevant to the Latino population living in the United States and Latin America, meeting their social, cultural, and educational expectations. Two CDs, *Herencia latina* (36 tracks) and *Salud para todos* (42 tracks), are also available for purchase.

Puerta del Sol

www.puerta-del-sol.com

www.champs-elysees.com/products/spanish/default.aspx

This audio magazine with authentic language from Spain is published about every two months. It features a radio show on CD or cassette with full transcription and is suitable for advanced classes. A one-year subscription may be purchased.

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SCOLA

www.scola.org

SCOLA is a nonprofit educational organization that receives and retransmits programming from around the world in native languages. Each SCOLA Insta-Lesson consists of a video and audio clip of a segment of a native language news broadcast that has been transcribed and translated. The new online lesson format allows you to watch the video playback while viewing a transcript, translation, quiz, or vocabulary window. Additionally, the lesson text is available in a convenient PDF for viewing online or downloading for later study. SCOLA Videostream Service requires affiliation agreement with SCOLA. Pricing options include 350 hours or unlimited hours of programming.

Think Spanish

www.thinkspanish.com

This audio language magazine includes diverse topics in authentic language samples, as well as glossaries, integration of reading, and vocabulary building.

Yabla Ola

<http://ola.yabla.com>

Yabla Ola is a fun, interactive, subscription Web site with up-to-date video clips of native speakers, providing valuable listening experience for students. Clips span the entire Spanish-speaking world and allow teachers to choose from among many regional variations in accents and pronunciation. Cloze activities and games are also features of this site.

Sound Files and Texts of Current Global Events (all free of charge)

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

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

CNN en español. www.cnn.com/espanol

Ecos Magazine. www.ecos-online.de/audio/

Elmundo.es. www.elmundo.es

Multikultura (University of Cambridge). www.multikultura.org.uk/academy.php/lgfront

Notes in Spanish Podcasts. www.notesinspanish.com

Radio Exterior de España. www.rtve.es/ree/

Radio Naciones Unidas. www.un.org/radio/es/

Radio Nederland Wereldomroep. www.informarn.nl/news/international/

Spanish Audio Gazette (University of Toronto). <http://lab.chass.utoronto.ca/rescentre/spanish/>

Univision.com. www.univision.com

Voice of America News. www.voanews.com/spanish/

WFHB News and Public Affairs: Hola Bloomington. <http://news.wfhb.org/>

Resources to Develop Speaking Skills

***50 Spanish Oral Communication Activities* by Wade Petersen**

www.teachersdiscovery.com

This is a notebook with 50 activities that can be easily used at all levels of language learning. Topics are of interest to the students and can be completed in a very short period of time.

***Everyday Situations in Spanish (transparencies)* by Amparo Estrada de Volk**

www.carlexonline.com

These transparencies are a great way to encourage students to be creative when generating a conversation or role-playing a situation based on the characters shown. Each transparency depicts a different event and/or place: for example, at the airport, in the supermarket, on vacation.

***Español en pareja* by Michael Dreke, Wolfgang Lind, and Margeret Schlubach-Rüping and *Español en pareja Júnior* by Michael Dreke and Sofia Salgueiro**

Langenscheidt, www.langenscheidt.com/catalog/index.php

These reproducible workbooks provide many excellent activities that can be done in the classroom or in a language laboratory. Several activities may be incorporated as early as the first year.

Index Cards for Guided Conversations

www.audioforum.com

These cards offer ideas for 250 role-play guided conversations that are based on the ACTFL proficiency guidelines. Each is identified by a topic category (e.g., hotels and restaurants; offices and businesses; and past, present, and future) and is followed by the level of proficiency; for example, “Section 1—Greetings and Meetings. NL (novice low).” These cards require more preparation time for both teacher and students but are a very good resource to help prepare students for the interactive speaking tasks on the AP Exam.

Let’s Talk Conversational Cards

www.scottforesmancatalog.com

There are 96 different situation cards divided into three levels: beginning, intermediate, and advanced. All of the situations are described in English on the front of the cards and on the reverse side there are several key words given in eight different languages, including English and Spanish. This resource can be incorporated into any curriculum as early as the first year of language study.

***Over 1,000 Conversation Starters for Any Language Course* by Sue Fenton**

www.madamefifi.com

This book is an excellent resource that can be used at all levels of language learning. It is written in English and can easily be adapted to any language course. The activities include surveys, panel discussions, skit ideas, story chains, and role-play situations. There is also an excellent section on “Creating a Communicative Classroom.”

***Spanish Q-Cards (Level 1—Set 1)* by Sue Fenton**

www.madamefifi.com

These cards (40 sheets on card stock) are designed for proficiency development for level I students or at the beginning of level II as a review. Working in pairs, students are required to answer questions. Topics include greetings, names, seasons, months, colors, and nationalities. They can be used as warm-up activities with the entire class or pairs.

Student Activities

Debates are an engaging activity to get AP students to use Spanish in the classroom. Students enjoy discussing issues related to world events, politics, social problems, and teen culture.

To begin, students work in groups of four or five and discuss different facets related to a more global debate topic. After 10 minutes, each group reports the members' opinions to the entire class and invites others to share their ideas by agreeing, disagreeing, or asking questions. Each student has two index cards with his or her name on them. When a student contributes significantly to the debate, I collect a card discreetly as the conversation continues. In general, students earn an A on the debate if I collect both cards, a B for one, and a C for passive listening or no cards. This strategy has encouraged reticent students to speak. Additionally, it is clear at the end of the debate who has contributed.

Tema de debate 1: La invasión de los deportes

Grupo I La comercialización de los deportes

- ¿Los entrenadores deben o no deben firmar contratos con las grandes empresas de zapatos y ropa?
- Nike y otras empresas son malas influencias porque emplean a los trabajadores de países subdesarrollados en “maquiladoras.”

Grupo II Los juegos olímpicos

- ¿Son un lujo o son necesarios para el patriotismo?
- No es justo que los países subdesarrollados no puedan competir porque cuestan demasiado y no tienen las instalaciones como en otros países.

Grupo III Los deportes universitarios

- ¿Bajan demasiado los estándares académicos para los atletas?
- Los deportes femeninos merecen más atención y publicidad.

Grupo IV El fanatismo de los aficionados

- La Copa Mundial provoca demasiada rivalidad.
- ¿Por qué estimamos tanto a los atletas y no a los grandes descubridores y pensadores?

Tema de debate 2: El hombre vs. la naturaleza

Grupo I Los derechos de los animales

- Algunos piensan que es inmoral usar pieles o abrigos de visón. ¿Qué opina el grupo?
- Algunas personas que luchan a favor de los derechos de los animales lo llevan al extremo, como la organización de PETA (Personas para la protección de animales), por ejemplo.

Grupo II ¿Barbaridad o deporte?

- ¿Por qué debemos preservar la corrida de toros y las peleas de gallos?
- ¿Hasta qué punto se debe usar animales en los laboratorios para experimentos para medicamentos y cosméticos?

Grupo III El vegetarianismo

- ¿Por qué se debe/no se debe comer carne?
- La caza: ¿es inhumana o es una práctica necesaria?

Grupo IV Los peligros de la naturaleza

- ¿Qué podemos hacer para proteger las selvas y los animales que están en peligro de extinción?
- ¿Les preocuparía vivir cerca de una planta nuclear? ¿una falla geológica? ¿en una zona donde hay huracanes?

Sample Syllabus 6

Louis G. Baskinger

New Hartford Senior High School
New Hartford, New York

School Profile

School Location and Environment: New Hartford is a suburban community of 25,000, located near Utica in central New York. The district has a strong interest in academic achievement and higher education. New Hartford Senior High offers comprehensive academic and extracurricular programs for students in grades 10 through 12. Students begin to earn high school credits when they attend grade 9 at Ralph W. Perry Junior High School. Strong traditional college-preparatory programs and dedicated faculties are hallmarks of both schools. Three colleges are located in Utica: Mohawk Valley Community College, Utica College, and the State University of New York Institute of Technology (SUNYIT). Hamilton College is in the neighboring community of Clinton. New Hartford students are able to attend classes at these institutions through a variety of programs. Our students are often able to continue the study of language at Hamilton College for free if they have completed all courses that our school offers. New Hartford Senior High has been among *Newsweek's* America's Best High Schools since the list was first published. We offer 14 AP courses.

Grades: 10–12

Type: Public high school

Total Enrollment: 670

Ethnic Diversity: The school's population is 5 percent Asian American, 2 percent African American, and 2 percent Hispanic.

College Record: Of the graduating class, 67 percent go on to attend four-year colleges, and 29 percent enroll at two-year colleges.

Personal Philosophy

The AP Spanish Language course has greatly influenced my teaching philosophy, in that it demands not only that I know the challenging content that the AP Exam evaluates but also that I am well informed about the best language teaching methodology. It is essential to keep current by attending AP Summer Institutes and workshops and by consulting AP Central often. I also make it a point to keep my colleagues up-to-date about the AP course, as student success is dependent on a well-articulated language program and not just on what is presented during the course itself. Therefore, I strongly believe that from the very first level, teachers in the department should include exercises that parallel AP Exam questions, and they should set standards for precise grammar usage. I do not mean to imply that instructors at the beginning levels should demand and expect perfection of their students and overlook the philosophy of the communicative approach. But within that approach, teachers must require that their students achieve certain levels of syntactical proficiency, or they will never improve. Bad grammar habits are hard to break! If, for example, students do not know from the very start that articles are necessary and therefore do not use them, they will find it hard to suddenly incorporate them when they reach the AP course.

I am also convinced that the AP course is an extremely valuable learning experience, regardless of the grade that the student achieves on the AP Exam. Although I am always disappointed if my students do

not all earn a grade of 3 or better, I realize—both from personal knowledge and from the feedback I have received from pupils over the many years of teaching this course—that any student who has taken the AP Spanish Language course in my high school will be successful in the college language classroom. I also am confident that my AP students will perform very well on the SAT Subject Test in Spanish and the SAT Subject Test in Spanish with Listening. I sincerely endorse the philosophy that my students should enjoy the course and benefit from it not only by securing college credit but, more important, by gaining an appreciation of the value of speaking another language and of being aware of cultural diversity.

Class Profile

The language department at New Hartford Senior High offers AP courses, which constitute the fifth level of language study, in Spanish Language and French Language. We also provide four-year sequences in German and Latin, but low enrollment prevents us from offering AP courses in these disciplines. There is no language study included in our elementary curriculum at this time. Beginning in grade 8, all students are enrolled in a language course, taught in a traditional daily class period of 39 minutes at the junior high school. (A minimal number of students with disabilities may be exempt from language study owing to Individualized Educational Plan recommendations.) The majority enter high school with a two-year sequence. Our school encourages all students to attempt language study and provides support for those who are challenged by the course work. Students may select from the four languages we offer but are encouraged to begin with German or Latin, because the limited size of our school makes it difficult to add these languages later. French and Spanish courses are available at any point in a student's career and can be easily accommodated.

Typically our school offers two sections of AP Spanish Language; I teach them both. The enrollments have varied over the years from 12 to 19 students per section. The high school operates on a four-day cycle with 80-minute classes. AP Spanish meets every other day, so we have two classes per cycle. One of these is held in the language lab, and I often use the lab for part of the 80-minute block for the other period as well. Our lab is now 15 years old. It is a cassette laboratory, not a computer facility. It has the capability to record individual students, and it allows them to work in paired activities and to listen to recordings. A computer at the teacher's station can be hooked up to the lab for podcasts. The same can be done with video clips. There is an ELMO projector attached to the master desk. It works well for the AP oral exercises, but for any Internet work or special projects, students meet in one of the two classrooms that are available in our library media center.

Course Overview

As my school does not offer a fifth-year alternative to the AP Spanish Language course and strongly encourages an open enrollment policy, my classes range in aptitude from the very best language students to those who lack mastery of the basic skills. No matter the mix of students, the curricular requirements of the course do not change. I make sure that there is a good variety of authentic recordings and readings, appropriate to a wide range of interests and capacities, so that all students are ultimately prepared for the tasks required of them on the AP Exam. It is also very important to base selections on what appeals to the students so that they are more willing to express their ideas both in written and oral forms. You want your students to enjoy your course! The class is taught almost entirely in Spanish, but we occasionally lapse into English when the lesson concerns a complicated grammar point or involves practicing and evaluating an examination item.

Our academic year is broken into four 10-week quarters, beginning after Labor Day and continuing until the third week of June. Our district requires a curriculum map for each course we offer and has a

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grading system that includes “Complex Thinker” and “Effective Communicator” assessments (see Student Evaluation below). Because of these requirements and the New York State syllabus that governs the AP course, I have designed it around topics that develop from or enhance the areas outlined in the state frameworks. All students in this course are expected to take the AP Spanish Language Exam. Because this exam is given at the beginning of May, the end of the course is set aside for special projects (see Student Activities).

Course Objectives

Every teacher wants students to perform well on the AP Exam, but this should not be the only goal of the course. Just like me, you want your students to enjoy Spanish while they are in your course, after they leave your course, and later in their lives as well. While preparing for the AP Exam should be a part of your course, it should not be the sole objective. Here are my objectives.

By the end of this course, students are expected to acquire the following skills:

Interpersonal and Presentational Modes: Speaking

- To express themselves both in informal and formal discourse on a variety of everyday and/or informational topics while recognizing the appropriateness of the language they are using
- To respond to speakers when asked in a particular situation
- To solicit information and to ask for directions when needed
- To express opinions and to make judgments appropriately
- To express their ideas orally while paying attention to the conventions of the language

Interpretive Mode: Listening

- To develop an ability to comprehend the main ideas of spoken Spanish
- To synthesize spoken Spanish with the purpose of rephrasing in their own words
- To recognize the innuendos and idiomatic forms of spoken Spanish

Interpretive Mode: Reading

- To read and comprehend written Spanish in formal (literary) and informal (everyday) use
- To synthesize several written selections in order to present and/or defend an opinion
- To recognize the innuendos and idiomatic forms of written Spanish

Interpersonal and Presentational Modes: Writing

- To express in written form information, opinions, and/or feelings, both in informal and formal discourse on a variety of everyday and/or informational topics while recognizing the appropriateness of the language they are using
- To synthesize several written selections in order to present and/or defend an opinion in written form
- To express their ideas in written form while paying attention to the conventions of the language

Culture

- To develop an awareness of the cultures of the Spanish-speaking world
- To develop an appreciation of the differences of the cultures of the Spanish-speaking world

Texts

I use the following three textbooks: Díaz et al., *AP Spanish*; Gatski and McMullan, *Triángulo*; and Iglesias and Meiden, *Spanish for Oral and Written Review*. The first two are primarily for preparing the students for the AP Exam. The third text is used for grammar study. Students are required to read about the grammar topics and take notes based on their needs. The texts are employed as reference material, not as the foundation of the course. They are supplemented by various readers. See Teacher Resources below for full information.

Course Planner

CT = Complex Thinker exercise; EC = Effective Communicator exercise (see Student Evaluation). Sources for all the readings are listed in the Teacher Resources section.

FIRST SEMESTER
QUARTER 1
September 5–November 3

UNIDAD 1 (4 semanas)**Temas**

Quisiera presentarme

Puntos de discusión

La descripción personal
Los gustos y los disgustos

Leer

La fábula de *El Conde Lucanor*: “Lo que sucedió a un mozo que se casó con una muchacha de muy mal carácter” (Juan Manuel, Infante de Castilla)

Escribir

Un poema autobiográfico

Gramática

Un repaso de los adjetivos
El contraste de *ser* y *estar*

Evaluaciones

Pruebas: (1) los adjetivos; (2) *ser* contra *estar*
Examen: Los adjetivos y *ser* contra *estar*
EC: Un poema autobiográfico

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UNIDAD 2 (6 semanas)

Temas

La persona que soy

Puntos de discusión

Los valores personales y el carácter

Los sueños

Leer

Un artículo que yo he escrito para esta clase sobre Miguel de Unamuno y la combinación de las personas que somos

Escribir

Composición: “La persona que soy en realidad”

Gramática

Un repaso: (1) de los artículos definidos e indefinidos; (2) del género; (3) de los demostrativos; (4) de los posesivos

Los tiempos en general (las formas simples y compuestas): (1) el presente; (2) el futuro; (3) el condicional

Evaluaciones

Pruebas: (1) el género irregular; (2) los usos especiales de los artículos; (3) los demostrativos; (4) los posesivos; (5) la conjugación del presente (regular, irregular, cambio ortográfico); (6) el futuro y el condicional; (7) el tiempo perfecto y el tiempo progresivo
Exámenes: (1) los tiempos simples; (2) los tiempos compuestos
CT: Reconocimiento de los errores (los tiempos en general)
EC: (1) composición: “La persona que soy”; (2) habla: presentación informal, “La persona que soy”; (3) habla informal: modelo del Examen AP

FIRST SEMESTER QUARTER 2 November 6–January 27

UNIDAD 3 (4 semanas)

Temas

La niñez

Puntos de discusión

Los recuerdos y las experiencias de la niñez

Leer

“El niño al que se le murió el amigo”
(Ana María Matute) [en *Encuentros maravillosos*]

Escribir

Composición: “Un evento que cambió mi niñez”

Gramática

Un repaso del pretérito y el imperfecto: (1) las conjugaciones; (2) el contraste

Evaluaciones

Pruebas: (1) las conjugaciones: pretérito, imperfecto, pasado perfecto, pasado progresivo; (2) el pretérito contra el imperfecto
CT: Reconocimiento de los errores—los tiempos pasados
EC: (1) traducción: el pretérito contra el imperfecto; (2) reacción al cuento de Matute; (3) composición: “Un evento que cambió mi niñez”

UNIDAD 4 (3 semanas)

Temas

La familia y los amigos

Puntos de discusión

Los valores familiares, las relaciones personales

Leer

“Los amigos” (Julio Cortázar) [online]

Gramática

La voz pasiva

Las construcciones con *se*

Evaluaciones

Pruebas: (1) la voz pasiva; (2) las construcciones de verbos reflexivos

Examen: La voz pasiva

EC: Reacción al cuento de Cortázar

UNIDAD 5 (3 semanas)

Temas

Los conflictos

Puntos de discusión

Los conflictos dentro de nuestras vidas y nuestra sociedad

Leer

“Un día de éstos” (Gabriel García Márquez)
[en *Album*]

“Espuma y nada más” (Hernando Téllez)
[en *Siglo veinte*]

Escribir

Composición: Comparar los dos cuentos—las semejanzas y las diferencias

Gramática

Gustar y otros verbos similares

Olvidarse y otros verbos idiomáticos

Evaluaciones

Pruebas: (1) *gustar*; (2) los verbos “sin falta”: las construcciones idiomáticas en tercera persona

CT and EC: Composición—compare and contraste cuentos por García Márquez y Téllez

Winter Break: December 23–January 2. State Exams: Regents week, January 23–26

SECOND SEMESTER
QUARTER 3
January 30–March 30

UNIDAD 6 (2 semanas)

Temas

La educación y el empleo

Puntos de discusión

El colegio

La preparación para la universidad

Las ventajas y las desventajas de un empleo

Leer

“Jaque mate en dos jugadas” (Isaac Aisemberg)
[en *Abriendo paso*]

Escribir

“La búsqueda de la universidad perfecta”

Gramática

El subjuntivo: conjugación: (1) el presente; (2) el pasado; (3) los compuestos

El subjuntivo: La secuencia de los tiempos

Evaluaciones

Pruebas: La conjugación del subjuntivo: presente, pasado, y perfecto

EC: Composición: “La búsqueda de la universidad perfecta”

UNIDAD 7 (3 semanas)

Temas

Nuestra salud

Puntos de discusión

La salud física y la salud mental

Los pasatiempos, los deportes, y las actividades

Leer

“La conciencia” (Ana María Matute) [en *Album*]

Gramática

El subjuntivo en oraciones sustantivas

Evaluaciones

Pruebas: (1) el subjuntivo en oraciones sustantivas: la secuencia de los tiempos; (2) el subjuntivo en las oraciones adjetivas

Examen: El subjuntivo en oraciones sustantivas y adjetivas

UNIDAD 8 (5 semanas)

Tema

El mundo en que vivimos

Puntos de discusión

El medioambiente

El papel de la tecnología en la vida cotidiana

Leer

“Continuidad de los parques” (Julio Cortázar)
[en *Abriendo paso*]

Escribir

¡Leamos el periódico! (empleando fuentes auténticas)

Gramática

El subjuntivo en oraciones adverbiales

El subjuntivo en oraciones adjetivas

Evaluaciones

Pruebas: (1) el subjuntivo en oraciones adverbiales; (2) cláusulas con *si*

Examen: El subjuntivo en oraciones adverbiales y cláusulas con *si*

CT: Reconocimiento de los errores: todos usos del subjuntivo

EC: ¡Leamos el periódico!

SECOND SEMESTER
QUARTER 4
April 2–June 21

Spring Break, April 7–15

UNIDAD 9 (3 semanas)

Temas

Preparación final para el Examen AP

Gramática

Repaso: No evaluaciones formales

UNIDAD 10 (después del Examen AP: 6 semanas
y 1 semana por el examen final)

Temas

La guerra y García Lorca

Evaluaciones

Examen: *La casa de Bernarda Alba*

EC: (1) García Lorca: su vida y sus obras; (2) “Guerra”
(Miguel Hernández)

Puntos de discusión

España antes, durante, y después de la
Guerra Civil

La vida y las obras de Federico García Lorca

Leer

“Guerra” (Miguel Hernández) [online]

La casa de Bernarda Alba (Federico García
Lorca)

Escribir

Examen y/o proyecto sobre *La casa de
Bernarda Alba*

It is important to keep in mind that any of the themes that you develop in your curriculum can easily elicit formal and informal writing exercises, as well as formal and informal speaking tasks. For these topics, authentic sources can be found in your texts, in supplementary materials, and on the Internet.

I also include a “spiraling unit,” as I call it, which refers to the fact that the themes are present throughout the year and can be presented at the appropriate dates.

Spiraling unit: Holidays and festivals of the Spanish-speaking world

Themes for discussion/writing:

Las tradiciones del mundo

Las tradiciones de mi familia

Teaching Strategies

Any instructor who has ever taught an AP language class is aware that the course is constantly evolving. I adapt my teaching strategies in response to modifications to the AP curriculum and exam format. For example, some instructional methods were adjusted in order to accommodate the integrated writing and speaking tasks on the AP Spanish Language Exam. To adequately prepare for the AP Exam, students should be given classroom exercises that parallel those on the exam throughout the course.

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Interpersonal writing can be a daily activity. Students can write a short note or e-mail message to a classmate about a variety of topics—an event that is happening in school, what they did or will do during the weekend, their reaction to good or bad news, or simply a quick summary or opinion about a story they are reading in class. The possibilities are endless. I pair my students up for e-mail exchanges: I generate a topic, and they must write to each other and copy me.

For the Presentational writing task, I select a historical or cultural topic for which I can find an interesting article that is the approximate length of the sample questions found on AP Central, and I link it to a listening prompt. The prompt is about the same topic but contains different information so that I can create a compare-and-contrast question.

I have already mentioned that we generally meet in the language lab for every other class. We engage in many different types of activities during these sessions. For example, I usually begin class with a warm-up exercise that is related to the grammatical theme we are studying. The exercise is projected on the screen, and students work as I begin to organize class. After a few minutes, I pair up students to discuss their answers. We then review the exercise together as I ask them not only to give their answer but to explain it. We then move to a listening exercise similar to those on the AP Exam. These aural segments are not always taken from *AP Spanish: Preparing for the Language Examination* book but can also be chosen from online podcasts.

I feel it is important to have students record themselves whenever we are in the lab, so I always incorporate a speaking task in each session as well. Some tasks model the new exam questions, but some are exercises that I have always used. I have not discarded the picture sequences and oral rejoinders that I have used to help enhance my curriculum. I developed vocabulary lists specifically tailored to my topics throughout the years, and I continue to use questions that I have successfully used in the past. Another possibility is to have students read short, current articles found in magazines or on the Internet and then make a short recording either summarizing or giving their reaction to the articles.

Keep in mind, however, that no matter how important the AP Exam may be, the totality of the learning experience derived from the course can be even more significant than the opportunity to gain college credit. After all, an AP course that prepares students to be successful on the exam will also prepare them to perform well in any college classroom and to be able to communicate well with Spanish speakers—crucial goals in and of themselves. It is a given that classroom teachers get students ready for the exam by practicing exercises that are similar to the exam tasks, often using actual questions from Released Exams. In addition, I strive to engage students in activities that make the course much more than an exam preparation—by creating assignments that teach the language, that familiarize students with the cultures of the Spanish-speaking world, and that make the learning of Spanish fun. Here are a few of my favorites.

La Hoja de Vida

Many teachers begin their classes with a unit on personal identification, often linked to diaries or journals. Because my students have done this in several previous courses and are familiar with the concept, I have tried the following and have been successful with it.

Early in the course I present a blank *hoja de vida* to my students, and to each copy I attach a Post-it® note with a number ranging from 17 to 68. I explain that they are all going to assume new identities and express their invented characters' traits, opinions, and life histories in a series of journal entries. The only requirements concerning the new person is that he or she be the age indicated on the Post-it note and also have a Spanish-speaking heritage—otherwise, why write a diary in Spanish? I find that my students enjoy writing this diary, and that imagining they are older frees them up to be more original and to describe a wide variety of life experiences. One student remains 17, the average age of my AP students, but the rest

become old enough to have experienced employment, marriage, divorce, children, and many other events outside of their high school existence.

The first assignment is to complete the *hoja de vida* in any way they choose and then to write a composition (the first journal entry) that incorporates all this information, including an explanation of why the person is writing a diary at this point in his or her life and why it is written in Spanish. I have my students write in their journals at various times throughout the school year, always using the identity of this new person. Each entry features a specific grammar topic. For example, during the unit in which we review the contrast of the preterite and the imperfect, students write diary entries in which they describe their youth and cite an event that strongly influenced their lives.

Handout

Apellido:

Nombre:

Nacimiento:

Fecha:

Lugar:

Nacionalidad:

Residencia:

Diplomas y títulos:

Profesión:

Empleador:

Actual:

Anterior:

Religión:

Familia:

Padres:

Esposo/a:

Hijos:

Lenguas:

Intereses y pasatiempos:

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¡Leamos el periódico!

During the year we often work with articles that I find online and download to read in class. Below is something I do with my class after we have reviewed the various aspects of the subjunctive. It is a great tool to evaluate students' command of the subjunctive as well as to remind them that they should consider using these different advanced structures in the writing parts of the AP Exam.

Handout

Nos encontramos bien entusiasmados al componer nuestro próximo ensayo. Para tratar de hacer algo diferente, esta vez vamos a encontrar un artículo que se encuentre en un periódico auténtico de España o de Méjico.

Cuando encuentres cualquier artículo que te guste, imprímelo para que yo pueda leerlo y entonces en una composición bien organizada, escribe tu reacción personal. Como es una reacción personal, quisiera que incluyeras construcciones que empleen los varios usos del subjuntivo que repasamos en la clase. Por eso, es obligatorio que incluyas por lo menos un ejemplo de cada una de las siguientes construcciones:

- La cláusula substantiva
- La cláusula adjetival
- La cláusula adverbial
- La cláusula condicional

Como de costumbre, la composición bien organizada debe ser de una extensión de 200 palabras, escrita en computadora con doble espacio y con los acentos escritos a máquina. Tu nombre, el título, y la fecha de entrega tienen que aparecer en la primera página.

Aquí tienes dos direcciones de la red que puedes usar, pero hay muchas más:

www.elpais.es

www.jornada.unam.mx

Por favor, presta atención especial al subjuntivo en este trabajo.

¡Ojalá que saques provecho de este trabajo!

Student Evaluation

Each teacher's grading system must take into account both the course goals and the requirements of the school district. To meet the standards set by my school district, our grading system currently includes "Effective Communicator" (EC) and "Complex Thinker" (CT) components that must be included in all curriculum areas. These are basically just what their names represent. Students are required to communicate effectively, not only conveying correct content but also expressing it accurately. They should also be able to articulate how the correct answer is reached. CT activities consist of tasks such as error recognition and correction, cloze exercises such as the fill-ins found on the AP Exam (especially the new exercise without root words), and other inductive exercises. EC's are primarily presentational and interpersonal speaking tasks and writing exercises. Special projects such as videos, oral presentations, or cultural presentations fall into the Effective Communicator category. Any written assignment, such as a translation or a summary of a story or article, is collected and graded and falls into the EC category.

Our district requires a curriculum map for each course, and the grading system must reflect in the quarterly grade not only the compilation of tests, quizzes, and other assignments but also the Complex

Thinker and Effective Communicator assessments. These categories must be indicated in a teacher's grade book and have a minimum value of 7 percent. I have established my grading system thus:

- Tests = 30 percent
- Quizzes = 30 percent
- Effective Communicator activities = 20 percent
- Complex Thinker activities = 20 percent

I try to organize each unit around the academic calendar so that grading is balanced throughout the year. During each quarter, I give at least six quizzes, two unit tests, and EC and CT activities. These latter activities include composition, oral performance, reading, and grammar exercises. My unit tests always include listening, writing, reading, and translating exercises along with fill-in grammar questions that resemble those on the AP Exam. The tests generally begin with oral questions for which students must write a response. Often there is a reading comprehension selection, followed by questions to which students are asked to respond with written answers. For the unit tests, I do not include essay questions or a speaking component. These are separate evaluations under the Effective Communicator category.

The final examination consists of two exercises. (1) Before the AP Exam, my students take a test that I model on the AP Exam, excluding the essay question, which we would not have time to complete in one class period. This is the students' final preparation for the AP Exam, reminding them of its format and time constraints. This exercise is worth 50 percent of the final examination grade. (2) The second exercise, and remaining 50 percent of the final exam grade, is a project. One that has been popular with my students in recent years is the graduation speech described in the Student Activities section below.

I translate all major assignment grades according to the following uniform conversion scale used in my school:

A+	4.0	97–100	C+	2.3	77–79
A	3.8	94–96	C	2.0	73–76
A–	3.6	90–93	C–	1.7	70–72
B+	3.3	87–89	D+	1.3	68–69
B	3.0	83–86	D	1.0	65–67
B–	2.7	80–82	F	0.75 and below	Below 64

Teacher Resources

Basic Textbooks

Díaz, José M., Margarita Leicher-Prieto, and Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*. 3rd ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2007.

Gatski, Barbara, and John McMullan. *Triángulo: A propósito*. New 4th ed. Sandwich, Mass.: Wayside Publishing, 2006.

Iglesias, Mario, and Walter Meiden. *Spanish for Oral and Written Review*. 5th ed. Fort Worth, Tex.: Holt, Rinehart and Winston, 1995.

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Supplementary Readers

Díaz, José M., María Nadel, and Stephen J. Collins. *Abriendo paso: Lectura*. 2nd ed. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2006.

García Lorca, Federico. *La casa de Bernarda Alba*. Edited by Mario Hernández. Madrid: Alianza Editorial, 2005.

Juan Manuel, Infante de Castilla. *El Conde Lucanor*. Madrid: Editorial Castalia, 1974.

Kanter, Abby. *Encuentros maravillosos: Gramática a través de la literatura*. Glenview, Ill.: Scott Foresman Addison Wesley Longman, 1998.

Leal, Luis, and Joseph H. Silverman. *Siglo veinte*. New York: Holt, Rinehart and Winston, 1968.

Valette, Rebecca M., and Joy Renjilian-Burgy. *Album*. 2nd ed. Lexington, Mass.: D. C. Heath, 1993.

Multimedia

Levy, Stephen. *Spanish Comprehensive Practice and Testing*. 2nd ed. New York: Amsco School Publications, 1992. Includes an audio program and workbook.

Web Sites

AP Central.
apcentral.collegeboard.com

Authentik Language Learning Resources.
www.authentik.com

BitBiblioteca. For the text of “Guerra” by Miguel Hernández.
www.analitica.com/bitbiblioteca/miguel_hernandez/guerra.asp

¡Conjuguemos! Language practice program.
www.conjuguemos.com

Elcastellano.org: La página del idioma español.
www.elcastellano.org

Literatura.us. For the text of “Los amigos” by Julio Cortázar.
www.literatura.us/cortazar/amigos/html

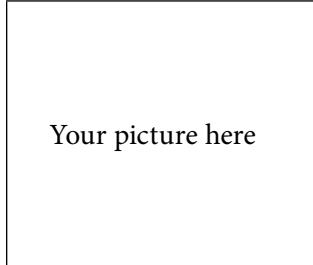
Puerta del Sol Audio Magazine.
www.champs-elysees.com/products/spanish/default.aspx

Student Activities

After the AP Exam, my students are ready for a change of pace and some different assignments. Feel free to try these activities in your classroom, adapting them to how they will best serve your students. ¡Buena suerte!

Graduation is very much on the students’ minds, so we begin some independent projects that are fun. Here is one that has been quite successful. It is the *Jedediac*—our school’s yearbook—in Spanish! After students complete the assignment and the work is edited, copies are made for everyone in the class. We have a celebration, and students often ask classmates to write—*en español*—in our Spanish yearbook.

The Jedediac—en Español



Yo soy . . . Here is where you will write your current autobiography: tell us about yourself! You should include information about the person you are now and the student you are. I would suggest that this presentation include details about your performance as a student and your likes and dislikes concerning school this year.

Yo era . . . Here is where you will write about yourself in earlier years. Include information about the events leading to your final year here in New Hartford, both in and outside of school. I would suggest that you write about a particular person or event that influenced you to be the person or student that you are now. This is an area to demonstrate your command of the past tenses.

Yo seré . . . Here is where you will write about yourself in the coming year or years. This part of your yearbook entry should include your plans and hopes about your college experience as well as what is beyond the next four years.

This profile in Spanish should be a minimum of 200 words, typed, of course. We will be working on this in class, so you should keep it on the server and make corrections as we go along. Your Spanish should demonstrate a high level of competence in aspects such as vocabulary, advanced structures, control of conventions of the language, and idiomatic usage, as well as relevant, thorough, and well-developed treatment of the topics.

This assignment is one that we should all enjoy. And because this is your final written assignment for me, I am expecting it to be one of your very best efforts!

Graduation Speech

Another successful activity with a focus on graduation is the oral performance outlined in the following handout. Although students have the choice to present it before the class or to tape the speech outside of class, I encourage them all to tape the speech. Now that we are acquiring computers with built-in cameras, it will become a requirement to record and to add music and background to the speech.

¡Felicidades!

Our school's principal has just announced that YOU have been selected to give the graduation address. You are very excited to do this! Your graduation speech must be at least four minutes in length, and its title is:

En busca de las pasiones de la vida—lo que el futuro ofrecerá

You may be as creative as you like, but your address should deal with that topic. Remember, you will be on stage at the Stanley Theater, presenting to your fellow graduates; the parents, relatives, and friends of the graduates; and the administration, teachers, and Board of Education of the New Hartford Central Schools. Your speech therefore must be appropriate and prudent.

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You will be graded on both the written text and the oral presentation. I would prefer that you videotape this speech, but I will accept an in-class performance. I will grade your speech based on the AP Scoring Guidelines for both written and oral performance. Remember that you should have an organized speech, you should include advanced structures, and you should pay attention to your pronunciation.

Our next class session, June 2 or 3, will be a work session for the speech. The assignment is due on June 8 and June 9.

As this is your very last assignment for me, I hope that it is your very best ever! Prove to me that you are the great student I believe you are!

Sample Syllabus 7

Jeffrey Reeder

Sonoma State University
Rohnert Park, California

University Profile

Location and Environment: Sonoma State University (SSU) is a public liberal arts college occupying an attractive campus in a suburban setting 50 miles north of San Francisco in the California wine country. The campus is home to a performing arts center, a nature preserve, an information technology center, and an environmental technology center. Approximately one-third of all students live on campus, and nearly all others commute from within Sonoma, Napa, and Marin Counties. A significant number of undergraduates are first-generation college students. The most popular majors are business, liberal arts, social sciences, and English.

Type: Coeducational, public state university

Total Enrollment: In 2006-07, there were 8,274 students, 7,112 of whom were undergraduates. (Graduate programs at SSU are geared toward the working professional and allow for part-time enrollment.)

Ethnic Diversity: The 2006 undergraduate student population was 10.6 percent Hispanic, 2.2 percent black/non-Hispanic, 0.9 percent American Indian/Alaskan Native, 0.7 percent Asian/Pacific Islander, and 0.4 percent nonresident alien.

Personal Philosophy

I am passionate about teaching Spanish, and I am glad to have the opportunity to do it as a profession. I am also pleased that students get more than just language instruction in my classes: they learn a good deal more, including about themselves. I recognize that not everyone will be as excited about Spanish as I, that it will not be everybody's favorite course, and that not everyone will readily grasp the material. With that in mind, I strive to make the class experience as relevant as possible to each student. Just as I believe that it is important for students to explore their own interests and become lifelong learners, I also believe that it is important to see the relevance of each discipline in the community and in the world; consequently, I actively seek ways in which my students can become vibrant, contributing members of the community and the world while at the same time increasing awareness in the community of the quality of students at my institution. Finally, I think it all begins with a friendly, comfortable, respectful, and challenging learning community.

Class Profile

Sonoma State University offers a minor and a major in Spanish, with the minor consisting of 20 upper-division units of Spanish classes and the major consisting of 36 upper-division units. There are typically between 40 and 60 Spanish majors at any given time, with about 20 to 30 additional students who have chosen Spanish as a second major. SSU has no language requirement for its students (although students must have completed two years of high school language study in a language other than English to be admitted). Campuswide, the student/faculty ratio is approximately 22 to 1, with most of the classes taught by tenured or tenure-track faculty. Spanish classes at all levels almost always have between 15 and 25 students.

Chapter 3

Of the approximately 50 students per year who take Spanish 300, “Advanced Spanish Language,” roughly half are heritage speakers with some classroom training in the language (e.g., Spanish-language classes in high school or formal education in a Spanish-speaking country or in an immersion school); students who have earned a high school diploma or equivalent in a Spanish-speaking country are automatically exempt from this course and are placed into Spanish 301, “Advanced Spanish Composition and Conversation.” The other students in the course are “standard” students (those whose primary exposure to Spanish has been through classroom instruction) who have taken the 20 semester units of prerequisite course work, including successful completion of the fourth-semester course. Students with a grade of 3 or 4 on the AP Spanish Language Exam are awarded six credits and placed into this course. Those with a grade of 5 receive 10 credits and go into Spanish 301.

The Spanish program offers two sections of Spanish 300 each year, usually in the fall semester. The course meets for four contact hours per week throughout the 15-week semester, typically in a twice-weekly, two-hours-per-class configuration, although it is occasionally taught in a once-weekly, four-hour class module. (The Course Planner below reflects the latter option.) Nearly without exception, the class is filled to its maximum capacity of 25 students and in fact often has a waiting list. Budgetary constraints prevent us from offering additional sections of the course, which would likely also fill.

I teach in one of our campus’s “smart” classrooms, complete with a fully equipped and networked computer, Internet connection, ceiling-mounted projector, and media speakers. These classrooms are scarce, so to guarantee that the course meets in one of them it is often necessary to take a low-demand time (e.g., Friday mornings at 8:00 a.m.), but the benefits of having a media-enhanced classroom are significant with a class such as the one described in this syllabus.

Course Overview

The single most important objective of this course is to challenge students to improve—or strengthen—their spoken and written communication skills, both productive and receptive, to the ACTFL advanced level. The course presumes a strong foundation at the intermediate level in either (or both) formal language instruction or heritage language acquisition and challenges students to interact with—and produce—language representing a very wide range of contexts and situations. There is no specific textbook, but students are required to have John Butt and Carmen Benjamin’s *A New Reference Grammar of Modern Spanish*, 4th ed. (Chicago: McGraw-Hill, 2004) and a good, large (1,000+ pages) bilingual dictionary (e.g., Oxford, Collins, Larousse).

By the time students complete this course, they will have read and summarized more than 100 written texts from Spanish-language media from a designated part of the Spanish-speaking world; listened to and summarized several hours of spoken journalistic programming; written and received a variety of correspondence; read and written classified advertisements; read and written letters to the editor; created and interacted in an online environment; designed, planned, filmed, and produced a short film; created a newspaper, travel brochure, or other similar publication; read several short stories and written one of their own; “applied” for a job; participated in a debate; planned, conducted, and reported on interviews of Spanish speakers outside of class; created and performed a mini-play; and engaged in hours of directed conversation. The heavy course workload, combined with the wide range of language styles and contexts, is designed to challenge students to acquire the communicative resources to meet the demands of the advanced level. Additionally, course materials are selected to be of interest to students, relevant to the use of the language in a larger context (“Communities”), and relevant to other disciplines (“Connections”), as well as reflective of the cultures represented in places where Spanish is spoken.

Course Planner

Spanish 300: Advanced Spanish Language

August

25 Introduction. Course expectations and goals. What is “advanced level proficiency”? What are some characteristics of a successful language learner? Conversation hour.

September

1 In class: “Classified ad market” (read ads, negotiate with sellers). Report on interviews. Present news articles and *Puntos Cardinales* broadcasts (see the Student Activities section below for full details on class assignments using this United Nations radio show). Conversation half hour.

Speaking task due: Interview two or more people whose first language is Spanish; each interview should be 5–10 minutes. SSU Language Department faculty are not eligible candidates for this project. Turn in the questions that you have created, a detailed description of the setting for the interview, and a summary of the interviewee’s answers.

Writing task due: Write three classified ads (*maximum* 20 words each). Make at least 12 copies of each (put them on one sheet of paper and cut them out to approximately business-card size) to pass out in class; turn in one sheet with your name, date, and all three ads. These can be either real items you want to sell, or they can be fictitious (bonus if you sell something!).

8 In class: “Postcard exchange” (read and discuss your postcards, followed by peer editing). Present news articles and *Puntos Cardinales* broadcasts. Focused discussion (topic: music—be prepared to talk about one artist).

Writing task due: Create five postcards, written to five people. Each postcard should be different (e.g., one from when you were in San Diego in July, another from your trip to Puerto Rico for spring break). These do not have to be real trips or even real postcards (be creative—use photographs, or put your artistic skills to work creating your own postcards). Fifty words minimum each. Put your name on each one (we will spend some time passing them around the class before you turn them in for grading). At least one postcard should be related to music.

Grammar exercises due.

15 In class: “Job interviews” (exchange résumé and cover letter with classmates; interview each other for jobs). Present news articles and *Puntos Cardinales* broadcasts. Group Play-Doh® challenge (see Student Activities).

Writing task due: Apply for a job! Find a job ad in a Spanish-language newspaper, and write a letter explaining why you are the ideal person to fill the position. Turn in the letter and résumé, following the models at AskOxford.com. One page each, letter and résumé.

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22 In class: Discuss past, present, and future. Present news articles and *Puntos Cardinales* broadcasts. What is a wiki? (This is a Web site that allows its visitors to add, delete, or edit some of the available material.) How to create and use wikis. Directed conversation topic: climate change.

Speaking task due: Interview five classmates about what they think daily life was like for their grandparents when they were 20 years old, what their own daily life is like at present, and what they think daily life will be like for their grandchildren when they are 20. Speak for 5–10 minutes with each person; turn in notes for each interviewee.

Grammar exercises due.

29 In class: Report on and discuss wikis. Present news articles and *Puntos Cardinales* broadcasts. Game with *Puntos Cardinales* vocabulary. Conversation hour.

Discussion topic: Debates—topic TBA.

Writing task due: In assigned groups, create a wiki and post to it. Topic(s) are chosen by the group. Each person must post on at least three separate days for a total of at least 300 words.

October

6 In class: Share and read letters to the editor, followed by peer editing. Selected students read letters aloud, and the class reacts by writing short rebuttals or statements of support. Present news articles and *Puntos Cardinales* broadcasts. Game with *Puntos Cardinales* vocabulary. Conversation half hour.

Writing task due: Students write and send two letters to the editor of a newspaper in their assigned region on a topic of their choice (*big* bonus points if it gets published!). Consult the AskOxford.com Web site for helpful formatting tips.

Grammar exercises due.

13 In class: Present news articles and *Puntos Cardinales* broadcasts. Quiz on *Puntos Cardinales* vocabulary. Quiz on practice mini-plays. Conversation hour.

Speaking task due: Mini-play. In groups of two to five people, act out a short play in which each character speaks for two to three minutes. Bonus for props, costumes, and exceptionally clever ideas.

20 In class: Groups 1–3 give *PowerPoint* presentations on assigned regions, including an overall summary of the news items in each of the seven news “categories” (sports, national news, etc.). Present news articles and *Puntos Cardinales* broadcasts. Quiz on *Puntos Cardinales* vocabulary.

Writing task: Begin class newspaper project. There will be four different groups, each working on a class newspaper. Division of tasks should be decided internally to maximize each person's skills (language ability; editing skill; creativity in writing, layout, and design; illustration; and production). The final newspaper is due December 8. By October 27, turn in a detailed description of exactly what each group member's contribution will be.

Speaking task: Begin class movie project. There will be four different groups, each working on a short film. Division of tasks should be decided internally to maximize each person's skills (language ability; acting skill; creativity in directing; sound effects; editing; costumes). The final movie is due December 8. By October 27, turn in a detailed description of exactly what each group member's contribution will be.

27 In class: Groups 4–6 give *PowerPoint* presentations on assigned regions, including an overall summary of the news items in each of the seven news “categories” (sports, national news, etc.). Present news articles. Quiz on *Puntos Cardinales* content and vocabulary.

Writing tasks due: Each group turns in a written description of its newspaper and movie projects that includes a general outline of the project and a description of each member's planned contribution.

November

3 Virtual class: Class does not meet—assignments online; subscribe to RSS podcast (a family of Web feed formats used to publish frequently updated pages, such as blogs or news feeds) and class wiki; check those and class discussion list at least twice: by noon on Tuesday, October 31, and noon on Friday, November 3.

10 No class: Veteran's Day holiday (campus closed). Watch a movie of your choice in Spanish (see November 17 “speaking task” assignment).

17 Virtual class: Class does not meet—assignments online; subscribe to RSS podcast and class wiki; check those and class discussion list at least twice: by noon on Tuesday, November 14, and noon on Friday, November 17.

Speaking task: Create two “audio postcards.” Each is a recording (as close as possible to one minute in duration) in which you describe the movie that you watched. In the first one, imagine your audience is a class in an academic setting, so use formal language and speak about themes, film or literary techniques, social messages, and so forth. In the second, your “postcard” is to your best friend or a close relative, so use informal language and tell that person why you liked the movie, explain your emotional responses, and so forth. These may be submitted as an .mp3 file via e-mail, as an .mp3 file on a CD, or on an audiocassette.

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December

1 In class: Groups 7–9 give *PowerPoint* presentations on assigned regions, including an overall summary of the news items in each of the seven news “categories” (sports, national news, etc.). Present news articles. Quiz on *Puntos Cardinales* content and vocabulary. Continue group work on newspaper and movie projects. Focused discussion topic: the military (review vocabulary list, and be prepared to discuss).

Grammar exercises due.

8 In class: Groups 10–12 give *PowerPoint* presentations on assigned regions, including an overall summary of the news items in each of the seven news “categories” (sports, national news, etc.). Present news articles. Quiz on *Puntos Cardinales* content and vocabulary.

Listening task: Watch the class movies.

Reading task: Read the class newspapers.

Conversation hour/field trip (to Ameci’s!)

13 Final Exam 11 a.m.–12:50 p.m.

Teaching Strategies

Course Instruction Methods

All class meetings and activities are conducted exclusively in Spanish; students may use *only* Spanish when interacting with each other or the instructor when the class is in session. When teaching this course, I try to ensure that I speak for a maximum of about a third of the time in any given class, and often for considerably less. In the remaining time, students are engaged in small-group conversations, answering questions from me and from other students about the weekly news readings, presenting and sharing written homework assignments, and peer-editing and reviewing each other’s work. To the extent possible, I try to balance written and oral language and to include as many different communicative functions as possible (telling stories, making requests, supporting opinions). Additionally, I attempt to vary the topics to include a wide variety of disciplines and themes (global politics, the environment, science experiments, campus issues, popular music, movies, etc.).

Also, I try to take every assignment that students complete—both in and out of class—and expand it into another kind of activity. For example, by the second week of class students will have completed two assignments: (1) interviewed two Spanish speakers and written a summary of their questions and the answers that were given to them, and (2) written three classified ads in Spanish. Although the interview is officially categorized as a “speaking task” and the classified ads are categorized as a “writing task,” these are extended into the classroom in a way that increases their effectiveness. For example, with the classified ads, students are required to bring at least 12 copies of each of their three classified ads; at the appropriate point in the class I have a few students collect the copies from their classmates and distribute them throughout the room. In the 20 or 30 minutes that follow, we have a “classified ad market,” in which students read each other’s ads, comment and chat about them in the target language, and even ask questions and bargain (I give discretionary bonus points to students who actually sell items in class through this activity). After the market is over, I call on several students at random to come to the front of

the class to report on the classifieds that they wrote (and their disposition), describe several of the ones that they had seen, and tell about anything they bought or nearly bought. Finally, I help them make a checklist of important characteristics of the types of writing and speaking that were used in that activity—in this case, classified ad writing, bargaining, and a not-too-formal presentation in front of the class.

My teaching strategies are well illustrated by this type of activity, where one assignment (reading homework in which students read classified ads from Spanish-language newspapers and write a summary and translation of them) leads directly into another assignment (write three classifieds), which in turn then becomes a vehicle for a lively in-class oral activity (the “market”), which then forms the basis for a more formal type of speaking task (the oral summary to the class). Using this method, I am able to make any activity lend itself to developing students’ writing and speaking skills under different conditions and in a variety of functions.

Use of Technology in the Classroom

In the classroom, we have adequate technology to make the learning experience ideal. The room in which the course is taught is equipped with a computer (with Internet access, wireless keyboard, and mouse), a VCR/DVD player, and laptop port, all connected to a ceiling-mounted data projector with accompanying stereo speakers. This permits the class to receive many types of Spanish-language media (including CDs, DVDs, Internet sites with text, graphics, streaming audio and video, music, and more). Additionally, many students give their class presentations in *PowerPoint*, using the computer.

Internet Use Outside the Classroom

Students are required to access Spanish-language media at least once a week to complete their assignments; they may do so from any of the well-equipped campus labs or from any other location of their choosing. I have also created a listserv (an e-mail management tool) for the class so that I can send messages to all students at once; students also use the listserv on occasion to broadcast messages to each other.

Cooperative Learning

Between a third and a half of the class time and course assignments are overtly cooperative projects. In some cases, I assign groups randomly (e.g., when the task is to produce an academic project); in other cases, the selection is based on academic factors (e.g., a Spanish-dominant student paired with an English-dominant student); and in still others, I let students choose their own groups (e.g., when the task is to produce and perform a creative project).

Student Evaluation

The course grade is based on the following:

Active classroom participation	20 percent
Active participation outside of the classroom	20 percent
Written assignments and projects	15 percent
Speaking assignments and projects	15 percent
Media assignments and projects (including related quizzes)	20 percent
Final exam	10 percent

Active classroom participation

Daily presence in the class is presumed (points are deducted proportionally for missed classes or partial attendance). The grade is based on the quality and quantity of active participation in Spanish.

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Active participation outside of the classroom

Completion of all outside projects and assignments by the prescribed date is presumed. Each student should diligently meet with group members and participate in online discussion groups and wikis. Grades are based on the quality and quantity of the work.

Written assignments and projects

Written tasks are completed in class and as homework; these represent a wide variety of formats, including academic presentations, personal opinions, creative writing, letters, wikis, and so forth.

Speaking assignments and projects

Spoken tasks are completed in class and as homework; these represent a wide variety of styles and registers, including Presentational and Interpersonal, formal, and informal.

Media assignments and projects

Each week students prepare a variety of assignments from the media. There are two assignments each week: presentations of news articles and summaries of *Puntos Cardinales* broadcasts (see Student Activities).

Final exam

The final exam has three parts: (1) two interpersonal writing tasks (one short and informal [a postcard], the other longer and more formal [a letter of introduction that also explains a given situation]); (2) a reading task (read a journalistic text of 600–1,000 words and write 150-word summaries in both Spanish and English); and (3) a listening comprehension task (listen to a three-minute journalistic news report in Spanish and write a 100-word summary of the report in Spanish). Topics for the reading and listening comprehension tasks may include current events (national and international), subjects of general academic interest (e.g., astronomical discoveries, endangered species, international development, climate change), or of popular interest. The speaking sections are given in the classroom with the rest of the exam (it is a “smart” classroom with a computer, projector, and sound system). I mix and produce the audio source and store it on a CD to play during the exam.

Grading Scale

A	93–100 percent
A–	90–92 percent
B+	88–89 percent
B	83–87 percent
B–	80–82 percent
C+	78–79 percent
C	73–77 percent
C–	70–72 percent
D+	68–69 percent
D	63–67 percent
D–	60–62 percent
F	Below 60 percent

Teacher Resources

Web Sites

ACTFL Standards for Foreign Language Learning.

www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3392

ACTFL Proficiency Guidelines—Speaking. Description of Advanced Low proficiency level (and other levels).

www.languageTesting.com/scale.htm#advanced_low

AskOxford.com. Letter-writing guidelines and sample letters in Spanish.

www.askoxford.com/languages/es/spanish_letters

Digital Video in Education. Ideas for video projects.

<http://edtech.guhsd.net/video/videoideas.html>

Hong Kong Language Training Centre. “What the Good Language Learner Can Teach Us.” Some characteristics of good language learners.

www.language.com.hk/articles/goodll.html

Prensa Escrita. Links to Spanish-language press.

www.prensaescrita.com

Puntos Cardinales archives. UN Radio online news magazine.

www.un.org/radio/es/pro_archive.asp?featureID=3&VarYear=2006

Using Technology to Promote Advanced Foreign Language Proficiency. Steve Thorne and Scott Payne.

Center for Advanced Language Proficiency Education and Research, Pennsylvania State University. Tutorial for digital video project.

http://calper.la.psu.edu/tech_workshop_2005/video.html

Wikispaces. A free site for creating and hosting a “wiki.”

www.wikispaces.com

Student Activities

Media Assignments

Handout: News Groups

At the beginning of the course, you are assigned to a small group that follows, in depth, the events in a specified geographical region throughout the entire semester. *Each student* visits the Web sites of several major online news sources in the region in order to prepare the following articles (check off each box—one per week):

- One international news article
- One national news article
- One local news article
- One sports article
- One society/entertainment article
- One additional article on any topic
- Three classified ads for three different items

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For each of the articles, do the following:

- Print the article (the three classifieds together are counted as one “article”).
- Write a brief (40- to 80-word) summary of each article in Spanish. This summary, using your own words, must be done on a computer using Microsoft *Word*, including all necessary diacritics.
- Write a brief (40- to 80-word) summary of the article in English.
- Be prepared to speak briefly (one minute) about your article.

Handout: Radio Summaries

Listen to the preceding week’s broadcast of *Puntos Cardinales*, the weekly audio 10- to 15-minute news magazine produced by United Nations Radio. The edition from nine days prior to the class day is the one due each week (e.g., on September 1, the August 23 edition is due). Your task:

- Listen to the entire broadcast.
- Listen to the broadcast again, and look up unfamiliar words or terms.
- Take summary notes (from memory) of what it is about.
- Listen to the broadcast one more time, this time improving your summary.
- Be prepared to orally summarize, to the class, one of the segments (there are usually three or four segments in each broadcast).
- Turn in a summary each week of the broadcast (in Spanish, 150–300 words total, handwritten or typed).

Spoken Activity

One activity that I use to promote speaking is the “Play-Doh challenge.” This activity not only encourages a surprisingly wide range of spoken language, it also is fun and relaxing for students and serves as a useful team-building exercise in preparation for larger group activities. The basic premise is that I divide the students into groups (rather than allowing them to divide themselves); each group gets an allotment of Play-Doh (I use the smallest containers available for this activity). I always make sure that the number of Play-Doh containers is *not* equal to the number of group members, and I also make sure that not all groups have all the colors. Students have 40 minutes to “create” something that they will then “present” to the class (usually the rest of the class comes over to their area to look). Immediately, there are several problems that have to be resolved—where the group will work on the project, what the project will be, how to handle the unequal distribution of Play-Doh, and whether to initiate/accept/negotiate trades with other groups for specific colors of Play-Doh. By the end of this activity, students have almost invariably resolved these structural problems, developed a camaraderie within the group and a loyalty to their chosen “creation,” engaged in multiple levels of negotiations and casual conversations, and become relaxed (apparently this is quite therapeutic!), all in the target language—which, of course, is up to the instructor to enforce.

Materials needed: Assortment of Play-Doh or equivalent in various colors (about \$5–\$10 easily purchases enough for a class of 25 students).

Written Activity

One writing activity that seems to interest students and that also elicits good writing samples, illustrates significant cultural differences and similarities, and invites comparisons and connections is the “find and apply for a job” activity. Students search through classified advertisements in print or online versions of Spanish-language newspapers, finding the one that most directly “speaks to them.” After finding the perfect job, they are tasked with applying for it: specifically, they write a letter of introduction/cover letter and prepare a résumé. To help them do this, they are shown examples of different letters and résumés, with similar and different characteristics, and the format for résumés in Spanish (see Web link in the Teacher Resources section of this syllabus). On the day that these are due, students can also be divided into groups in which one plays the “interviewer” and one the “interviewee” for the perfect job, thereby expanding this written activity into a speaking opportunity.

Sample Syllabus 8

Carolyn Harris and Michael Braun

Western Michigan University, Kalamazoo

University Profile

Location and Environment: Western Michigan is a public university of approximately 25,000 students, located in Kalamazoo, a medium-size city in the southwest part of the state. The main campus covers more than 550 acres and includes 125 buildings. The new College of Engineering and Applied Sciences is located three miles southwest of the main campus. The College of Aviation has excellent facilities in nearby Battle Creek. The university focuses on delivering high-quality undergraduate instruction as well as advancing its growing graduate division. Undergraduate students may choose from 141 programs, and graduate offerings include 66 master's and 29 doctoral degrees. A number of programs of study at both the undergraduate and graduate levels have attained national recognition.

The school serves a diverse population. The parents of our students work in both white- and blue-collar professions, and a few are in academia. Some students are the first generation in their families to attend college. Although located in the western part of the state, the majority of students are from the eastern sector and especially from the region near Detroit. Some come from Illinois, the Chicago area in particular, but most are from small towns or suburban areas in the state of Michigan.

Type: Public research university

Total Enrollment: 24,841

Ethnic Diversity: The percentages of minorities are as follows: African American, 5.9 percent; Hispanic, 2.2 percent; Asian/Pacific Islander, 1.6 percent; and Native American, 0.5 percent. International students account for 3.9 percent of the population.

Class Profiles

Western Michigan University offers a wide range of majors at the undergraduate level, and students frequently combine a Spanish major with another concentration. Many of our majors and minors are preparing to teach at the secondary or elementary levels, while others pursue a business curriculum, health-related or science majors, or social work or communications degrees, to name just a few. The Spanish department is composed of 15 full-time professors and about 28 graduate assistants. Graduate assistants generally teach the beginning and intermediate Spanish courses under the supervision of full-time professors who coordinate these classes. We have a strong M.A. program in Spanish, with many international students participating—including several each year from Burgos, Spain, and Querétaro, Mexico, where we sponsor study-abroad programs. The Ph.D. in Spanish is a new degree program at Western that was initiated in 2003. Currently nine students are studying for a doctorate, with two in the process of writing dissertations.

Composition in Spanish and Conversation in Spanish, fifth-semester courses that many students take concurrently, are required for all Spanish majors and minors at Western Michigan University. We have more than 300 Spanish majors and about 275 minors, and we generally offer six sections each of the Composition and Conversation courses every semester. Most sections are taught by full-time tenured or tenure-track professors, but a few may be taught by advanced graduate students (doctoral candidates).

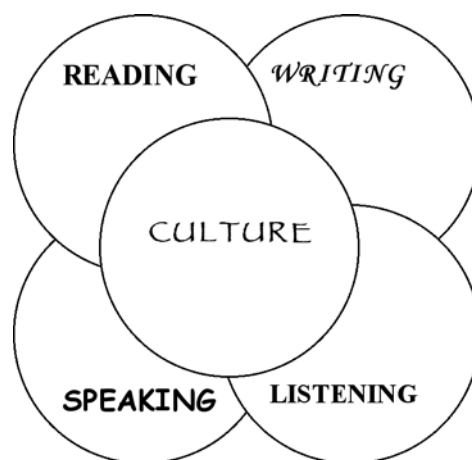
Western now uses an online placement exam for incoming students who have had some previous experience with a foreign language. A number of first-year students place into Composition or Conversation for their first course in Spanish at the university: most of these students have taken four years of Spanish in high school or come from homes where Spanish is spoken. Among our few heritage speakers of Spanish for whom English is a second language, some have never studied Spanish formally, and for them Composition or Conversation in Spanish may be their first course in the language. Students who have taken AP Spanish courses in high school and have earned a grade of 3 or better on the AP Spanish Language Exam do not need to take the departmental placement exam. They can register in Composition and/or Conversation and will receive four hours of retroactive credit for Intermediate Spanish I after talking to one of the Spanish advisers. Following successful completion of Composition or Conversation in Spanish, they may also purchase four hours of credit for Intermediate Spanish II, paying a modest fee. We also have students who have excelled in the International Baccalaureate program at a local high school and begin at Western in Spanish Composition or Conversation, whereas still others have taken up to four semesters of elementary and intermediate college Spanish at a community or four-year college. Students who have taken fewer classes in high school may place in second-, third-, or fourth-semester Spanish, depending on their preparation. Some students begin their study of Spanish here at the university, taking the beginning courses, and then decide to continue for a minor or major in the language. They may be juniors or seniors by the time they enroll in Composition or Conversation.

Of the 12 sections (6 each of Composition and Conversation) offered each semester, most meet on Monday, Wednesday, and Friday for 50 minutes. One section that meets twice a week for 75 minutes, either on Tuesday and Thursday or Monday and Wednesday afternoons, is usually offered for each course as well. Western Michigan University follows a semester schedule, with two 14-week semesters and two short summer sessions. Neither course is offered in the summer. A maximum of 20 students is allowed in a given Composition section and 18 in a Conversation section, and generally classes fill to this level. Occasionally we must raise the limit to allow a couple more students in each section.

Conversation in Spanish

Personal Philosophy (Michael Braun)

No matter what textbooks world-language instructors may use in class, we are expected to teach and maintain the following five skills:



The figure above is not a classic Venn diagram. In a Venn diagram, the overlapping lines indicate that the information in the enclosed fields is considered mutual. What is illustrated here is merely the “assumption”

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of an overlap. This is a more realistic and accurate picture of the situation; just because a student can read does not mean a student can write, and so on. Culture is often treated as an extra topic, at the end of the chapter or in a special section. A textbook encourages reading, writing, listening, and speaking, but it is up to the instructor to make it happen. Culture is often the icing on the cake.

Conversation in Spanish emphasizes speaking skills. At the end of the year, my students' greatest hope is to be able to speak the target language, or in their words, "I want to be fluent." This is an admirable and worthy goal. If they find themselves at a train station or on a train, for instance, it is not socially acceptable to write and pass notes to communicate. Certainly, they should be able to read a schedule, but they could also buy a ticket if they could just say, "When is the next train to . . . ?" without hesitation. While a student can rely on visual cues and ultimately receive a ticket, by pantomime if necessary, speaking is the skill that will best serve him or her always.

A disclaimer: The speaking skill is one of utterance. Speaking is generally taught as good pronunciation. Speaking is being able to repeat and pronounce words and phrases. Speaking is being able to correctly articulate the sounds of the language. Conversation is different.

- Conversation is not repetition.
- Conversation is not pronunciation.
- Conversation is not patterned response.
- Conversation is not a script.
- Conversation is not about grammar.

These are bold statements. All of the above are important, clearly. The better one pronounces the words, the better the grammar, and the more reliable the pattern of speech, the better the speaker will be able to communicate. All of the above must be taught; however, a special effort must be made to teach the *wildcard* of conversation, where anything may come up at any time.

Course Overview for Conversation in Spanish

This class is conducted exclusively in Spanish. The fundamental goal is to build the students' confidence in using the language. Often students arrive with a decent background in the various grammatical points but have never had the opportunity to apply the many tenses and expressions in a real conversation. They are adept at filling in the blanks but not at recalling the necessary structural elements with the speed and fluidity needed for skillful speaking.

I assign the *Oxford Spanish Cartoon-Strip Vocabulary Builder*, edited by Mónica Tamariz, as the primary textbook. By using a textbook in the form of a serial comic strip, I am able to lower the stress level of the class. The stories are based on very real situations such as relationships, school, and money. Students enter the class with a smile, laughing at the comic adventures of the main character, Agripina, and then are able to relate, debate, and discuss the thematic nature of the text. They quickly learn that reading and understanding the text are crucial to understanding the tenses and language needed to participate in conversational activity. I have chosen this particular book in order to minimize the amount of required reading, so as to be able to work more intensively on conversational/speaking skills. In a nutshell, the less time I spend explaining the text, the more time I can spend engaging the students in speaking about the text.

At times, an expression or language construction needs to be reviewed in order to achieve maximum comprehension. This explanation is minimal but is a powerful lesson in that it emphasizes the need to understand the nature of grammar for effective conversation and understanding. Again, because the text is a comic strip, the quantity of difficult language construction is limited, while the quality of language freedom for conversation is greatly enhanced. In other words: less time explaining, more time talking.

This course offers students the opportunity to rapidly progress in Spanish Interpersonal and Presentational speaking skills. In pursuit of this objective, we speak in Spanish. Always. Regardless of skill level, student participation in class discussion is indispensable. There is no language lab component to this course.

Course Planner for Conversation in Spanish

The following comes directly from the syllabus that I distribute to my students. The italicized items in English under the heading “Topics” in the schedule match those in the table of contents of the textbook.

Asistencia

La asistencia a la clase es sumamente importante. Sin estar en la clase, no se puede mejorar. Punto. Por lo tanto, las siguientes reglas existen:

- Se puede perder un máximo de una clase.
- Perder más de una clase resultará en bajar la nota de participación.
- Se calificará a los alumnos *diariamente* según sus contribuciones.
- Se perdonará *una ausencia* a lo largo del semestre. Todos las demás resultará en un “cero.”
- Perder una clase cuando hay un examen, tarea, o discusión resultará en perder la nota concedida por dicha actividad.
- El profesor tiene el derecho de determinar si hay casos extraordinarios que hagan posible compensar por la nota perdida.
- Es la responsabilidad del estudiante ponerse en contacto con el profesor si va a perder una clase, no importa el motivo.
- Sin previo aviso de ausencia, no hay remedio.

Tarea

Hay tarea. Hay que entregar la tarea para la fecha determinada para recibir crédito.

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Horario

Semana	Título de Cuento	Topics/Vocabulario	Ideas
4 Sept	“Yo”	<i>Describing people</i> <i>Greetings</i> <i>Interrogatives</i>	Conocer a los estudiantes Presentaciones informales Las interrogativas Hablar por hablar
11 Sept	“Limpieza”	<i>Going out</i> Mantener la conversación Ganar tiempo para pensar	El juego de mesa
18 Sept	“La vida” <u>Charla informal 1</u>	<i>Education</i> Para describir lo desconocido	Hablar en grupos: “Para mejorar la universidad” Actividad: “Circunlocución”
25 Sept	“El amor”	<i>Love and relationships</i> Debate terms	Debate: “Casarse o no” Actividad: “Speed dating”
2 Oct	“Lenguaje”	<i>Approval and disapproval</i> Slang	El más digno 1
9 Oct	“Obediencia”	<i>Traveling</i>	Debate: “Estudiar en el extranjero, sí o no” Hablar en grupos de viajar
16 Oct	“Propina”	<i>Money</i>	Hablar en círculo: “¿Qué harías con 100 dólares?” Debate: “Dinero o amor”
23 Oct	“Apatía” <u>Presentación formal</u>	<i>Past times</i>	Presentaciones formales: “Un músico latino y su música”
30 Oct	“Invasión”	<i>On the phone</i>	Practicar las llamadas Fuera de clase: “Una llamada telefónica”
6 Nov	“Informática”	<i>Computing and the Internet</i>	Hablar en grupos: “Una página Web interesante”
13 Nov	“Preocupación”	<i>Emotions</i>	Debate: “¿Son los padres culpables?” Discutir: “La juventud de hoy”
20 Nov	“Destino”	<i>Health</i>	Discutir: “El horóscopo”
27 Nov	“El futuro”	<i>Work</i>	Hablar en grupos: “El trabajo que quiero”
4 Dic	ABIERTO <u>Charla informal 2</u>		El más digno 2
11 Dic	Semana de exámenes finales		

Lunes

Presentar y leer en voz alta el capítulo de “Agripina.” [I refer to the textbook in class by the moniker “Agripina” (after the name of the main character) because the actual title is a mouthful.]
 Corregir y animar a los estudiantes con la buena pronunciación.
 Discutir la gramática empleada. Explica lo poco posible. No es una clase de gramática.
 Ofrecer sinónimos o palabras adicionales a la lista.

Miércoles

Repasar el vocabulario.
 Hacerles preguntas abiertas.
 Empezar una discusión del tema con grupos.

Viernes

Un quiz corto del vocabulario:
 Escribir frases originales empleando las nuevas palabras.
 Escoger las palabras correctas para completar una frase.
 Llenar los espacios con las palabras claves de “Agripina.”
 Escribir un párrafo corto a favor o en contra de un punto de vista discutido, empleando las palabras de la semana.
 Preguntas simples acerca del tema o trama de “Agripina.”
 Un debate o algún actividad para que todos hablen.

[**Note:** There are two primary schedules for the class, which meets either twice or three times weekly. The suggestions above are given so that each chapter can be divided up in accordance with the number of meetings per week—in this case for the Monday/Wednesday/Friday 50-minute classes. The Tuesday/Thursday or Monday/Wednesday classes have more time (75 minutes) to further develop some activities. Also, I always leave the topic for the last week open. This provides some “float” should we get off track (e.g., snow day) or if the class should decide to pursue a particular vocabulary topic. For instance, one semester we found ourselves instructing and playing various board or card games in Spanish. In Michigan, many students play euchre. It was a challenge for them to attempt to describe and play the game in Spanish and conduct the usual interactions in Spanish. This open period also provides the teaching assistants with an opportunity to supply their own personal lessons, based on their background (Spain, Mexico, etc.).]

Teaching Strategies for Conversation in Spanish

This class is about developing students’ speaking skills. I work from the premise that the instructor’s role is not only to help students to talk but most of all to *encourage* them to do so in the first place. One of the most important qualities to instill in the students is confidence. In all activities, allow for a tolerable number of errors in speaking but promote and model the correct Spanish. Insist that the students repeat the corrections you offer. Be a coach, not a teacher.

Communication is the key. Let the students try to get their point across. If communication is difficult or impossible, look for a more feasible option. It may be necessary to briefly review a linguistic structure or grammatical concept in order to best achieve maximum communication. That being said, do not allow *an entire class period* to be reduced to “how to form the preterite.”

Get to know your students as quickly as possible and engage them. Arrive early to class, and give them additional opportunities to communicate with you and each other. The better you know your students by interacting with them, the better you will be able to coach them. Your job is to facilitate and guide, not

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preach. If you find yourself speaking too much (and it is only human nature to want to do so), turn the topic over to the class. Even a question-and-answer format with the instructor is better than a lecture. It is most advisable to take the topic at hand and create a short list of points to be discussed by the students in small groups—after which, a class discussion becomes more relevant, and participation by all members of the class is enhanced.

I find the following specific activities and ideas very effective for creating “conversation” in class. Use them as stepping-stones for your own ideas too.

Speaking/Conversation Activity: The Board Game

Based on Chutes and Ladders, one of the best board games ever, this concept is as simple as moving one’s marker to each designated square by a roll of a die. Landing on certain squares allows the player to jump forward; others move him or her back. The winner gets to the end first. Simple.

Imagine a similar game with basic vocabulary and verbs. For example, each square could be tailored to a particular chapter:

- Name three items in your backpack.
- Name the three singular forms of “to be.”
- Ask your neighbor what his or her name is.

Using a very simple program in *Excel*, you can create similar game boards for each chapter with minimal effort. The cells are a simple formula. Whatever word or expression is entered in column E will then appear in A, B, C, or D. The result will be a snake format of questions that the students follow from start to end. The expression “=E1” in column A means that the word entered in column E1 will appear in A1, and so on.

Squares	A	B	C	D	E
1	=E1	=E2	=E3		ENTRADA
2			=E4		¿De dónde eres?
3	=E7	=E6	=E5		¿Tienes amigos en la clase?
4	=E8				¿Por qué estudias español?
5	=E9	=E10	=E11		VOLVER A LA ENTRADA
6			=E12		¿Tienes amigos en la clase?
7	=E15	=E14	=E13		Di un consejo para los “freshmen.”
8	=E16				¿Cuál es tu ropa favorita?
9	=E17	=E18	=E19		¿Adónde vas el fin de semana?
10			=E20		¿Cómo es el o la profesor(a)?
11	=E23	=E22	=E21		Nombra la clase más difícil.
12	=E24				ADELANTE 2 ESPACIOS
13	=E25	=E26	=E27		Recomienda una clase fácil.

Continue through 27

After you have made a template and determined 27 things to say, run the list. By choosing “Set Print Area” and highlighting only the game board (columns A–D) the result will be a table (board) for the students to use. You can also save the game by chapter and use the same template to adjust to new vocabulary simply by changing the items in column E. You will need to play with the format a bit by

enlarging some boxes. If you are not familiar with *Excel*, any spreadsheet program will work in the same general way. Here is an example of the finished product:

ENTRADA	¿De dónde eres?	¿Dónde vives?
		¿Tienes amigos en la clase?
¿Qué comiste esta mañana?	VOLVER A LA ENTRADA	¿Cómo es el o la profesor(a)?
¿Vas al Bronco Bash?		
¿Por qué estudias español?	¿Qué tiempo hace?	¿Cómo es tu coche?
		¿Cuándo vas al bar?
¿Cuál es tu especialización?	¿Quién es tu héroe?	¿Cuál es tu pizza favorita?
¿Tienes un animal en casa?		
¿Quién es tu mejor amigo(a)?	¿Adónde vas el fin de semana?	ATRAS 2 ESPACIOS
		Nombra la clase más difícil.
¿Qué hay en Kalamazoo?	¿Dónde trabajas?	Recomienda una clase fácil.
ADELANTE 2 ESPACIOS		
Di un consejo para los “freshmen.”	¿Cuál es tu ropa favorita?	FIN

Conversation Activity: Tic-Tac-Bingo

This game is similar to bingo, but with a tic-tac-toe approach. Each student receives a bingo card, to be completed in the usual fashion. The trick? Each square contains an expression that the student must use in a sentence in order to cross off the square. This game can be used to translate or can be done in the target language. The version below requires students to translate particular verbs into Spanish that require the subjunctive.

- Student A: “I want us to go to the movies.” (Crosses off “I want.”)
- Student B: (Crosses off “I want.”)
- Student C: (Crosses off “I want.”)

Now Student B must choose a phrase that will help complete a line on his or her card in any direction—horizontally, vertically, or diagonally. This may force the student to choose and use an expression that he or she may or may not be comfortable with. Students A and C cross off the expression used by Student B on their own cards, and then Student C chooses an expression, and so on. The first to cross off five items in a straight line wins.

Student A

I want	I fear	You all insist	We want	You desire
We desire	You hope	They beg	You beg	We hope
It is good	They desire	I wish	It is bad	It is necessary to
You want	I doubt	We insist	They doubt	I don’t want
You insist	We are happy	It is possible	I don’t think	You pray

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Student B

You hope	You pray	We are happy	It is good	It is necessary to
They desire	You want	We hope	I wish	They beg
We want	We desire	You beg	It is bad	You desire
I want	I don't want	They doubt	We insist	I doubt
I don't think	You all insist	You insist	It is possible	I fear

Student C

We insist	I don't want	They beg	It is possible	We hope
They doubt	I fear	It is good	You all insist	You hope
It is bad	You pray	I wish	It is possible	I don't think
You beg	You desire	We insist	I want	We are happy
We desire	You want	I doubt	We hope	It is necessary to

Tic-tac-bingo cards can be created using two different methods:

1. Using *Excel*, assign the boxes to a list of expressions similar to the Chutes and Ladders approach. This time, make up to eight different combinations of =E1 for the five-by-five grids.
2. Using Microsoft *Word*, create a table and select a five-by-five dimension. Fill in each box with the expressions. Select the entire table and copy and paste it. Now, just grab and drag the text into random boxes as I have done above. Continue the process for each unique game card you wish to have.

Note: It is worth the time to create an *Excel* program, because you can then simply generate a list of words, and the spaces will be filled according to your random pattern. Remember to number each card and its version so that duplicates are not present at the same table.

Conversation Activity: Small Talk

Often students are at a loss to converse spontaneously in the target language. This is probably because the art of conversation is mostly unknown to them. However, if they found themselves at a table at a wedding reception, they would be engaged in conversation. The trick is to help them realize that conversation is actually just asking questions.

In order to replicate this conversational skill, employ the following game of question and answer or "Small Talk." Each player is required to ask a question; it may not be a simple yes/no inquiry. The second player then answers the question and asks his or her own question. The questions need not follow any particular pattern or theme. The important part is that the two players continue talking for as long as possible.

Note: It is helpful to review Spanish interrogatives and to model the game once in English before playing.

Small Talk: The GamePLAYER ONEPLAYER TWO

Asks a question . . . →

Answers the question.

Asks a question . . . ←↗

Answers the question.

Asks a question . . . →

Answers the question.

Asks a question . . . ←↗

And so on . . .

Small Talk: The Competition (Version 1)

Competitions can be established with this game. Invite two students to sit at the front of the room. See how long they can “converse” following the rules of Small Talk. They may be disqualified for the following reasons (you choose): (1) asking a yes/no question, (2) failing to ask or answer a question, (3) answering a question incorrectly (failed comprehension), (4) using English.

- Keep time.
- Invite the next pair up to compete. Keep time.
- The pair with the longest run wins.

Small Talk: The Competition (Version 2)

- Develop a list of all the interrogatives the students know.
- Create lists to be displayed on an overhead projector, one for each player.
- The first student to use all the interrogatives wins.

Thoughts to Share with Your Students About Small Talk

- Get over yourself. Conversation is a two-way street.
- Statements are not inquiries. Complaints are statements. The statement “*no sé*” will not engage the other person.
- Be interesting and interested. Fake it if you have to. Use some emotion.
- Avoid yes/no questions. Be prepared to follow up, if need be: “*No, pero . . .*”
- Use a complete sentence whenever possible. We all need practice.
- The question “*¿Y tú?*” is a minimal response that gets boring quickly.
- Use all the interrogatives you can think of to provide variety.
- Develop mental agility. Describe words you do not know with vocabulary you do know.
- Develop skills for talking while thinking. Learn phrases to stall.

Conversation Activity: Group Table Discussions

For this type of activity, the teacher must create several topics and questions related to a specific theme. Avoid yes/no questions. Each question is then placed in an individual envelope, numbered on the outside. It may be helpful to provide a brief list of relevant vocabulary that the students may need in order to answer the questions.

Students should sit in groups at tables. Do not allow any student to sit apart from the rest. Appoint one person in each group to record the names of the students at that table. He or she is given a “discussion form” and should put a checkmark next to each name whenever that student speaks. For certain topics, columns can be provided with grammar headings in order to record whether students are achieving certain goals, such as “use of the subjunctive.”

Place a set of envelopes on each table. As each envelope is opened, all the students must answer the question found inside. Set a minimum time limit for each envelope, and remind the students as needed. Discussion and questions are encouraged. Tell the students that they are not obligated to open the envelopes in numerical order, nor are they required to open every envelope. The idea is to generate an exchange of thoughts. If the subject intrigues them, and they are speaking Spanish, let them go. When discussion wanes, instruct the students to proceed to the next envelope (question). Repeat the process.

Each table may have a copy of the textbook or a dictionary. Encourage students to help each other with vocabulary and to correct one another’s grammar. They may use these resources if necessary. Do not allow the use of English; only Spanish is to be spoken. Violators should be warned first and then dismissed from the group until the next topic.

Monitor the conversations by walking around the room. Interrupt only if a student is struggling or a grave error has been made. Offer support and praise often. If a group finishes early, approach them and engage them in a conversation based on the questions. They will not rush through the exercise again, trust me.

Tip: Most students naturally clam up when the teacher is standing next to them. I have found it best to stand right next to one table in order to listen to another table across the room. I can do this even while looking directly at the first table. Later on, when standing next to the other table, I may comment on what I heard them say when I was across the room. The students are amazed.

Group Table Discussion Checklist

- Topic.
- Student groups.
- Four to six questions.
- Four to six envelopes, numbered.
- Vocabulary or grammar tips?
- Recording sheet.
- Desks arranged?
- Time limit explained?
- Dictionary?
- Decide what grammar will be specifically targeted (present, past, conditional, etc.).

- Decide what vocabulary will be specifically targeted. (You might want to make a list of terms, verbs, and phrases that the students can use as a reference card.)
- Find an article, picture, postcard, poster, or some sort of visual stimulus for the students.
- Write five questions in the target language that elicit a “complete-sentence answer.”
- “*Si*” and “*no*” are not acceptable responses. “*Sí, hay*” or “*Creo que no*” are good enough for lower levels. Complete thoughts are better for upper levels.
- Put each question in an envelope.
- Design a form so that each student is accountable for speaking. It can be as simple as “Agreed/ Disagreed” or “Spoke/Did Not Speak.”
- Designate one student at each table to be in charge of tallying the marks on the form. Give detailed instructions.

Sample Group Table Discussion Form

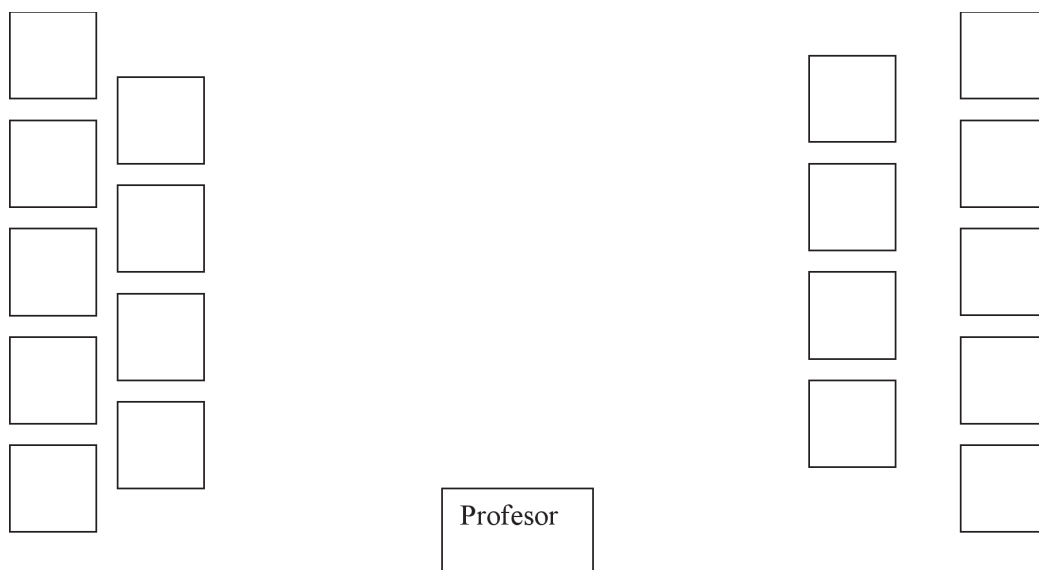
Student	Spoke	Asked question	Helped others
1.			
2.			
3.			
4.			

Conversation Activity: Debates

A debate need not be a scripted activity; it can merely be a series of points of view tossed back and forth by each side. The teacher’s job is to coach. The coach must interrupt, encourage, and direct the argument from side to side much as a moderator does during a political debate.

Students may arrive in class prepared to take a stance (pro or con) on the themes or topic of the debate. At upper levels, I prefer to merely assign one side to be “Affirmative” and the other “Negative.” Each side must stand by its designation.

During class I create a sketch of the students’ seats:



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In each box I place the student's name, and each time he or she speaks, I place a checkmark in the box. At the end of the debate, the team with the higher number of checks "wins."

At times I have even given "bonus checks" for the following reasons:

- Using specific vocabulary
- Using specific grammatical structures
- Saying something witty

A bonus of five points goes to the team whose participants all speak first.

It is a very good idea to generate a list of vocabulary that students may use in order to preface their statements or to respond to points made by others.

es decir	that is to say
pero	but
por otra parte	on the other hand
¿Ya ves?	See?
con razón	with reason
sin razón	without reason
me parece que	it seems to me
¡Hazme el favor!	Give me a break!
¡No me digas!	No way! / You're not serious!
te lo digo	I'm telling you
y otra cosa	and another thing
No importa.	It doesn't matter.
No me importa.	I don't care.
¡Ni hablar!	No way!
por mi parte	for my part
mira . . .	look . . .
Es un lío	It's a mess.
Me vuelvo loco.	This is driving me nuts.
¿Que vaina es?	What is this? (What are you saying?)
¿De qué hablas?	What are you saying?
¿Qué está pasando aquí?	What is going on?
en otras palabras	in other words
para decirlo de otra manera	to say it another way
¡Ni modo!	No way!
es que . . .	well, like, um . . .
bien dicho	well said
en fin	to sum it up
por fin	finally
sin duda	no doubt
al contrario	on the contrary
No tiene sentido.	This doesn't make sense.
No tengo ni idea.	I don't have a clue.
No tienes ni idea.	You don't have a clue.
Estás en las nubes.	You're out of touch.
Te lo juro.	I swear to you.

te apuesto	I bet you
qué va	yeah, right
qué pesado	how annoying
en todo caso	in any case
No veo más que una solución.	There is only one way.
qué cara	what nerve
¿Qué opinas?	What do you think?
hay que tener	one must have
será que	maybe
¿Con qué derecho?	With what right?
Me da rabia.	It annoys me.

Sample Simple Debate Topics

- Soup versus salad
- Love versus money
- Chemistry versus biology
- Books versus movies
- Trains versus planes

Sample Complex Debate Topics

- Congress should build a wall on the border of Mexico.
- All family members should be required to be present at dinner.
- Students should decide their major before going to college.
- Students should not leave campus for lunch.
- Teachers should be required to dress as business professionals do.

Student Evaluation for Conversation in Spanish

Participation

Each student must participate—or, at the very least, must make an effort to participate. The use of English is not permitted within the classroom. It is preferable that the students continue to use Spanish outside of class with classmates, anywhere, anytime, about anything. Every day the instructor evaluates each student, using the following scale of 6 to 10 points:

0	Not in attendance
6	In class without speaking Spanish, or speaking English. NEEDS IMPROVEMENT
7	In class, minimal participation, answering questions only if directly asked, arrived late to class. TIMID
8	In class with adequate participation but arrived late. AVERAGE
9	In class with enthusiasm, motivated. TALKATIVE
10	In class with exemplary participation. ABOVE AVERAGE/CONVERSATIONAL

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Quizzes

Quizzes are given weekly, preferably during the first 15–20 minutes of the class on the last day of the week’s class meeting.

General Format of an “Agripina” (Textbook) Quiz

The quizzes should be short and sweet. In this way there will be more time to dedicate to the task at hand, speaking Spanish. Make each quiz worth 25 points. This makes it easier for students to evaluate how well they did and keep track of their average. At midterm, instructors are better able to give an estimated grade if all quizzes are of the same point value. Consistency will ensure faster test implementation, as students will be accustomed to what is expected of them.

Content and Theory

Verbs

The reading employs several unfamiliar verbs, as well as verb tense constructions that were perhaps not studied in depth or used in common conversation. It is therefore important to review the verbs and insist that the students know their meanings and constructions. For example, it is important to recognize that the use of the subjunctive and the conditional can change the meaning of an utterance significantly. It may be necessary to briefly review some formations, using the pages at the end of the text.

Comprehension

Certainly, students must understand the reading. It is therefore important to include a few general comprehension questions (multiple-choice works fine). The idea here is to verify that the students have read the material or at least understood the general review of it in class discussion.

Assorted Vocabulary

Each week new vocabulary will be introduced, either from the text or by the instructor (*palabras del día*). Here the instructor has the option of choosing several words or expressions. Because the pace is fast, and each week the vocabulary changes, not all words are included. Students are responsible for using the word in a way that demonstrates they can *explain*, *define*, or *employ* the word in Spanish. This is not translation.

Translation of the Day

This is the key part of the quiz. The instructor chooses a few lines of text, which the students are then expected to faithfully translate into standard English. This is a mixture of comprehension, vocabulary, and grammar.

Final Notes

The final distribution of points per each section of the quiz is not important. In other words, each section may vary a bit, according to the relevance of the material covered. What is important, however, is to follow the same format so as to achieve continuity and familiarity. Use the template provided below, and simply add items in place of the “x’s.” Remember to keep the total value at 25 points so that you can get a fairly accurate view of how the student is progressing. The divisions as such offer the instructor a tool to interpret what deficiencies the student may have. For example, some students are quite adept at comprehension but have a very difficult time identifying verb tenses. Others may be able to deconstruct a sentence but have a hard time recognizing that the sentence does not translate literally. This quiz format is beneficial to both student and instructor.

“AGRIPINA” QUIZ

Título:

Nombre:

LOS VERBOS

Escribe el infinitivo del verbo de la primera columna en la segunda columna. Ahora escribe la traducción del verbo de la primera columna en la tercera columna. No escribas la traducción del infinitivo. (10)

XXXXXX	_____	_____
XXXXXX	_____	_____
XXXXXX	_____	_____
XXXXXX	_____	_____
XXXXXX	_____	_____

PREGUNTAS DE COMPRENSIÓN (6)

1. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX...
 a. b. c. d.

2. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX...
 a. b. c. d.

3. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX...
 a. b. c. d.

VOCABULARIO SURTIDO

Define o emplea la expresión en una oración completa en español: (5)

- 1. XXXXX _____
- 2. XXXXX _____
- 3. XXXXX _____
- 4. XXXXX _____
- 5. XXXXX _____

TRADUCCIONES del día: (4)

“...XXXXXXXXXXXXXXXXXXXXXXXXX...” _____

“...XXXXXXXXXXXXXXXXXXXXXXXXX...” _____

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Personal Dictionary

Each student brings to class, every day, a small spiral notebook of about 75 pages for taking notes on vocabulary. This notebook should be specifically designated for this class, not a combination of classes. The students use their “personal dictionaries” for copying “words of the day” from the board. In any given class session, vocabulary items may come up for discussion or words will be added to the given list in the text. Any of these terms, either from the book or from the board, are valid for quizzes and the final exam. The “personal dictionary” is also the appropriate place to copy words from the text that are difficult or words that need additional notes for personal study. Each student must write a minimum number of words for every chapter and organize the pages accordingly. The instructor collects and grades the personal dictionary every week or every other week to determine if an adequate number of words are entered and to confirm that sufficient definitions or samples have been given in order to show progress. The grade is based on organization, number of words entered, and the effort made by the student to employ such words or seek definitions.

Informal Chats

All students must schedule two informal 10-minute chats with the instructor outside of class. They should arrive prepared to discuss a trivial topic and engage the instructor in an actual conversation. This is not a memorized presentation, nor is it an interview. It is an opportunity to have an authentic conversation and speak Spanish in an informal setting. The role of the instructor is to listen and evaluate as well as participate. After the first *charla*, the student receives specific feedback on how to improve. The second *charla* employs the same format, but points are awarded based on improvement.

Formal Presentation

Each student delivers a formal talk on a topic unrelated to the comic strip, usually a cultural and informative presentation (e.g., Puerto Rico, San Fermín, the tortilla in Mexico, Pablo Picasso). The student is not allowed to address me, the instructor; this is a presentation directed toward the other members of the class. The job is to effectively communicate the subject matter in a well-organized, intelligent, and enthusiastic manner. The grade is based equally on the student’s ability to relay the information as well as the fluidity of speech. I use the following guidelines for evaluating student performance.

Preparación How hard did the student try?
Contenido What did the student say?
Comportamiento How did the student present the material?
Elocución/Fluidez Did it make sense?
Sofisticación gramatical Did the student use a variety of grammatical structures?

Final Exam

The final exam is a longer version of the quiz format, including all chapters and vocabulary items from the semester.

Grading Scale

94–100 percent	A
89–93 percent	BA
83–88 percent	B
78–82 percent	CB
72–77 percent	C
67–71 percent	DC
60–66 percent	D
0–59 percent	E (The university does not use “F.”)

Percentages

Class participation = 30 percent
Vocabulary quizzes/themes = 20 percent
Personal dictionary = 10 percent
Informal chats = 20 percent
Formal presentation = 10 percent
Final exam = 10 percent

Teacher Resources

Textbook

Oxford Spanish Cartoon-Strip Vocabulary Builder. Edited by Mónica Tamariz, with illustrations by Claire Bretécher. Oxford: Oxford University Press, 2000.

All activities are original and created by Michael Braun. The materials mentioned in the Teaching Strategies section were presented at the Michigan World Language Association conference in October 2006.

Student Activities

Student activities are an integral part of my instructional methods. Please see the Teaching Strategies section, above, for detailed examples.

Composition in Spanish

Personal Philosophy (Carolyn Harris)

Most university students and their parents have come to understand that a working knowledge of Spanish can be very useful in today’s society, no matter what career one may choose to pursue. Much has been made of the recent trend toward a “global village.” So it is logical that many begin to study the Spanish language out of practical considerations, with the future in mind. But aside from the opportunities for advancement in one’s profession that the knowledge of Spanish may provide, there is intrinsic value in the acquisition of a second language that allows one to see the world with new eyes. Learning a language is the key to understanding another culture and seeing one’s own customs and ways of thinking more clearly.

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It helps students to achieve the true goal of education as it widens their horizons. I see students come alive when they enter this new world—timidly at first and then wholeheartedly. Soon they are striving to find a way to travel to another place to be completely immersed in the language and culture they are studying. For me, this is the reason that teaching Spanish is so important and so rewarding.

Course Overview for Composition in Spanish

Because this is in essence a composition course, emphasis is placed on learning to write correctly in Spanish. And owing to the disparities in students' preparation, I find it best to begin with simple writing tasks and basic grammar review. Grammatical concepts are gone over in order to increase students' capacity to express ideas clearly in written form. The text, *Por escrito: De la palabra a la composición* (Pearson/Prentice Hall), is based on the premise that the process of writing in another language supposes first a familiarity with the elementary structures of the language in order to little by little develop more sophisticated forms of expression. For this reason, grammatical notions are presented in accordance with their complexity, and the vocabulary used to designate the essential parts of speech depicts the role that words play in a sentence. The text includes *alertas* that students should keep in mind as they write, because these warnings point to common errors among English speakers when they write in Spanish.

In this course, students write an elementary, descriptive “pre-composition” and three relatively long and more complex compositions. These include a description, a narration, and a narration with dialogue. In addition, students keep a journal that consists of seven brief writing assignments based on topics explained in the textbook. They also complete a variety of other written exercises throughout the semester.

The course is taught exclusively in Spanish, and it is imperative that students make every possible effort to express themselves only in this language during class periods.

Course Planner for Composition in Spanish

All parenthetical numbers refer to pages.

	JANUARY
11	Presentation of the syllabus. Discussion of the system of <i>alertas</i> . The use of the dictionary. Begin chapter 1 of <i>Por escrito</i> (1–8). Spelling and function of words in sentences. Simple sentence structure.
13	<i>Por escrito</i> (9–17). Gender and adjective agreement. DUE: exercise 3-c (8–9).
16	Martin Luther King Day. <u>No class</u> .
18	<i>Por escrito</i> (17–21). Agreement (continued). DUE: first journal entry (see instructions, 16–17).
20	<i>Por escrito</i> (21–27). Agreement; numbers. DUE: exercises 5-d and 5-e (21–22).
23	<i>Por escrito</i> (28–32, 48–49). Description. DUE: exercise 7-b (27–28).
25	<i>Por escrito</i> (32–38, 45–46). Present indicative tense. DUE: 20 simple descriptive sentences (follow instructions for the “ <i>Primer paso</i> ,” 48).

27	<i>Por escrito</i> (39–45). Reflexives; strategies of communication. DUE: second journal entry (see instructions, 45–46).
30	Review. DUE: descriptive “pre-composition” of 100–125 words (follow instructions for the “ <i>Segundo paso</i> ,” 49).
	FEBRUARY
1	Exam 1: Chapter 1 of <i>Por escrito</i> ; description with simple sentences.
3	<i>Por escrito</i> (50–55). Begin chapter 2 of <i>Por escrito</i> . Compound and complex sentences.
6	<i>Por escrito</i> (57–61, 66–68). Direct object pronouns. DUE: exercise 2 (55–56).
8	<i>Por escrito</i> (61–66). Relative pronouns <i>que</i> and <i>quien</i> . DUE: third journal entry (see instructions, 66–67).
10	<i>Por escrito</i> (68–71, 77–79). Use of <i>ser</i> and <i>estar</i> . DUE: exercises 4-b and 4-c (64–65).
13	<i>Por escrito</i> (71–77). Use of <i>ser</i> and <i>estar</i> (continued). DUE: fourth journal entry (see instructions, 77–79).
15	<i>Por escrito</i> (79–86, 89–91). Impersonal <i>se</i> ; description with complex sentences. DUE: exercises 7-b (73–74) and 7-e (76).
17	Review. DUE: 20 complex descriptive sentences (follow instructions for the “ <i>Primer paso</i> ,” 91).
20	Exam 2: Chapter 2 of <i>Por escrito</i> ; description with complex sentences.
22	Begin chapter 3 of <i>Por escrito</i> (93–99). Preterite tense. DUE: descriptive composition (follow instructions for the “ <i>Segundo paso</i> ,” 92).
24	Spirit Day. <u>No classes.</u> SPRING BREAK BEGINS.
	MARCH
6	<i>Por escrito</i> (101-7). The preterite in narration. DUE: exercise 3-a (100-1).
8	<i>Por escrito</i> (108-16). Imperfect tense. DUE: final version of the descriptive composition (follow instructions for the “ <i>Tercer paso</i> ,” 92).
10	<i>Por escrito</i> (116-21). Contrast of preterite/imperfect tenses. DUE: fifth journal entry (see instructions, 105-7).
13	<i>Por escrito</i> (121-24). Contrast of preterite/imperfect tenses (continued). DUE: exercise 7-c (119-20).
15	<i>Por escrito</i> (125-32). Indirect object pronouns. DUE: exercise 8 (123-24).
17	<i>Por escrito</i> (132-37). Narration; time expressions with <i>hacer</i> . DUE: sixth journal entry (see instructions, 130-32).

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20	<i>Por escrito</i> (138-44). Relative pronouns <i>el cual</i> and <i>el que</i> . DUE: exercise 10-a (136-37).
22	<i>Por escrito</i> (144-50). Past perfect tense. DUE: exercise 11-d (141-42).
24	<i>Por escrito</i> (150-53). Narration. Review. DUE: 20 sentences for the first narration (follow instructions for the “ <i>Primer paso</i> ,” 157).
27	Exam 3: Chapter 3 of <i>Por escrito</i> ; narration.
29	Begin chapter 4 of <i>Por escrito</i> (158-65). Present subjunctive. DUE: first version of narration (follow instructions for the “ <i>Segundo paso</i> ,” 157).
31	<i>Por escrito</i> (166-71). Use of subjunctive. DUE: exercise 2-b (166).
	APRIL
3	<i>Por escrito</i> (171-76). Use of subjunctive (continued). DUE: final version of narration (follow instructions for the “ <i>Tercer paso</i> ,” 157).
5	<i>Por escrito</i> (176-82). Use of subjunctive (continued). DUE: exercise 4-c (176).
7	<i>Por escrito</i> (203-4, 207-10). Use of dialogue; narration with dialogue. DUE: seventh journal entry (see instructions, 177-78).
10	<i>Por escrito</i> (182-86). Use of subjunctive (continued). DUE: 25 sentences for narration with dialogue (follow instructions for the “ <i>Primer paso</i> ,” 220).
12	<i>Por escrito</i> (205-7, 210-14). Indirect dialogue; narration with dialogue. DUE: exercise 6-c (185-86).
14	<i>Por escrito</i> (186-93). Passive voice with <i>ser</i> . DUE: narration with dialogue (follow instructions for the “ <i>Segundo paso</i> ,” 220).
17	<i>Por escrito</i> (193-97). Passive voice with <i>se</i> . DUE: exercise 7-c (189).
19	<i>Por escrito</i> (199–202). Relative pronouns <i>lo cual</i> and <i>lo que</i> . DUE: final version of narration with dialogue (follow instructions for the “ <i>Tercer paso</i> ,” 220).
21	Review of chapter 4, <i>Por escrito</i> , and narration with dialogue.
26	Final exam (8–10 a.m.) during the week of exams following coursework.

Teaching Strategies for Composition in Spanish

Composition in Spanish covers basic concepts of grammar that students have studied but not mastered in previous classes. Some exercises in the text are traditional in nature and serve to quickly review the material presented. I rapidly call on students to answer these questions in order to see whether all have understood the underlying concepts. Then I spend more time on the communicative exercises in the text that call for students to work in pairs or small groups, using the language in more creative and original ways. Some writing is involved in each group activity, and I collect this work at the end of the class period. During class time, I circulate among the students to answer their individual questions.

Although the focus of this course is writing, many exercises in *Por escrito* lend themselves to conversation, and I dedicate some class time to speaking as we review the areas of grammar covered. The text provides models of each writing assignment at a level my students can easily imitate. I ask them to read the examples aloud in class and then discuss the descriptions or narrations. I have found that attention paid to correct language and authentic structures leads students to imitate the sample writings rather than translating from English as they write.

Because writing correctly in Spanish is the goal, I carefully correct all written assignments and return them to students at the next class session. The major compositions are written in three phases, which makes the marking of their papers manageable for me. For the first draft, students write sentences that will serve as the foundation of their writing. I collect these sentences and correct errors in grammar and syntax. For the second draft, students organize their ideas into a coherent composition, using the corrected sentences as an outline. I grade this version according to its structure and organization. The third and final draft incorporates my corrections and is usually almost error-free. The grade for this final draft is based on the ideas presented and the clarity of expression. I see my students' writing improve dramatically throughout the semester as they follow this process of editing their work and rewriting. Moreover, their assessments of the class point to the practice of correction and rewriting as the most valuable aspect of this course.

Student Evaluation for Composition in Spanish

<i>Requirements</i>	<i>Description</i>
<ul style="list-style-type: none"> • Attendance and class participation (5 percent of the final grade) 	Students are expected to contribute to class activities by asking and answering questions and by making observations. They are also expected to attend class regularly.
<ul style="list-style-type: none"> • Homework (10 percent of the final grade) 	A series of written exercises from the text are assigned. They are graded subjectively, using a scale of 0–5 points.
<ul style="list-style-type: none"> • Journal (seven entries) (15 percent of the final grade) 	This component consists of journal entries of between 100 and 250 words. These brief, personal writings are evaluated in a subjective manner, considering not only the students' grammatical precision and fluency but also the way in which they have mastered the structures presented in the text. Students must buy a folder in which the entries are arranged according to the order of their completion during the semester. It is important to maintain the journal in an organized fashion. Entries are graded on a scale of 0–10 points.
<ul style="list-style-type: none"> • Written assignments One “pre-composition” of 100–125 words (5 percent of the final grade) Three compositions of 200–400 words (30 percent of the final grade) 	The second and third versions of the compositions must be typed and double-spaced. The outlines (sentences) may be written by hand but must be neat and legible. Each version is assigned a grade, as follows: for the “pre-composition,” 40 percent for the sentences, 60 percent for the composition; for the three compositions, 30 percent for the outline, 40 percent for the second version, 30 percent for the final version.

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<ul style="list-style-type: none">• Chapter exams (three) (25 percent of the final grade)	The exams include a writing segment as well as questions related to the grammar concepts covered. The latter are similar in format to exercises from the text covered in class: fill-in-the-blank, directed sentence writing and rewriting, making corrections, or transforming structures. The composition exercise is on a predetermined topic, although there may be two options to choose from. The target length is approximately 100 words. Students first write a list of 10 sentences that serve as an outline for the composition. They then write the composition in paragraph form. Most students take about 25 minutes to complete the writing question, but how they use the 50-minute period is up to them.
<ul style="list-style-type: none">• Final exam (10 percent of the final grade)	The final exam has the same format as the chapter exams, but the writing exercise is a bit longer. Students write 15 sentences to serve as the outline, and the composition is about 150 words long. They may take as much of the two-hour period as they need. Most finish easily in one hour, but a few use the entire time.

Grading Scale

93–100 percent:	A
88–92 percent:	BA
83–87 percent:	B
78–82 percent:	CB
73–77 percent:	C
68–72 percent:	DC
63–67 percent:	D
0–62 percent:	E (The university does not use “F.”)

Teacher Resources for Composition in Spanish

Textbook

Harris, Carolyn, and Jorge Febles. *Por escrito: De la palabra a la composición*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

Harris, Carolyn, and Jorge Febles. “Answer Key to Accompany *Por escrito: De la palabra a la composición*.” Upper Saddle River, N.J.: Pearson/Prentice Hall, 2005.

Students are also asked to purchase either of the following bilingual dictionaries:
HarperCollins Spanish College Dictionary. 5th ed. New York: HarperCollins, 2004.

The Oxford Spanish Dictionary: Spanish–English/English–Spanish. Edited by Carol Styles Carvajal and Jane Horwood. New international ed. Oxford: Oxford University Press, 1996.

Student Activities for Composition in Spanish

My students enjoy working in groups from time to time. Because I stress the importance of editing one's work, the following activity has proven to be effective, and students have responded positively to the challenge. I divide the class into groups of four and distribute the handout below. The groups discuss the sentences and arrive at a consensus about the error(s) that need correcting. After about 20 minutes we discuss their answers as a group. I then distribute the second handout, with explanations of each error, at the conclusion of the exercise. This activity reinforces the need to carefully proofread one's work and also highlights common errors that my students frequently repeat in their work.

Common Errors: First Handout

Cada una de las siguientes oraciones contiene algún tipo de error. Efectúen las correcciones necesarias.

1. Arturo y Elena le gusta bailar.

2. Su padres lo llaman mucho por teléfono.

3. Por favor, quiero un otro vaso de agua.

4. Tengo cien setenta cuatro dólares.

5. La problema es que el bebé tiene mucho hambre.

6. Su tío es un ingeniero.

7. Mañana nosotros vamos a estar a casa todo el día.

8. Todas de las películas son malas.

9. Esos señoras son encantador y inteligente.

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10. El chico quien estudia más es Rodolfo.

11. Esto televisor está roto.

12. Los jóvenes tienen mucho divertido en la fiesta.

13. Yo no tengo un novio.

14. El pelo de Rita es moreno.

15. Mis primas atienden la Universidad de Sevilla.

16. Son muchos libros en el escritorio de la profesora.

Common Errors: Second Handout

Correcciones

1. Arturo y Elena le gusta bailar.

R. A Arturo y Elena **les** gusta bailar.

Ver la alerta 6 (pág. 15)

2. Su padres lo llaman mucho por teléfono.

R. Sus padres lo llaman mucho por teléfono.

Ver la alerta 8 (pág. 20)

3. Por favor, quiero un otro vaso de agua.

R. Por favor, quiero otro vaso de agua.

Ver la alerta 11 (pág. 26)

4. Tengo cien setenta cuatro dólares.

R. Tengo **ciento** setenta y cuatro dólares.

Ver la alerta 9 (pág. 24)

5. La problema es que el bebé tiene mucho hambre.

R. **El** problema es que el bebé tiene mucha hambre.

Ver la alerta 4 (pág. 11)

6. Su tío es un ingeniero.

R. Su tío es ingeniero.

7. Mañana nosotros vamos a estar a casa todo el día.

R. Mañana nosotros vamos a estar **en** casa todo el día.

Ver la alerta 2 (pág. 8)

8. Todas de las películas son malas.

R. Todas las películas son malas.

Ver la alerta 21 (pág. 61)

9. Esos señoras son encantador y inteligente.

R. Esas señoras son encantadoras e inteligentes.

10. El chico quien estudia más es Rodolfo.

R. El chico **que** estudia más es Rodolfo.

Ver características de “quien,” #4 (pág. 63)

11. Esto televisor está roto.

R. Este televisor está roto

Ver la alerta 7 (pág. 19)

12. Los jóvenes tienen mucho divertido en la fiesta.

R. Los jóvenes **se divierten** en la fiesta.

Divertirse = to have fun

13. Yo no tengo un novio.

R. Yo no tengo novio.

Sólo se usa “un, una” si interesa el número (one) o si se identifica (“No tengo un novio guapo.”)

14. El pelo de Rita es moreno.

R. El pelo de Rita es **castaño**.

Moreno = color de la piel

15. Mis primas atienden la Universidad de Sevilla.

R. Mis primas **asisten a** la Universidad de Sevilla.

Ver la alerta 13 (pág. 36)

16. Son muchos libros en el escritorio de la profesora.

R. **Hay** muchos libros en el escritorio de la profesora.

Ver la alerta 15 (pág. 38)

Chapter 4

The AP Exam in Spanish Language

The AP Spanish Language Exam is administered every May. The process for its development begins about two years before its administration. The AP Spanish Development Committee, appointed by the College Board, is composed of six Spanish teachers (one of whom serves as chair)—AP teachers and professors from secondary schools, colleges, and universities. Development Committee members and other practitioners involved in the process independently prepare items for both the multiple-choice and the free-response portions of the exam and submit them to the assessment specialists at ETS. Development Committee members then receive copies of all submissions for extensive review and revision. When the committee meets, each item is carefully considered as to its appropriateness, level of difficulty in comparison to items from previous years, and appropriateness for distinguishing gradations of achievement.

AP Exam Basics

The AP Spanish Language Exam is designed to evaluate levels of performance in the use of language, both in understanding written and spoken Spanish and in writing and speaking in correct and idiomatic Spanish. The exam consists of two main sections. Section I is an approximately 80-minute multiple-choice section that evaluates listening and reading comprehension in the Interpretive mode and mastery of grammatical structures and vocabulary. Section II is an approximately 85-minute free-response section that measures the productive skills of speaking and writing, including command of standard Spanish grammar. Tasks in Section II require the integration of language skills and also measure a student's use of Interpersonal, Interpretive, and Presentational modes.

AP Spanish Language Exam Format

Note: the following table reflects the exam format beginning with the 2009 AP Spanish Language Exam administration.

Section	Item Type	Number of Questions and Percent Weight of Final Score		Time
Section I	Multiple Choice	70 questions	50%	Approx. 80 minutes
Part A: Listening	Short Dialogues and Narratives	34 questions	20%	30–35 minutes
	Long Dialogues and Narratives			
Part B: Reading	Reading Comprehension	36 questions	30%	45 minutes
Section II	Free Response		50%	Approx. 85 minutes
Part A: Writing	Interpersonal Writing	1 prompt (10%) 10 minutes	30%	Approx. 65 minutes
	Presentational Writing (Integrated Skills)	1 prompt (20%) Approx. 55 minutes		
Part B: Speaking	Interpersonal Speaking— Simulated Conversation	5–6 response prompts (10%) 20 seconds to respond to each	20%	Approx. 20 minutes
	Presentational Speaking— Oral Presentation (Integrated Skills)	1 prompt (10%) 2 minutes to respond		

Format Specifics

The following information comes from the *AP Spanish Course Description*.²⁸

In Section I, Part A, students respond to multiple-choice questions to demonstrate their comprehension of spoken Spanish in a variety of tasks. The oral stimuli may be authentic, unabridged sources, or rerecorded versions. This listening comprehension section is divided into two subsections. In the first, students hear a series of several brief dialogues or narratives, after which they hear questions, in Spanish, from which they select the best answer from among the choices printed in the test booklet. The short dialogues and narratives do not include the printed questions. Students will be able to view the answers but listen only once to the question.

In the second subsection of Section I, Part A, students hear two longer passages that may be interviews, broadcasts, or other appropriate spoken materials; again, they select the best answers to questions that appear in the test booklet. The long selections have printed questions and space for students to take notes during the audio selection, and students are given time to read the questions prior to listening to the audio.

The reading component in Section I, Part B consists of journalistic or literary selections with multiple-choice questions. Some of the written texts may include a visual component or a Web page. Students are asked to identify the main points and significant details and make inferences and predictions from the written texts. Some questions may require making cultural inferences or inserting an additional sentence in the appropriate place in the reading passage.

28. 2009–2011 *AP Spanish Course Description*, (New York: College Board, 2008), 8–9.

Section II, Part A is divided into two parts. The first exercise is an Interpersonal writing task. This task is derived from one prompt; it could be addressing an e-mail message, a letter, or a postcard, for example. Students have 10 minutes to read the prompt and write their responses.

The second part of Section II, Part A is a document-based question that integrates listening, reading, and writing skills (another example of the Interpretive and Presentational modes). Students are required to read documents, listen to a related source/recording, and then respond to a written prompt. All sources, both written and aural, are authentic, either in their original format or rerecorded. Students are encouraged to make reference to all of the sources. Students have 7 minutes to read the printed sources and then listen to a stimulus of approximately 3 minutes. They then have 5 minutes to plan their responses and 40 minutes to write their essays. The total time allotted for this part of the exam is approximately 55 minutes.

Section II, Part B consists of two distinct parts, integrating reading, listening, and speaking skills. Students are asked to synthesize information and respond to two different types of speaking exercises. The Interpersonal component is a role-play situation where students are asked to interact with a recorded conversation. There are five or six opportunities for students to answer, and each response can be up to 20 seconds in length. Students have time to read an outline of the simulated conversation and the instructions for responding before participating in the exercise.

The second part of Section II, Part B includes the Interpretive and Presentational modes and integrates reading, listening, and speaking skills. Students give an oral presentation in a formal or academic setting. They are asked to read one document and listen to a recording, after which they have 2 minutes to prepare for the presentation and 2 minutes to answer a question related to the sources. Students are encouraged to make reference to all sources.

The relative weight of each skill in calculating the final AP grade is as follows: Listening—20 percent, Reading—30 percent, Writing—30 percent, and Speaking—20 percent. This allocation corresponds to the emphasis on reading and writing in advanced college and university courses.

Scoring the AP Exam

The questions in the multiple-choice section are scored by computer, and a correction factor is used to compensate for random guessing (one-third of a point is subtracted for each incorrect answer).

The free-response sections are scored at the AP Reading in June by a group of college professors and experienced AP teachers called Exam Readers. Several procedures and protocols are used to ensure the fairness and reliability of the Reading. The scoring guidelines (or rubrics) are carefully formulated according to each individual part of the free-response section, and in all cases they are holistic, not analytical. Analytic rubrics identify and assess components of a finished product, and scorers assign points for each criterion separately. However, in AP Spanish Language, Readers look at a student's response as a whole and judge it according to a predetermined scale. Each level in the scoring guidelines contains a description of expected performance across multiple criteria. Readers then assign a global score to the response. Moreover, to ensure fairness from one year to the next, the guidelines are generic enough that they can be used every year with just minor adjustments. Throughout the Reading, several measures are taken to keep the Readers' judgments as reliable as possible. These steps include the scoring of each exam booklet by several Readers, the deliberate obscuring of previous Readers' scores as well as the students' names and schools, and the continuous monitoring of Readers' work by Reading Leaders, who are experienced AP Readers.

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Scores from the multiple-choice and free-response sections of the exam are weighted equally and a composite score is derived for each student. The Chief Reader, a college/university professor who oversees the Reading, is provided with statistical information that allows a careful comparative tracking of student performance from one year to the next. This procedure helps ensure that the level of mastery represented by reported AP grades remains constant from year to year. Using statistical data, the Chief Reader works with staff from the College Board and ETS to convert the composite scores to the 5-point scale on which AP grades are reported.

How the Free-Response Section Is Evaluated

The evaluation criteria for the free-response section on the AP Spanish Language Exam are closely tied to the claims and evidence standards described in chapter 1. Visit the AP Spanish Language Exam Page on AP Central to view the free-response scoring guidelines from the most recently administered exam.

Interpersonal Writing

In the writing part of the exam, the Interpersonal writing exercise requires a coherent written sample that also recognizes cultural elements implicit in written texts. The student has to be familiar with the interpretation of linguistic cues to infer social relationships and use language that is semantically and grammatically accurate according to a given context.

AP® SPANISH LANGUAGE—INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the topic Very well-organized, cohesive response Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is highly appropriate
4 Demonstrates command	MID-HIGH A writing sample that <i>demonstrates command</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the topic Well-organized, generally cohesive response Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant treatment of the elements of the topic Organized response with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID-LOW A writing sample that <i>suggests lack of competence</i> in Interpersonal Writing can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the writing task 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the topic Response may have inadequate organization Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the topic Response may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	A writing sample that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic; or it may not provide sufficient language to evaluate.			

* Scores may be lowered on a writing sample of fewer than 60 words.

Chapter 4

Presentation Writing

The essay seeks to elicit a written sample of at least 200 words, in reaction to written and/or oral sources on a personal, academic, cultural, or social issue, with control of grammar and syntax. Students are expected to use information from all the sources provided to present a synthesis and express an opinion. They need to do the task while recognizing cultural elements implicit in oral and written texts, interpreting linguistic cues to infer social relationships, and using language that is semantically and grammatically accurate according to a given context. This essay will provide an excellent sample if it is very well organized, showing control of a variety of structures and idioms, and using a rich vocabulary with ease of expression and excellent command of the conventions of the written language. The essay may have occasional errors but with no pattern of mistakes. On the opposite side of the spectrum, a poor essay will not be organized and may have numerous grammatical errors that impede communication, insufficient vocabulary, and/or pervasive errors in conventions that may interfere with written communication.

AP® SPANISH LANGUAGE—PRESENTATIONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well all sources into the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant and thorough Essay is very well organized and cohesive All or almost all information is accurate Synthesis of information significantly outweighs summary or mere citations Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is highly appropriate
4 Demonstrates command	MID–HIGH A writing sample that <i>demonstrates command</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates all sources into the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant and well developed Essay is well organized and generally cohesive Information is generally accurate Synthesis of information outweighs summary or mere citations Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Refers to most if not all of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant Essay is organized, with adequate cohesiveness Information is generally accurate, although there may be some inaccuracy or lack of precision Summary or mere citations of information may outweigh synthesis Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID–LOW A writing sample that <i>suggests lack of competence</i> in Presentational Writing can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task May only refer to some but not all of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic may be somewhat irrelevant Essay may be inadequately organized Information may be limited or inaccurate There is little synthesis of the information Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; There may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Presentational Writing can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Refers poorly to only one or two of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic is somewhat irrelevant Essay may be disorganized Information is very limited and mainly inaccurate There may be no synthesis of information Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	An essay that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement or rewriting of the topic or information in the sources; or it may not provide sufficient language to evaluate the writing sample.			

* Scores may be lowered on an essay of fewer than 200 words.

Chapter 4

Interpersonal Speaking

The Interpersonal speaking part of the exam seeks to elicit a speech sample sufficient to permit a global evaluation. To achieve this objective, students should be instructed to answer as fully as possible within the allocated time for the speaking tasks. In the Interpersonal speaking exercise, students should be able to initiate, maintain, and close a conversation on a familiar topic and formulate questions to seek clarification or additional information, while at the same time recognizing cultural elements implicit in oral texts and interpreting linguistic cues to infer social relationships. Although this is an Interpersonal speaking task, students should use language that is semantically and grammatically accurate according to a given context.

AP® SPANISH LANGUAGE—INTERPERSONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the thread of the conversation Very well-organized and cohesive responses Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use and control of complex structures; very few errors, with no patterns Rich vocabulary used with precision High level of fluency Excellent pronunciation Register is highly appropriate
4 Demonstrates command	MID-HIGH A speech sample that <i>demonstrates command</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the thread of the conversation Well-organized, generally cohesive responses Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use of complex structures, but may contain more than a few errors Very good vocabulary Very good fluency Very good pronunciation Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant treatment of the elements of the thread of the conversation Organized responses with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Control of simple structures, with few errors; may use complex structures with little or no control Good range of vocabulary, but may have occasional interference from another language Good fluency, with occasional hesitance; some successful self-correction Good pronunciation Register is generally appropriate
2 Suggests lack of competence	MID-LOW A speech sample that <i>suggests lack of competence</i> in Interpersonal Speaking can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the thread of the conversation Responses may have inadequate organization/cohesiveness Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Limited control of simple structures, with errors Narrow range of vocabulary; frequent interference from another language may occur Labored expression; minimal fluency Fair pronunciation, which may affect comprehension Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Interpersonal Speaking can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the thread of the conversation Responses may not be cohesive or may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Frequent errors in use of structures Few vocabulary resources; constant interference from another language Little to no fluency Poor pronunciation impedes comprehension Minimal to no attention to register
0	A speech sample that receives this score may be blank or nearly blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, a mere verbatim restatement of what the interlocutor has said or what is written on the exam; or it may not provide evidence of sufficient language to evaluate the conversation.			

Presentational Speaking

The overall evaluation of the Presentational speaking task identifies a sustained level of performance with regard to command of language structures, vocabulary usage, fluency, narration, and pronunciation. This task seeks to elicit a sample that describes, narrates, and presents information and/or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two minutes. The stimulus for this task will come from written and oral sources for which the students must present a synthesis and express an opinion. Students need to recognize cultural elements implicit in oral and written texts, interpret linguistic cues to infer social relationships, identify and summarize main points and important details, and make appropriate inferences and predictions from a text, be it written or oral, on an academic or cultural topic related to the Spanish-speaking world. The language used should be semantically and grammatically accurate according to a given context. In a high-scoring sample, the student will have control of complex structures with very few errors (and no patterns of errors); use a rich vocabulary with precision; exhibit a high level of fluency; and deliver a thorough, detailed, and rich presentation. All of this, accompanied with excellent pronunciation, will undoubtedly reflect a high-level speech sample. On the other hand, a sample with frequent errors in use of structures, few vocabulary resources, frequent Anglicisms, little to no fluency, fragmented speech that forces interpretation of meaning, poor pronunciation that impedes comprehension, and an overall lack of redeeming features reflects a lack of competence in oral expression.

AP® SPANISH LANGUAGE—PRESENTATIONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well both sources into the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is relevant and thorough Response is very well organized and cohesive All or almost all information is accurate Comparison and contrast of information significantly outweighs summary or mere quotations Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use and control of complex structures; very few errors, with no patterns Rich vocabulary used with precision High level of fluency Excellent pronunciation Register is highly appropriate
4 Demonstrates command	MID-HIGH A speech sample that <i>demonstrates command</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates both sources into the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is relevant and well developed Response is well organized and generally cohesive Information is generally accurate Comparison and contrast of information outweighs summary or mere quotations Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use of complex structures, but may contain more than a few errors Very good vocabulary Very good fluency Very good pronunciation Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Integrates one of the sources into the oral presentation, with some or little reference to the other source 	<ul style="list-style-type: none"> Treatment of the topic is relevant Response is organized, with adequate cohesiveness Information is generally accurate, although there may be some inaccuracy or lack of precision Summary or mere quotations of information may outweigh comparison and contrast Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Control of simple structures, with few errors; may use complex structures with little or no control Good range of vocabulary, but may have occasional interference from another language Good fluency, with occasional hesitance; some successful self-correction Good pronunciation Register is generally appropriate
2 Suggests lack of competence	MID-LOW A speech sample that <i>suggests lack of competence</i> in Presentational Speaking can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task May refer to only one of the sources in the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic may be somewhat irrelevant Response may have inadequate organization/cohesiveness Information may be limited or inaccurate There is little comparison and contrast of information Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Limited control of simple structures, with errors Narrow range of vocabulary; frequent interference from another language may occur Labored expression; minimal fluency Fair pronunciation, which may affect comprehension Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Presentational Speaking can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Refers poorly to only one of the sources in the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is somewhat irrelevant Response may not be cohesive or may be disorganized Information is very limited and mainly inaccurate There may be no comparison and contrast of information Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Frequent errors in use of structures Few vocabulary resources; constant interference from another language Little to no fluency Poor pronunciation impedes comprehension Minimal to no attention to register
0	A speech sample that receives this score may be blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, or a mere restatement of the topic or the information in the sources; or it may not provide sufficient language to evaluate the narration.			

* Scores may be lowered for a response of less than one minute.

Relationships Between Tasks and Evidence

To better prepare your students, and to create a curriculum for the AP class that is based on similar claims, evidences, and tasks as the exam, we encourage you to use the claims and evidence model followed to develop the AP Spanish Language Exam (see chapter 1 for details). The tasks students perform in the exam are intimately related to the evidence that allows the Exam Readers to support the claims that the AP Spanish Language Program makes about both the student and exam. What follows underlines the specific relationships between tasks and evidence as found in the exam.

The Relationship between Tasks and Evidence in the AP Spanish Language Exam

Section	Description	Activity	Principal Evidence The AP Spanish Language student can:
Section I: Listening	Listen to reports, short and long dialogues, and narratives (including authentic and scripted stimuli)	Answer multiple-choice questions	<ul style="list-style-type: none"> Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world. Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source (such as a broadcast news report or a lecture) on an academic or cultural topic related to the Spanish-speaking world. Recognize cultural elements implicit in oral texts. Interpret linguistic cues to infer social relationships.
Section I: Reading	Read passages, literary excerpts, journalistic articles, Web pages	Answer multiple-choice questions	<ul style="list-style-type: none"> Identify and summarize main points and important details and make appropriate inferences and predictions from a written text, such as a newspaper or magazine article or a contemporary literary excerpt. Recognize cultural elements implicit in written texts. Interpret linguistic cues to infer social relationships.

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Section	Description	Activity	Principal Evidence The AP Spanish Language student can:
Section II: Interpersonal Writing	Read prompt	Write message	<ul style="list-style-type: none"> ● Communicate via formal and informal written correspondence. ● Recognize cultural elements implicit in written texts. ● Interpret linguistic cues to infer social relationships. ● Use language that is semantically and grammatically accurate according to a given context.
Section II: Presentational Writing (Integrated Skills)	Read articles Listen to report	Write synthesis opinion essay with support from sources	<ul style="list-style-type: none"> ● Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue, with control of grammar and syntax. ● Use information from sources provided to present a synthesis and express an opinion. ● Recognize cultural elements implicit in oral and written texts. ● Interpret linguistic cues to infer social relationships. ● Use language that is semantically and grammatically accurate according to a given context. ● Identify and summarize the main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or a contemporary literary excerpt. ● Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source (such as a broadcast news report or a lecture) on an academic or cultural topic related to the Spanish-speaking world.

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Section	Description	Activity	Principal Evidence The AP Spanish Language student can:
Section II: Interpersonal Speaking— Simulated Conversation	Listen to message Read outline of conversation	Participate in conversation	<ul style="list-style-type: none"> • Initiate, maintain, and close a conversation on a familiar topic. • Formulate questions to seek clarification or additional information. • Recognize cultural elements implicit in oral texts. • Interpret linguistic cues to infer social relationships. • Use language that is semantically and grammatically accurate according to a given context.
Section II: Presentational Speaking— Oral Presentation (Integrated Skills)	Read article Listen to report	Prepare presentation Record presentation	<ul style="list-style-type: none"> • Describe, narrate, and present information and/or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes. • Use information from sources provided to present a synthesis and express an opinion. • Recognize cultural elements implicit in oral and written texts. • Interpret linguistic cues to infer social relationships. • Identify and summarize main points and important details and make appropriate inferences and predictions from a written text, such as a newspaper or magazine article or a contemporary literary excerpt. • Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source (such as a broadcast news report or a lecture) on an academic or cultural topic related to the Spanish-speaking world. • Use language that is semantically and grammatically accurate according to a given context.

The claims and evidence can be helpful for creating a curriculum for the AP Spanish Language course. When making or looking for exercises appropriate to the AP course, consider the kinds of activities presented in this chart, which best represent the evidence your students must provide on the AP Exam. For example, the Interpersonal writing exercises that students perform when writing informal messages or e-mailing with pen pals in the target language can be used as preparation for the informal writing task in Section II, Part A of the exam. A standard essay, which you likely have students write already, can be adapted to the format of the exam by incorporating reading and aural sources as part of the stimuli for the composition. In the oral expression area, the informal conversations that are a staple of Spanish language classes can be used as preparation for the Interpersonal speaking section of the exam. Oral presentations that students customarily give to the class can also be tailored to relate to the AP Exam.

In sum, the AP Exam is intended to assess students' mastery of the language as used in real-life situations and contexts, enriched by culture, and adapted to the needs of the learners. Rather than "teaching to the exam," the AP Spanish Development Committee encourages the practice and use of the language in ways that are most useful and beneficial to the students.

Preparing Students for the AP Exam

When preparing students to take the AP Spanish Language Exam, it is important to present the relevant content and provide enough time for students to perform exercises in all language skills. You will also need time to familiarize students with strategies that will help them to perform successfully on all sections of the exam. To do their best, students must be comfortable with the different types of items on the exam, and learning test-taking strategies will help them become more confident. Students should also be familiar with the standards used to evaluate their work, especially in the free-response speaking and writing parts. One way to do this is to share with them the scoring guidelines used at the AP Reading and samples of student essays posted on the AP Spanish Language Exam Page on AP Central to help teachers understand what is expected in terms of performance for each of the exam tasks. The "Student Performance Q&A" report prepared by the Chief Reader after each Reading and posted on AP Central is a useful tool to help you and your students identify the purpose of the free-response questions, observe the most common mistakes in that year's exam responses, and obtain information on ways to avoid making the same mistakes. By reading other students' essays, assessing them with the scoring guidelines used at the Reading, and analyzing the scoring commentaries posted on AP Central, teacher and students alike become more aware of what is expected on the exam and can focus on the students' weak areas to improve their language skills.

Strategies for Reading, Writing, and Developing Integrated Skills

I believe it is important for students to become familiar with different writing styles for different audiences. In addition to compositions, my class will write articles, letters, critiques, and dialogues. For example, I give my students the following scenario: “You just got back from spending the holidays in Latin America. The travel agency did not plan well and many things went wrong. The trip was a disaster. Write a letter to the travel agency to complain.” This assignment allows students to be creative, draw on their cultural knowledge of Latin America, and focus on their formal letter-writing skills.

There are many activities that provide students with opportunities to use multiple skills, offering valuable preparation for the Presentational writing (integrated skills) section on the AP Exam. I find news articles and broadcasts on a related topic and ask my students to respond to a question or write an article or essay in response to what they have read and heard. For instance, I may find a written article about the destruction of the rain forests in South America. Around the same time, I might come across an Internet broadcast about the discovery of a species of bird in Brazil. My students read the article and listen to the broadcast while taking notes. The next day I give the class this assignment: “You are a reporter for the school newspaper, and you want to write an article about the news on the destruction of rainforests and the continued new discoveries of species. The stories had a strong impact on you, and you feel that this is important information for your classmates to know. You will need to cite both articles in your story.” This assignment not only asks students to synthesize sources in different mediums, it also requires that they think about their audience and writing style.

—Silvia Martín, Trinity Preparatory School
Winter Park, Florida

Listening Comprehension Activity

Working with news videos from Spanish-language television broadcasts is an excellent way to improve listening comprehension skills. Students take notes as they watch a video and then answer a set of questions asking for specific information presented in the broadcast. The process is straightforward.

1. In order to choose a suitable video, consider the following questions:
Is the video related to the learners' experience?
Is its length appropriate to the students' level of proficiency?
Is the topic related to the overall theme of the unit being covered?
Does the video present very familiar or predictable content?
Is it relevant to the students' interests?
Does the visual context of the video support the spoken text?
2. Provide students with an advanced organizer, describing the purpose of the video (to narrate, explain, present a point of view, etc.) and explaining the meaning of its key concepts.
3. Before showing the video, probe the students' knowledge of the featured topic—this can be accomplished by having students brainstorm about the subject.
4. Students are now ready to watch the video, paying attention to the images that support the text and identifying the key vocabulary.
5. Students watch the video again, and this time they focus on the story line (what, where, when, how, why).
6. Before the third and final showing of the video, students are asked to keep track of the details.
7. Administer a comprehension evaluation using a variety of activities, such as true/false questions, short questions and answers, matching, and sequencing pictures.
8. Assign an open-ended exercise that deals with the same topic and is related to the students' life experience. Students can be asked to express their opinions, to describe a similar situation, to discuss how this topic might be represented in a different medium, and so forth.

—Rafael Gomez, California State University, Monterey Bay
Seaside, California

Using Latin Music in the AP Spanish Language Classroom

In this section Joan Drobnis, who teaches AP Spanish Language at Bishop Feehan High School in Attleboro, Massachusetts, and George Watson López, an AP Spanish Language teacher at Walpole High School in Massachusetts, describe the benefits of music-based activities in the classroom. They share numerous ideas on using music to prepare students for the AP Spanish Language Exam.

As Spanish-language educators, we are indeed fortunate to have an incredible resource for teaching language and transmitting the target culture to our students: music. Music-based activities not only enliven our classes but also serve as useful learning tools that can support and advance the curriculum. Weaving songs into our lessons is an easy way to incorporate listening activities into instruction. There are five good reasons why teachers should consider using contemporary Latin music on a regular basis in the Spanish classroom.

1. First and foremost, music is authentic material—lyrics written by native speakers for native speakers. In this respect, using music supports the goal of proficiency in a second language.

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2. Music is culture. The diverse musical styles to which we can introduce our students give them a window into the target culture. The themes of many songs address contemporary issues, providing them a glimpse of social, economic, and historical realities of Spain and Latin America.
3. Music can reinforce both listening and reading. The pairing of aural and written text, which is often present in teacher-designed activities, can have a positive impact on language learning and is consistent with what we know about best practices in language education—specifically, the integration of language skills. Consequently, this makes music a natural methodology for preparing students for the AP Spanish Language Exam.
4. Music fits the learning style of many of our students, particularly those who have advanced *musical intelligence*, to use psychologist Howard Gardner’s term.²⁹ These are the students who immediately start tapping to the beat of the music; who leave class saying, “I can’t get that song out of my head”; or who come to class the next day singing one or two verses of the song. In our AP classes last year it was “Ave María, ¿cuándo serás mía? Si me quisieras, todo te daría.”
5. Music can serve as a mnemonic device for learning and recalling new information. Because the vocabulary and structures embedded in the lyrics are often repeated, a song is a useful tool for reinforcing, recycling, and advancing language acquisition. As in the case of “Ave María,” once the teacher formally introduces the use of the subjunctive with *si* clauses, he or she can simply draw upon the first line of the lyrics for a ready-made model sentence that many students have already internalized. From there it is an easy step to explain the structure to students, as they already have a sense of its contextual usage.

Grammar and Vocabulary Review

The following exercises are effective ways of reviewing grammar and assessing mastery of grammatical structures. Rather than utilizing worksheets with isolated sentences, these exercises rely on structures in context to convey meaning. They are much more enjoyable and culturally accurate than what we have traditionally used in the classroom in the form of review worksheets.

Cloze exercises. Cloze exercises are those in which we rework the lyrics by omitting various words. The teacher may choose to isolate a specific grammatical structure or topic of vocabulary. When reviewing grammar in an AP class, a song can reinforce those advanced structures that are always challenging for students. The following songs can be very useful in reviewing tenses.

Present subjunctive

“Ojalá que llueva café” (Juan Luis Guerra)
“A Dios le pido” (Juanes)

Imperfect versus preterite

“El Super Héroe” (Vico C)
“En el muelle de San Blas” (Maná)

Cloze exercises can also be developed to review and reinforce specific vocabulary topics.

Examples:

“El cine” (Mecano): at the movies
“Vivir sin aire” (Maná): elements found in nature

29. Howard Gardner is the Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. Gardner’s theory on multiple intelligences has received generally positive response from educators. The initial list of seven intelligences formulated by Gardner in his 1983 classic work *Frames of Mind: The Theory of Multiple Intelligences* are linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence, and intrapersonal intelligence.

Choose the correct structure. Rework the lyrics of a song by offering multiple choices of grammatical structures (*ser* versus *estar*, *saber* versus *conocer*, the preterite versus imperfect, the subjunctive versus indicative, the informal command versus formal command, or the preposition *a* versus *de*). Have students read the lyrics silently, choosing the correct structure for each verse. Play the song, and have students correct their work.

Example: “Inevitable” (Shakira)

List the verb forms heard. Play a song, and have students list the structures they hear—for instance, the affirmative command versus the negative command.

Example: “No me ames” (Jennifer López and Marc Anthony)

Convert the tense. Rework the lyrics to a song so that all verb forms are changed from the present to the past or vice versa. Have students convert the tenses to their original form. Play the song, and have them correct their work.

Example: “El último beso” (Marc Anthony)

Check off or list the vocabulary heard. A more challenging exercise is to list the vocabulary words used in a song. In “Mis ojos,” 10 different parts of the body are mentioned. Have students list the words they hear or match them with pictures of body parts that you have provided.

Example: “Mis ojos” (Maná)

Choose a song that has a strong narrative. Prepare a worksheet containing a list of vocabulary words the song employs (preferably in chronological order). Include several distractors. Play the song, and have students check off the words they hear. Review these together, and brainstorm with the class what the song is about. Play the entire song a second time. Assess comprehension by having students answer questions about the story told in the song.

Example: “Pedro Navaja” (Rubén Blades)

Replace the synonyms. To expand students’ vocabulary even further, remove selected words from the lyrics of a song and replace them with synonyms. For instance, in the song “La cucaracha,” you would write “La cucaracha, la cucaracha ya no puede *andar*” (in place of *caminar*). Create a word bank at the top of the page in which you list all the words you have replaced with synonyms. As a prelistening activity, have students read the lyrics and plug in the synonyms. Play the song, and have students correct their work.

Example: “Donde estás corazón” (Shakira)

Listening Comprehension: Listening to Songs Without Printed Lyrics

The best way to listen to music in another language is to duplicate the manner in which native speakers hear a song for the first time—that is, without referring to lyrics in print. This of course requires advanced-level listening skills. The songs chosen should be highly narrative in nature. Have students listen to the song and see what they can pick up from the lyrics on a purely auditory basis. Good *primera audición* activities will help students answer the following questions: Can you get the gist of the song? What is it about? Who are the characters? For example, in the song “Laika” by Mecano, can students determine that it is about sending a dog into space? In “Pedro Navaja” by Rubén Blades, do they understand it is about a crime that takes place in a city? In “Penelope” by Joan Manuel Serrat, is it clear that a woman is waiting for a lover who only returns years later? Can they ascertain that the singer in “Marta Sebas Guille y los demás” is giving us an update on her friends? In “El Super Héroe” by Vico C, can they glean that Carlito grows up to be someone who believes he is invincible and that this has tragic consequences? In “Ellas danzan solas” by Sting, can they deduce that the women depicted in the song have lost loved ones? In “Pobre Juan” by Maná, can they gather that Juan has attempted to cross the border to find a better life?

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As the answers to these questions are explored by the class after the first listening, they can serve as scaffolding for greater comprehension in subsequent playings of the song.

Reading Comprehension and Written Expression

Songs can often be treated as literature and used to combine listening and reading comprehension with written expression. The ideas, images, and emotions presented in songs give students the opportunity to interact with authentic text and to interpret the meaning of the lyrics. When these lyrics are particularly challenging, it is a good idea to “soften the text” with prereading activities.

Prereading Activity

Cloze exercise to give meaning to a text. When working with a song that is highly narrative, prepare a worksheet in which key words are eliminated and presented in a word bank. Before listening to a song, have students fill in the blanks so that the words fit semantically and structurally, thus giving meaning to the text. This exercise works particularly well with a song that has a strong rhyme scheme. Students can thus pick out pairs of words that rhyme before proceeding to the fill-in exercise.

Example: “El rey” (Luis Miguel)

Postreading/Listening Activities

Choose the best summary. Choose a song with a strong narrative, and design a worksheet on which you supply three plausible summaries of the story. Only one summary, of course, is accurate. Have students read the summaries, listen to the song, and then choose the best synopsis. They can work in pairs to compare their answers and to defend their choices. Follow up the activity with a writing assignment in which students extend the summary in a composition, using verses from the song to illustrate points made.

Examples:

“Penelope” (Diego Torres or Joan Manuel Serrat)

“El hijo de la luna” (Mecano)

Retell the story. Again choosing a song that is highly narrative, have students read the lyrics before hearing the song. Play the song, and give a differentiated assignment in which students elect to retell the story from another point of view, write a summary of the plot, report the incident in a newspaper article, draw the action in a six-picture sequence, or go beyond the song and write another stanza that continues the story line.

Examples:

“Laika” (Mecano)

“Pedro Navaja” (Rubén Blades)

Compare and contrast two songs. Find two songs with similar themes. Have students read the lyrics to both and compare and contrast them, using a Venn diagram. Next, they listen to the songs and add to their diagrams by comparing and contrasting musical styles, tone, images, and so forth. Follow up with a writing assignment requiring students to discuss the theme in more detail or to research the theme (for example, street children in Latin America) and discuss it (orally or in writing), using the songs as a reference.

Examples:

“Rosa de la paz” (Amaral) / “Sueños” (Juanes)

“Palomita blanca” (Juan Luis Guerra) / “Azul” (Cristián Castro)

“Penelope” (Joan Manuel Serrat) / “En el muelle de San Blas” (Maná)

“Ellas danzan solas” (Sting) / “Desapariciones” (Rubén Blades) / “Desaparecidos” (Orishas)

“La historia de Juan” (Juanes) / “Los hijos de la oscuridad” (Franco de Vita) / “Falta amor” (Maná)

Respond to the theme of a song. Choose a song with a powerful theme. Ask students to express in writing an empathetic or sympathetic response to the lyrics and ideas presented. This may be done as a journal entry assignment. Students quote several lines of lyrics on the journal page and write their personal reaction.

Examples:

“Unicornio” (Silvio Rodríguez): theme of loss

“Bonito” (Jarabe de Palo): the beauty all around us

“Si el norte fuera sur” (Ricardo Arjona): the reversal of geographic/historical/social realities

“Extranjero” (Franco de Vita): assimilation to society after having immigrated to another country

Contemporary Latin music can be used effectively to support the linguistic, literary, or cultural goals of the AP Spanish Language curriculum. Through the use of music we can incorporate higher-level cognitive activities in our instruction and expose our students to culturally authentic texts. In addition, music activities allow us to integrate skills and thus better prepare our students for the AP Spanish Language Exam.

—Joan Drobnis, Bishop Feehan High School, Attleboro, Massachusetts

—George Watson López, Walpole High School, Walpole, Massachusetts

Planning for Extra Exam-preparation Time

Throughout the school year, students may prepare for the AP Exam by writing in-class essays, answering different kinds of questions in writing and orally, and taking time to complete multiple-choice items at the level of those on the exam. These exercises can be done in the classroom, individually or in pairs. Some teachers prepare a wide variety of questions and print them on card stock (even laminating them) for repeated use. Adhering to the actual exam administration times when completing the practice exercises is a useful strategy, especially when getting closer to the exam date. Some teachers keep a set of stopwatches for students to use.

Besides doing exercises similar to AP Exam tasks, students can be given practice exams during the course of the year. Some teachers schedule these longer practices in the fall (October), in January, and in mid-April, with the goals of familiarizing students with the format of the exam and improving their scores each time. This technique not only makes students aware of the exam format and its timing but also allows them to receive a composite score, to assess their areas of strength and weakness before taking the actual exam, and to work on those areas that need improvement.

The amount of extra preparation time you may have before the AP Spanish Language Exam depends on your students, your course, and the school’s schedule. Teachers with block or semester schedules may need to be especially creative when scheduling additional preparation time. Depending on the students in the class and their commitments on weekends, some teachers schedule time on Saturdays, so students can ask questions about all aspects of the course and exam, from grammar to vocabulary and beyond. It is always good to have students come together with specific goals in mind—this is good for the learning process and for morale. You will be the best judge of what is a good fit for the circumstances of your class.

Be sure that students practice with recording devices similar to those that they will use during the exam. Students who are not familiar with the operation of the recording equipment will probably need additional practice, but all students will benefit from one, and preferably several, trial runs of the exam equipment and procedures before the actual administration. For those schools that have a laboratory, either dedicated to languages or for general purposes, it is useful to meet there several times each term to familiarize students with the AP Exam’s more technical aspects. If possible, meet in the lab every week,

not only to practice for the speaking part of the exam but also to incorporate technology into the learning process. If you do not have the luxury of using a lab, you can adapt the practice to the classroom. One way is by giving a reading assignment while you, and later on the students themselves, individually interview students outside the classroom. You can either score this exercise immediately or have students record their responses for you to grade later. The key is to have something productive taking place in the class while you are working with students individually. Whether they record in a lab or in a classroom, it is advisable that students practice with the recording devices. This practice will help lower their anxiety level on exam day.

After the Exam

Post-AP Exam Activities

Because many students take several AP Exams and therefore may be preoccupied with preparing for them, the matter of what to do after the AP Spanish Language Exam has been administered is a tricky one. Some teachers have the class read a story or a play. You can refer to the AP Spanish Literature reading list for ideas, or you and/or the students can select a work based on preferences. The class can read a play, assigning different roles to different students for each act, while you provide a list of questions and new vocabulary words for the students to answer as homework. If the play has been adapted into film, at the end of each act the class may watch the corresponding part of the video, to solidify the story in their minds. After watching the video for each act, the class could take a short quiz (true/false or short answers). After finishing the play, the culminating activity would be a take-home essay (which could also serve as a final exam for the course) that students have about three days to complete. After handing in these papers, the class can have a *fiesta de despedida*.

Some teachers have their students participate in what is called Senior Project. AP Central has a number of articles and ideas for this type of activity in the section called “After the Exam: Activities and Projects” (from the AP Spanish Language Course Home Page, scroll to *Sample Instructional Strategies and Activities* and click on *After the Exam: Activities and Projects*).

AP Grade Reports

AP grades are reported to students, their schools, and their designated colleges in July. Each school automatically receives an AP Grade Report for each student, a cumulative roster of all students, rosters of all students by exam, an AP Scholar roster for any qualifying students, and an *AP Instructional Planning Report*. (Note: Data for students testing late with an alternate form of the exam are not included in this report.) For a fee, schools may order their students’ free-response booklets.

Instructional Planning Report

In September, schools receive the *AP Instructional Planning Report* for each of their AP classes. The report compares students’ performance on specific topics in the AP Exam to the performance of students worldwide on those same topics, helping the teacher target areas for increased attention and focus in the curriculum. To get the most out of the report, you should read the interpretive information, which explains how the data—when used correctly—can provide valuable information for instructional and curricular assessment as well as for planning and development. Contact your school’s AP Coordinator to obtain this report.

Chapter 5

Resources for Teachers

How to Address Limited Resources

While some teachers and students work and learn in schools with language laboratory facilities, funds for textbooks, monies to support professional development, and other support systems, what should teachers do when working at a school with limited budgets, few resources, and/or low enrollments? First, they should not despair—remember that the most important resource for a successful learning experience is a dedicated and enthusiastic teacher and eager-to-learn students. It is not essential to have the latest gizmos in order to teach the language and critical thinking skills to interested students. But it is important to be creative when using what is readily available even in communities with limited resources. To this end you can:

- **Implement Vertical Teaming.** An AP Vertical Team consists of a discipline-specific group of teachers from various grade levels who cooperate to ensure that students are prepared to successfully undertake AP courses in high school. An excellent College Board publication, *Building Strong AP Programs at Small Rural Schools* (available on AP Central), explains how to raise expectations and standards in the early grades. Working together with colleagues who teach Pre-AP courses is a way to share limited access to resources and to prepare students for a successful AP experience.
- **Have your school join an association** such as the Sociedad Honoraria Hispánica, sponsored by the American Association of Teachers of Spanish and Portuguese (AATSP). A visible and vibrant chapter can garner recognition for the school and for themselves by publishing articles in the society's national magazine, *Albricias*. The National Spanish Examination is sponsored by the AATSP. These activities allow schools with few resources to be associated with nationally recognized organizations without having to spend a lot of money in the process.
- **Meet and network with colleagues.** Teachers who find themselves facing the challenges of being a novice AP instructor, of geographical isolation, or of limited staff will benefit immeasurably from interaction and communication with their AP peers to exchange ideas for implementing a robust and viable program. Teachers can establish contacts with one another as part of a formally organized Vertical Team within the school or district, informally in meetings and conventions, or in virtual discussion groups. An excellent way to meet experienced and helpful professionals and to learn effective teaching strategies is to take advantage of AP Summer Institutes or one-day workshops. The College Board AP Fellows Program offers stipends to assist AP teachers with the cost of attending these events (see the Professional Development section at the end of this chapter).
- **Join electronic discussion groups**, such as the AP Spanish Electronic Discussion Group (EDG), and make instant contact with AP Spanish teachers, college professors, and others who work in the discipline. The EDG is a great way to learn budget-sensitive approaches to teaching the course and to share suggestions for materials.

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- **Share resources.** Entire classes can share sets of readings, as well as multimedia materials. Large school districts often have resource libraries from which teachers can borrow materials.
- **Work without texts.** When reviewing grammatical concepts at the AP level, it may not be necessary to buy texts for the whole class. Often you can use any grammar text or a Web site as a starting point to review concepts and then create exercises on overhead transparencies and/or communicative activities for student use.
- **Use available technology.** Numerous Web sites offer free information, lesson plans, and teaching ideas designed for the AP Spanish classroom or that can be adapted to suit the course. Access to Spanish television programs is also very widespread, given the addition of Spanish-speaking networks to many basic cable packages.
- **Participate** in regional and local events that give students cultural exposure. Start a world language week at school.
- **Take advantage of AP Exam fee reductions.** Students with serious financial need should be aware that fee reductions are available from the College Board. Many states also offer exam subsidies. Talk to your school's AP Coordinator to learn what aid is available.

Once you become acquainted with the wealth of resources available to institutions with limited resources, the question becomes how best to utilize those tools. There is no magic formula, but posing the following questions when choosing course materials can help you implement the right strategies for your course:

1. Are the resources appropriate for the course's syllabus?
2. Are they appropriate for the goals of the course?
3. Is there time for all strategies, or does it make more sense to try just one or two?
4. How much do the students read in class, and how much reading is done independently for homework?

Sometimes it is only through trial and error that teachers find what works well in the classroom. A rule of thumb is that you should read and listen to the opinions of others but trust that you are the best judge of what is appropriate for your course and for your students.

Finally, remember that the College Board is committed to helping teachers with limited resources, with opportunities such as the Fellows Program, created to help teachers attend Board-sponsored workshops and summer institutes. Stipends to assist with professional development costs are available to teachers from qualifying low-income school districts or for those with a high percentage of underrepresented minority students. Application forms can be found at AP Central each September or, for a hard copy, teachers should contact their regional office, or e-mail apequity@collegeboard.com.

Incorporating Technology in the AP Spanish Language Classroom

In this section, AP Spanish teacher Marisol Flys Greenwald from Corona del Sol High School in Tempe, Arizona, describes how technology resources can enhance your AP Spanish Language course.

The integration of technology in a Spanish curriculum, or any curriculum, is something we can no longer ignore or refuse to implement. Technology is the present and future, and a curriculum without it does not address the needs of today's students. As teachers we have an obligation to keep up with new methods and teaching strategies, especially when these techniques offer the student so many options and learning opportunities. The obvious example is the Internet. Before the Web existed, student investigation was limited by the books at hand and the time required to delve into each in search of information. Now, unlimited resources are just a click away. There are of course dangers associated with use of the Internet for research. Not all sources are accurate, and some students may be more tempted than before to use the Internet to submit work that is not their own. Most agree, however, that the benefits the Web provides outweigh the negatives.

We world language teachers may be guilty of not having readily accepted technology as part of our curriculum because so much of what we do is grammar-based and highly structured. Our classroom interaction has provided us with simulated real-life activities. Through group activities we have been able to raise the level of oral and written proficiency, and we can certainly be proud of that. However, the time has come that we too dive into the technology waves. There is an increased demand for educated Spanish speakers in all parts of our society. The level of proficiency required today is much higher than it was in the past, and technology can be our biggest asset in achieving it. Recordings and readings that are directed toward language learners are good, but authentic excerpts are needed to improve students' communication skills.

What kinds of technology are we talking about? The Internet, obviously, is a budget-friendly, invaluable tool. There are numerous Web sites that provide resources to teach a world language and the cultures in which it is spoken. For example, you can easily find coverage of current events in online newspapers from any Spanish-speaking country. Students can improve their vocabulary and reading comprehension as well as cultural awareness through news-clipping assignments. Visual components, such as photos and videos, generally accompany news articles and further enhance students' comprehension of the language and culture.

Students develop a sense of personal responsibility when they have some control over the lesson. When they find articles that interest them, they generally learn more than they do from reading teacher-selected articles. Materials accessed on the Internet can help generate topics for class discussion and further research. Students can provide samples of architecture, paintings, or historical sites, for instance, that will become the foundation of a particular lesson. When the students introduce those elements, you know they will remember them!

Additionally, with easy-to-access software programs, students can listen to authentic speech recordings such as broadcasts, interviews, and lectures, gaining exposure to Spanish as it is spoken in different countries. There are also many sites that provide grammar tutorials and give students scored results. This type of activity is a welcome change from the daily drills that are a necessary part of language learning.

If your school has a language lab, you can have a very comprehensive language program. Modern language labs are not just about listening, repeating, and recording. They provide students and teachers with tools that adapt easily to each student's level, offering opportunities for skill development that are

not available in a classroom setting. The language lab individualizes the instruction for each student. In the lab, students can slow the speech of authentic audio files in order to improve their comprehension. Without that capability, they may become frustrated with the level of difficulty, and teachers will struggle to find recordings that gradually take the student to a higher stage. A language lab can enrich a student's learning experience by promoting frequent and focused practice and repetition. Technology is the tool by which we can adapt materials to meet our students' individual learning needs.

In preparing students for the AP Spanish Language Exam, we need to focus on integrating all the language skills, rather than teaching them in isolation. Students will be required to synthesize information from several authentic sources. Short of putting our students on a plane and flying to a Spanish-speaking country, we cannot possibly hope to achieve this goal without the integration of technology. We need authentic written and visual sources that are available in newspapers, magazines, and realia of other sorts, as well as the accompanying cultural components that do not come in books. For current and authentic audio sources, we need the technology that the Internet, television, radio, and movies can provide, and the language lab is the ideal means to get it to the student.

Let's take a look at some of the lessons or activities that technology supports. One of my students' favorites is learning through popular songs—they enjoy the process, and the exercise reinforces a variety of skills. When they pick out the lyrics to a song, they benefit from seeing grammar in context, their vocabulary is enriched, and even their spelling skills are improved. The theme of the song serves as a cultural link, connecting the students' experiences with those of another society. While singing along, as most students will do readily in a language lab environment, they learn pronunciation and intonation. Most important, they are not likely to forget what they have learned.

Another common lab lesson is small-group conferencing. Even a traditional exercise, such as a translation or short group essay, is ideal for cooperative teaching and learning. While monitoring student discussions, I have observed that an explanation given by one student to another is frequently expressed in terms that students better understand, providing a thorough review of course concepts. This type of learning is facilitated by the distraction-free, focused environment of a language lab.

Are the Internet and a language lab the only options? Of course not. They are just the most obvious and most versatile. Although a language lab is a wonderful resource, many schools do not have them, and their programs can be just as effective as those of schools that do. With a little creativity, a teacher with one computer, a VCR, and an Internet connection can share with the class the same authentic materials that are used in the lab setting. There are many Web sites offering material that does not require copyright permission when used for educational purposes. Of course, the students cannot manipulate these files, slow the speech, or “rewind,” but the teacher can do so, and the entire class can still benefit from the activity and material.

Although many older textbooks do not come with authentic recordings, some of the larger publishers are now creating DVDs that include live interviews, television broadcasts, and other ancillary materials to sell in conjunction with the textbooks. Check with the representatives of your textbook company, and see what they have available.

It is always possible to integrate some sort of technology into the curriculum. How can we attempt to teach listening comprehension if students have no real conversations to listen to? How can we expect writing proficiency if students do not have real-life samples to reference? How do students achieve native-like fluency with no real models? We can't. They can't. Technology allows us access to the authentic sources that students deserve but cannot get from the teacher or in a textbook.

—Marisol Flys Greenwald, Corona del Sol High School, Tempe, Arizona

Resources

The many helpful resources included in this chapter are listed in the following categories:

- Resources for Skill Development
 - Interpretive Listening Skills
 - Interpersonal and Presentational Speaking Skills
 - Interpretive Reading Skills
 - Interpersonal and Presentational Writing Skills
 - Grammar Skills
- Resources to Use with Native Speakers of Spanish
- General Reference Books
- Books on Teaching Techniques and Strategies
- Internet Resources
- Book, Magazine, and Music Distributors
- Film Distributors
- Journals and Other Publications
- Professional Organizations
- Regional Conferences
- Embassies of Spanish-speaking Countries

No one resource in this bibliography is favored over another, and inclusion of particular publications, films, Web sites, or other media does not constitute endorsement by the College Board, ETS, or the AP Spanish Development Committee. (Note: All Web URLs throughout this Teacher's Guide begin with *http://*.)

Resources for Skill Development

Interpretive Listening Skills

(In addition to the suggestions below, see the Internet Resources and Film Distributors sections for more resources to improve listening skills.)

Authentik en español

www.authentik.com/

This 40-page magazine packed with up-to-date news and information from the Spanish-speaking world is published five times a year. It includes a 60-minute cassette or CD containing radio news, reports, and interviews with native speakers, plus reading and listening comprehension activities, grammar review, vocabulary-building activities, and tips and strategies for learning.

El Mensual

www.bbc.co.uk/languages/spanish/news

El Mensual is an audio magazine with activities to help students learn Spanish.

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El mundo

www.BBCMundo.com

El mundo offers timely news and access to BBC radio programming.

***Español en Vivo* by Pilar Piñar**

Yale University Press

yalepress.yale.edu/yupbooks/home.asp

Español en Vivo is a DVD with accompanying text that emphasizes the richness of Hispanic culture and variations of authentic spoken Spanish through unrehearsed interviews with more than 20 native speakers. Topics include housing, family, immigration, politics, and cultural traditions.

The Hispanic and Latin American Heritage

Library Video Company

www.libraryvideo.com

This is a series of 10 videos in Spanish on men and women of the Spanish-speaking world who have contributed to their countries and cultures: Joan Baez, Simón Bolívar, Roberto Clemente, Hernán Cortés, César Chavez, Ferdinand and Isabella of Spain, Pablo Neruda, Evita and Juan Perón, Jorge Santayana, and Pancho Villa.

Las voces de las mujeres de Xelajú

National Foreign Language Resource Center, University of Hawaii at Manoa

www.nflrc.hawaii.edu/voces/

This is a video of interviews with 20 Guatemalan women. It is accompanied by a script of activities and can be incorporated at all levels. Repetition serves to reinforce the vocabulary and structures.

***Nuevos Destinos* (15 episodios)**

Annenberg Media

www.learner.org/

This is a shorter version of the original telenova, *Destinos: An Introduction to Spanish*. An accompanying interactive CD is also available. Students enjoy doing the exercises on the CD. A site license may be purchased.

Nuevos Horizontes

The University of Illinois

www.nuevoshorizontes.org

The Web site offers two Spanish language radio shows free of charge. Each program is about 15 minutes long and features current events. In addition, two CDs are available for purchase: *Herencia latina* (36 tracks) and *Salud para todos* (42 tracks). *Nuevos Horizontes* is not a Spanish-language adaptation of a radio program designed for an English-speaking audience—it provides information that is relevant to the Hispanic population living in the United States and Latin America and meets their social, cultural, and educational expectations.

Puerta del Sol

Champs-Elysées

www.champs-elysees.com/products/spanish/default.aspx

This audio magazine with authentic language from Spain is published about every two months. It features a radio show on CD or cassette with full transcription of the broadcast and is suitable for advanced classes. A one-year subscription may be purchased.

Radio Nacional de España

www.rtve.es/rne/envivo.htm

This site has up-to-the-minute newscasts from Spain.

SCOLA

www.scola.org

SCOLA is a nonprofit educational organization that receives and retransmits programming from around the world in native languages. Click on the Insta Class link to access Insta-Lessons, which consist of a video and audio clip of a native language news broadcast. The online lesson format allows students to watch the video playback while viewing a transcript, translation, quiz, or vocabulary window. In addition, the lesson text is available in a PDF format for viewing online or downloading for later study. SCOLA Videostream Service requires a purchased affiliation agreement with SCOLA.

***Spanish: Comprehensive Practice and Testing* by Stephen L. Levy**

AMSCO School Publications

www.amscopub.com/frameset.htm

These CDs include oral communication tasks, listening comprehension activities, and reading comprehension exercises. A workbook is also available.

Think Spanish

Second Language Publishing

www.thinkspanish.com

This audio magazine features authentic language samples on diverse topics, including culture and travel, art and entertainment, news, history, science, and more. Each issue integrates reading and vocabulary building with articles in Spanish and includes a bilingual glossary, monthly tutorial, grammar review, and functional idioms. A one-year subscription may be purchased.

Voces de España: la historia del siglo XX español

Champs-Elysées

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

This audio book is a history of Spain in the twentieth century and includes a complete transcript and an extensive Spanish–English glossary. A study supplement is also available.

Interpersonal and Presentational Speaking Skills

Altabé, David F. *Temas y diálogos*. 5th ed. New York: Holt, Rinehart and Winston, 1988.

Cessna, Kevin. *NSE (National Spanish Exam) Vocabulary Lists*. Valparaiso, Ind.: National Spanish Exams (Multimedia CD), 2004.

Davis, Robert L., and María Losada. *Tertulia: Advanced Skills in Oral Spanish*. 2nd ed. Fort Worth, Tex.: Harcourt College Publishers, 2001.

Dreke, Michael, Wolfgang Lind, and Margeret Schlubach-Rüping. *Español en pareja*. Berlin: Langenscheidt, 1991.

Dreke, Michael, and Sofia Salgueiro. *Español en pareja. Júnior*. Berlin: Langenscheidt, 2002.

www.langenscheidt.com/catalog/index.php

These reproducible workbooks provide many excellent activities that can be worked in the classroom or in a language laboratory. Several activities may be incorporated as early as the first year.

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Estrada de Volk, Amparo. *Everyday Situations in Spanish* (transparencies). Rochester, Minn.: Carlex, 1990.
www.carlexonline.com

These transparencies encourage students to be creative when generating a conversation or role-playing a situation based on the characters shown. Each transparency depicts a different event and/or place: for example, at the airport, in the supermarket, on vacation.

Fenton, Sue. *Spanish Q-Cards* (Level 1—Set 1). Newington, Conn.: Madame Fifi Publications, n.d.
www.madamefifi.com/language-learning-aids/p_conversation_starters.htm

These cards are designed for proficiency development for level I students or for review at the beginning of level II. Students answer questions on topics that include greetings, names, seasons, months, colors, and nationalities. The cards can be used as a warm-up activity with the entire class or in pairs of students.

Fenton, Sue. *Over 1,000 Conversation Starters and Strategies for Creating a Lively, Communicative Classroom for Any Language Course*. Newington, Conn.: Madame Fifi Publications, 2001.

www.madamefifi.com

This book is an excellent resource that can be used at all levels of language learning. Activities include surveys, panel discussions, skits, story chains, and role-play situations. There is also an excellent section on “Setting Up the Communicative Classroom.”

García-Serrano, M. Victoria, Cristina de la Torre, and Annette Grant Cash. *¡A qué sí!* 2nd ed. Boston: Heinle and Heinle, 1999.

Giannetti, George. *88 Quick & Fun Vocab Enrichment Exercises*. Auburn Hills, Mich.: Teacher’s Discovery, 1999.

www.teachersdiscovery.com

This excellent workbook for levels 1 and 2 offers great ways to begin class with warm-ups or group activities. Each short activity pertains to a specific topic. Students are asked to generate lists of ideas and/or vocabulary words for the given theme.

Let’s Talk Cards. Glenview, Ill.: Scott Foresman, 2001.

www.scottforesmancatalog.com

Ninety-six different cards are divided into three levels: beginning, intermediate, and advanced. Each situation is given in English on the front of the card, and several key words are shown in eight different languages (English, Spanish, French, German, Italian, Russian, Chinese, and Japanese) on the back. This excellent resource can be incorporated into any curriculum as early as the first year of language study.

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Internet Resources

Using Web-Based Resources

In this section Mark Connelly, an AP Spanish teacher at Milton Academy in Massachusetts, discusses useful Web resources that you can use in your AP Spanish Language course.

To achieve real and substantive communication in class, AP Spanish teachers need to expose their students to Spanish in varying forms and media in a manner akin to total immersion. Understanding that the lifeblood of the class must be student–teacher interaction, AP teachers can use Web-based resources to inspire relevant and sophisticated communication. Web-based technology has evolved tremendously in both form and content. Teachers can now seamlessly incorporate live and recorded audio and/or video materials into the classroom.

Familiarity with primary sources and the ability to recognize cultural codes implicit in these sources are key to achieving fluency in a language. I feel that this is the type of holistic language comprehension and production that the AP Spanish Language Exam values. In my experience, the following types of activities work well to bring primary resources into class while engaging students in content and context:

Chapter 5

- Students listen to or watch a live news report in class, concentrating on listening comprehension skills and strategies.
- Students listen to or watch a live news report in class and then summarize and react to what they saw or heard. This is a very effective way to work on narration in the past (preterite and imperfect) and reaction and recommendation (subjunctive).
- Where audio and video are prerecorded, students listen to or watch a news report in class and then answer comprehension and/or interpretation questions. This works well with the EuroNews Web site (<http://euronews.net>).
- Students investigate news by topic (politics, economics, culture, sports, and weather) and present a news program in class. They may also be assigned a particular country or topic to follow and present throughout a news cycle.
- Students listen to or watch a news report and discuss differences in the use of the Spanish language, including accent, register, and types of discourse. Students may also analyze varying political and social perspectives found among varied news outlets.

Print

AllYouCanRead.com. Links to newspapers and magazines from 200 countries. www.allyoucanread.com

AS.com. Sports news from Spain and around the world. www.as.com

El Castellano. A comprehensive list of Spanish-language newspapers, indexed by country. www.elcastellano.org/prensa.html

El Mundo.es. The online version of the Spanish daily. www.elmundo.es

LatinWorld. Latin America's virtual newsstand. www.latinworld.com/special/kiosco.html

Paperboy. An extensive list of newspapers from all around the world, indexed by country. www.thepaperboy.com

Yahoo! México. Yahoo!'s Spanish-language news site with links to Reuters, Notimex, Finmex, Associated Press, OnceTV, and EFE in Spanish. <http://mx.news.yahoo.com>

Radio

Cadena Ser.com. Live and archived radio from Spain. www.cadenaser.com

Comfm. Links to thousands of radio and television stations from around the world. www.comfm.com

El Castellano. A complete list of Spanish-language radio stations, indexed by country. www.elcastellano.org/radios.html

Radio Televisión Española. Live and archived radio from Spain on six different stations. www.tve.es

Rapid Tree. Mass media online worldwide. www.rapidtree.com

TV

EuroNews. “Europe’s news channel” covers world news from a European perspective in a choice of seven languages. <http://euronews.net>

NetTVDB. Provides links to more than 1,000 Internet TV stations from 108 countries. www.nettvdb.com

Radio Televisión Española. Live and archived television from Spain. www.tve.es

—Mark Connelly, Milton Academy, Milton, Massachusetts

About: Spanish Language

www.spanish.about.com

Once you sign up for this electronic newsletter, you will receive weekly e-mails with current news articles and events. Grammatical and cultural topics, along with links to resources, are included in each newsletter.

AP Central

apcentral.collegeboard.com

This is the College Board Web site that provides the most up-to-date information about the AP Program. The site offers access to home pages for all AP subjects, in addition to numerous great activities, resources, and information about professional development opportunities in your area.

AP Spanish Language Course Home Page

apcentral.collegeboard.com/spanlang

The plethora of information provided on this site is invaluable to AP Spanish Language teachers. On the exam page, you can access free-response questions from past exams, along with sample student responses and scoring commentary. Members post articles, lesson plans, and information frequently. Check the site regularly to see special announcements. Click on the link to the Teachers’ Resources catalog to find more excellent materials for your class.

Centro Virtual Cervantes

www.cervantes.es

This excellent Web site for both students and teachers offers an abundance of ideas and activities that develop proficiency in all language skills. Many of the activities are integrated and may be used at all levels of Spanish. Subscribers to the list receive monthly updates.

Consejería de Educación en Estados Unidos y Canadá

www.sgci.mec.es/usa/eng/

The Web site for the education office of the Spanish Embassy in the United States and Canada offers links to numerous resources for Spanish teachers.

Consejería de Educación en Reino Unido e Irlanda

www.sgci.mec.es/uk/Consej/

Maintained by the Spanish Embassy in London, this site provides access to great resources and publications for students and teachers of both AP Spanish Language and AP Spanish Literature.

Complete Guide to Spanish Language Web Sites in the Internet

www.spanish4all.com

This extensive guide to Spanish language Web sites encompasses a wide range of topics for use in the classroom and at home.

Chapter 5

don Quijote

www.donquijote.org/free/

This excellent Web site provides many great links to a wide variety of resources, including recipes, games, postcards, lessons, and “the word of the day.” Membership is free.

Eduole

www.eduole.com

Eduole is a company dedicated to multimedia Spanish-learning software. There are many great interactive programs like *Ser y Estar*, *Pretérito Imperfecto*, *El futuro*, and *Los acentos* for all levels of Spanish. In addition to several software options available for purchase, there are online exercises and quizzes for students.

EspañOlé

www.espanole.org

This teacher-created Web site offers resources on a multitude of subjects. Both teachers and students can access hundreds of links on topics such as literature, language, the arts, cooking, and *refranes*.

Foreign Language Teaching Forum (FL Teach)

www.cortland.edu/flteach

FL Teach is an integrated service for teachers that focuses on language pedagogy, activities, course planning, and syllabus design. It includes an active listserv that can be accessed by subscribing to LISTSERV@listserv.buffalo.edu.

Idiom Software Inc.

www.idiomware.com

This language-learning software is especially useful in beginning level courses. The programs are interactive and fun. Site licenses may be purchased at reasonable prices.

International Council of Museums

www.icom.org/vlmp

This excellent source for incorporating culture into the AP Spanish Language course provides links to virtual museums all over the world.

La Página del Idioma Español (elcastellano.org)

www.elcastellano.org

This Web site includes links to online dictionaries, articles, grammar exercises, live broadcasts, and Spanish literature. It is an excellent resource for teachers and students. An added bonus is the free subscription to “La palabra del día,” which is e-mailed to subscribers daily with the word’s definition, origin, and history.

Learn Spanish

www.studyspanish.com

Hundreds of exercises, activities, and tutorials, developed for students at all levels of language learning, can be found on the Learn Spanish site. Listening activities and aural exercises include vocabulary from both Spain and Latin America. Exercises include flashcards, concentration games, matching activities, word searches, and quizzes and tests.

Learn Spanish (don Quijote)

www.lingolex.com/spanish.htm

This site, sponsored by an organization called don Quijote (see listing above), provides teachers with several hundred useful words and expressions divided into many different categories. Ready-to-print lists include Spanish words, English translations, and examples of how each word is used in context.

National Spanish Examinations

www.2nse.org/

These exams are administered online every spring by the American Association of Teachers of Spanish and Portuguese. Students compete against others in their state and then, based on their scores, may compete against students at the national level. Students whose Spanish teachers are members of AATSP have access to the practice tests online throughout the school year. There is a fee to take the exam (usually between \$3 and \$6).

Prensa Escrita

www.prensaescrita.com/

Visit this site to find links to newspapers from Spanish-speaking countries.

Quia

www.quia.com

This multipurpose site is available to both students and teachers. All exercises and activities, from games to quizzes, are created by teachers. The annual fee of \$49 provides access to all of the exercises and applications.

Spanish Grammar Exercises

www.colby.edu/~bknelson/exercises/?redirect

With study modules, exercises, and language resources, this wonderful Web site provides hundreds of hours of preparation for both students and teachers. Interactive exercises are aimed at intermediate and advanced students. There are many great sound clips, perfect for preparing students for the listening sections of the AP Exam.

Spanish Language Exercises

mld.ursinus.edu/~jarana/Ejercicios/index.html

This terrific Web site provides students the opportunity to do grammar exercises. Everything from beginning to advanced topics is covered. An excellent feature of this site is that students are instructed to e-mail completed exercises directly to their instructors.

SpanishFL.com

www.spanishfl.com

The interactive Web-based software products available on this site are good for students of Spanish at all levels. Products available include *GAP: Advanced Placement Grammar*, *GH: Grammar Helper*, and *SP: Spelling and Pronunciation*.

Zona Latina

www.zonalatina.com

This excellent source dedicated to Latin American media provides access to newspapers from all Spanish-speaking countries.

Book, Magazine, and Music Distributors

Adler's Foreign Books, Inc.

Address: 915 Foster Street, Evanston, IL 60201-3199

Phone: 847 864-0664; Fax: 800 235-3771

www.afb-adlers.com

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Continental Book Company

Address: 625 East 70th Avenue, Suite #5, Denver, CO 80229
Phone: 303 289-1761; Fax: 800 364-0350
www.continentalbook.com

Delta Systems Company

Address: 1400 Miller Parkway, McHenry, IL 60050-7030
Phone: 800 323-8270 or 815 363-3582
www.delta-systems.com

Ediciones Cátedra

Address: Juan Ignacio Luca de Tena, nº 15, Madrid 28027, España
Phone: +34 91 393-8787; Fax: +34 91 741-2118
www.catedra.com

Ediciones Universal y Librería Distribuidora Universal

Address: 3090 SW 8th Street, Miami, FL 33135
Phone: 305 642-3234
www.ediciones.com/index2.htm
The Librería Universal hosts literary gatherings several times each year.

El Diario La Prensa

Address: 345 Hudson Street, 13th Floor, New York, 10014
www.eldiariony.com

Elaleph.com

www.elaleph.com

Imported Books

Address: 2025 W. Clarendon Drive, Dallas, TX 75208
Phone: 214 941-6497

Intercultural Press/Nicholas Brealey Publishing

Address: 100 City Hall Plaza, 501, Boston, MA 02108
Phone: 888 273-2539, ext. 5, or 617 523-3801
www.interculturalpress.com

International Magazines, Inc.

Address: 216 Main Street, Orange, NJ 07050
Phone: 973 677-0007
www.caminito.com
Newspapers and magazines from Central and South America.

La Moderna Poesía

Address: 5739 NW 7th Street, Miami, FL 33126
Phone: 305 262-1975
and
Address: 3870 E 4th Avenue, Hialeah, FL 33013
Phone: 305 556-7717
www.modernapoesia.com

Lectorum Bookstore (visit the bookstore or access the online catalog)

Address: 137 West 14th Street, New York, NY 10011
Phone: 212 741-0220
www.lectorum.com

León Sánchez Cuesta Librero, S.A.

Address: Apodaca, 1, 28004 Madrid, España
Phone: +34 91 522-6465
www.saculib.com
Sells by mail to overseas customers. Accepts checks in U.S. dollars.

Librería Hispánica

Address: Rockefeller Center Promenade, 610 5th Avenue, New York, NY 10020
Phone: 212 581-8810

Macondo Books Incorporated

Address: 221 West 14th Street, New York, NY 10011
Phone: 212 741-3108

Marcial Pons Librero

Address: Plaze Conde Valle Suchil, 8, 28004 Madrid, España
www.marcialpons.es

Multi-Cultural Books and Videos, Inc.

Address: 28880 Southfield Road, 183, Lathrup Village, MI 48076
Phone: 800 567-2220 or 248 559-2676
www.multiculturalbooksandvideos.com

Ofertón de libros

Address: 67 Front Street N., Thorold, ON L2V 1X3, Canada
Phone: 888 402-7323 or 416 907-1372; Fax: 905 680-7218
www.ofertondelibros.com

Pro Lingua Associates

Address: P.O. Box 1348, Brattleboro, VT 05302-1348
Phone: 800 366-4775 or 802 257-7779; Fax: 802 257-5117
www.prolinguaassociates.com
Publishes ESL (English as a Second Language) materials.

Puvill Libros

Address: Dror Faust, One East Park Drive, Paterson, NJ 07504
Phone: 973 279-9054
www.puvill.com

SBD Spanish Book Distributor

Address: 6706 Sawmill Road, Dallas, TX 75252
Phone: 800 609-2113; Fax: 888 254-6709
www.sbdbooks.com

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Schoenhof's Foreign Books

Address: 76A Mount Auburn Street, Cambridge, MA 02138
Phone: 617 547-8855
www.schoenhofs.com

SF Vanni Bookstore

Address: 30 West 12th Street, New York, NY 10011-8691
Phone: 212 675-6336

Spanish and European Bookstore

Address: 3102 Wilshire Boulevard, Los Angeles, CA 90010
Phone: 213 739-8899

Film Distributors

California Newsreel

Address (order department): P.O. Box 2284, South Burlington, VT 05407
Phone: 877 811-7495; Fax: 802 846-1850

Facets Multimedia

Address: 1517 West Fullerton, Chicago, IL 60614
Phone: 773 281-9075 or 773 929-5437
www.facets.org

Festival Films

Address: 6115 Chestnut Terrace, Shorewood, MN 55331
Phone and fax: 952 470-2172
www.fesfilms.com

FilmArobics, Inc.

Address: 9 Birmingham Place, Vernon Hills, IL 60061-2103
Phone: 800 832-2448
www.filmarobics.com

This company offers a wide range of excellent, affordable videos accompanied by comprehensive lesson plans.

Films for the Humanities and Sciences

Address: P.O. Box 2053, Princeton, NJ 08543-2053
Phone: 800 257-5126; Fax: 609 671-0266
www.films.com

There are many excellent resources for use in the AP Spanish Language classroom in this collection of films on Spanish and Latin American cultures, history, and literature; Latino issues and culture; and Pre-Columbian history and culture. These films can be costly, but you can build a collection over time.

Ingram Library Services

Address: One Ingram Boulevard, La Vergne, TN 37086
Phone: 800 937-5300; Fax: 615 213-6004
www.ingramlibrary.com

Insight Media, Inc.

Address: 2162 Broadway, New York, NY 10024-0621

Phone: 800 233-9910

www.insight-media.com/IMHome.htm

This company features a good selection of reasonably priced videos from Spain and Latin America.

Kino International

Address: 333 West 39th Street, Suite 503, New York, NY 10018

Phone: 800 562-3330 or 212 629-6880; Fax: 212 714-0871

www.kino.com

Madera Cine Video

Address: 311 South Pine Street, Suite 102, Madera, CA 93637

Phone: 800 828-8118 or 559 661-6000; Fax: 559 674-3650

www.mcinavideo.qpg.com

New Yorker Films

Phone: 212 645-4600 or 877 247-6200; Fax: 212 645-3030

www.newyorkerfilms.com

VCI Entertainment

Address: 11333 E. 60th Place, Tulsa, OK 74146-6828

Phone: 800 331-4077 or 918 254-6337; Fax: 918 254-6117

www.vcientertainment.com

Yabla Ola

Yabla Interactive

Phone: 212 226-2370

ola.yabla.com/

This authentic Spanish video library offers films representing a range of styles, genres, Spanish-speaking regions, and topics. The difficulty level varies from easy to challenging. Special pricing is available for student groups, but a single-user license may also be purchased.

Journals and Other Publications

Américas

Organización de Estados Americanos

Address: 17th Street and Constitution Avenue NW, Washington, DC, 20006

Phone: 800 222-5405 or 202 458-3000

www.oas.org

This bimonthly audio magazine is published in both English and Spanish.

Bilingual Review

Bilingual Review Press

Hispanic Research Center, Arizona State University

Address: P.O. Box 875303, Tempe, AZ 85287-5303

Phone: 480 965-3867; Fax: 480 965-8309

www.asu.edu/brp/

In addition to the journal *Bilingual Review*, this publisher's catalog includes novels, poetry, theater and folklore, studies in literary analysis, short story collections, general reference books for language educators,

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and Chicano, Puerto Rican, Latin American, and Spanish literature. Bilingual Review Press is the exclusive distributor of titles from Waterfront Press, El Norte Publications, Lalo Press, Trinity University Press, Maize Press, and Dos Pasos Editores.

The Hispanic Journal of Behavioral Sciences

SAGE Publications, Inc.

Address: 2455 Teller Road, Thousand Oaks, CA 91320-2218

Phone: 805 499-0721

www.sagepub.com

This multidisciplinary journal covers sociology, psychology, anthropology, education, linguistics, public health, economics, and political science.

Professional Organizations

Membership in a professional organization provides ongoing contact with colleagues and professionals in your discipline. The resources and educational and networking opportunities that professional organizations provide their members can be quite helpful to teachers. The following is a list of organizations that are especially supportive of Spanish teachers.

American Association of Teachers of Spanish and Portuguese (AATSP)

Address: 423 Exton Commons, Exton, PA 19341-2451

Phone: 610 363-7005; Fax 610 363-7116

www.aatsp.org

American Council on the Teaching of Foreign Languages (ACTFL)

Address: 700 South Washington Street, Suite 210, Alexandria, VA 22314

Phone: 703 894-2900; Fax: 703 894-2905

www.actfl.org

Association of Departments of Foreign Languages (ADFL)

Address: 26 Broadway, 3rd Floor, New York, NY 10004-1789

Phone: 646 576-5133

www.adfl.org

Center for Applied Linguistics (CAL)

Address: 4646 40th Street NW, Washington, DC 20016-1859

Phone: 202 362-0700; Fax: 202 362-3740

www.cal.org

The Computer Assisted Language Instruction Consortium (CALICO)

Texas State University

Address: 214 Centennial Hall, San Marcos, TX 78666

Phone: 512 245-9089

www.calico.org

Modern Language Association (MLA)

Address: 26 Broadway, 3rd Floor, New York, NY 10004-1789

Phone: 646 576-5000; Fax: 646 458-0030

www.mla.org

Regional Conferences

Central States Conference on the Teaching of Foreign Languages

www.csctfl.org

Northeast Conference on the Teaching of Foreign Languages (NECTFL)

alpha.dickinson.edu/prorg/nectfl/

Pacific Northwest Council for Languages (PNCFL)

babel.uoregon.edu/pncfl/

Southern Conference on Language Teaching (SCOLT)

www.valdosta.edu/scolt/

Southwest Conference on Language Teaching (SWCOLT)

www.swcolt.org/

Embassies of Spanish-speaking Countries

For information on consulates in your region, consult the embassy Web sites.

Embassy of Argentina

Address: 1600 New Hampshire Avenue NW, Washington, DC 20009-2512

Phone: 202 238-6400; Fax: 202 332-3171

www.embassyofargentina.us

Embassy of Bolivia

Address: 3014 Massachusetts Avenue NW, Washington, DC 20008

Phone: 202 483-4410; Fax: 202 328-3712

www.bolivia-usa.org

Embassy of Chile

Address: 1732 Massachusetts Avenue NW, Washington, DC 20036

Phone: 202 785-1746; Fax: 202 887-5579

www.chile-usa.org

Embassy of Colombia

Address: 2118 Leroy Place NW, Washington, DC 20008

Phone: 202 387-8338; Fax: 202 232-8643

www.colombiaemb.org

Embassy of Costa Rica

Address: 2114 S Street NW, Washington, DC 20008

Phone: 202 234-2945; Fax: 202 265-4795

www.costarica-embassy.org

Embassy of the Dominican Republic

Address: 1715 22nd Street NW, Washington, DC 20008

Phone: 202 332-6280; Fax: 202 265-8057

www.domrep.org

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Embassy of Ecuador

Address: 2535 15th Street NW, Washington, DC 20009
Phone: 202 234-7200; Fax: 202 667-3482
www.ecuador.us/info/embassy.htm

Embassy of El Salvador

Address: 1400 16th Street NW, Washington, DC 20036
Phone: 202 265-9671; Fax: 202 232-3763
www.elsalvador.org/home.nsf/home

Embassy of Guatemala

Address: 2220 R Street NW, Washington, DC 20008
Phone: 202 745-4952; Fax: 202 745-1908
www.guatemala-embassy.org

Embassy of Honduras

Address: 3007 Tilden Street NW, Suite 4M, Washington, DC 20008
Phone: 202 966-7702; Fax: 202 966-9751
www.hondurasemb.org

Embassy of México

Address: 1911 Pennsylvania Avenue NW, Washington, DC 20006
Phone: 202 728-1600; Fax: 202 728-1698
www.embassyofmexico.org/

Embassy of Nicaragua

Address: 1627 New Hampshire Avenue NW, Washington, DC 20009
Phone: 202 939-6570; Fax: 202 939-6542
www.embassy.org/embassies/ni.html

Embassy of Panamá

Address: 2862 McGill Terrace NW, Washington, DC 20008
Phone: 202 483-1407; Fax: 202 483-8413
www.embassyofpanama.org

Embassy of Paraguay

Address: 2400 Massachusetts Avenue NW, Washington, DC 20008
Phone: 202 483-6960; Fax: 202 234-4508
www.embassy.org/embassies/py.html

Embassy of Perú

Address: 1700 Massachusetts Avenue NW, Washington, DC 20036
Phone: 202 833-9860; Fax: 202 659-8124
www.peruvianembassy.us

Embassy of Spain

Address: 2375 Pennsylvania Avenue NW, Washington, DC 20037
Phone: 202 452-0100; Fax: 202 833-5670
www.mae.es/Embajadas/Washington/en/Home/

Embassy of Uruguay

Address: 1913 I Street NW, Washington, DC 20006
Phone: 202 331-1313; Fax: 202 331-8142
www.uruwashi.org

Embassy of Venezuela

Address: 1099 30th Street NW, Washington, DC 20007
Phone: 202 342-2214; Fax: 202 342-6820
www.embavenez-us.org

Puerto Rico Federal Affairs Administration

Address: Office of the Governor, 1100 17th Street NW, Suite 800, Washington, DC 20036
Phone: 202 778-0710
www.prfaa.com/eng/index.asp

Professional Development

In this section, the College Board outlines its professional development opportunities in support of AP educators.

The teachers, administrators, and AP Coordinators involved in the AP and Pre-AP Programs compose a dedicated, engaged, vibrant community of educational professionals. Welcome!

We invite you to become an active participant in the community. The College Board offers a variety of professional development opportunities designed to educate, support, and invigorate both new and experienced AP teachers and educational professionals. These year-round offerings range from half-day workshops to intensive weeklong summer institutes, from the AP Annual Conference to AP Central, and from participation in an AP Reading to Development Committee membership.

Workshops and Summer Institutes

At the heart of the College Board's professional development offerings are workshops and summer institutes. Participating in an AP workshop is generally one of the first steps to becoming a successful AP teacher. Workshops range in length from half-day to weeklong events and are focused on all 37 AP courses and a range of supplemental topics. Workshop consultants are innovative, successful, and experienced AP teachers; teachers trained in Pre-AP skills and strategies; college faculty members; and other qualified educational professionals who have been trained and endorsed by the College Board. For new and experienced teachers, these course-specific training opportunities encompass all aspects of AP course content, organization, evaluation, and methodology. For administrators, counselors, and AP Coordinators, workshops address critical issues faced in introducing, developing, supporting, and expanding Pre-AP and AP programs in secondary schools. They also serve as a forum for exchanging ideas about AP.

While the AP Program does not have a set of formal requirements that teachers must satisfy prior to teaching an AP course, the College Board suggests that AP teachers have considerable experience and an advanced degree in the discipline before undertaking an AP course.

AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of training led by College Board–endorsed consultants and receive printed materials, including excerpts from AP Course Descriptions, AP Exam information, and other course-specific teaching resources. Many locations offer guest speakers, field trips, and other hands-on

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activities. Each institute is managed individually by staff at the sponsoring institution under the guidelines provided by the College Board. Participants in College Board professional development workshops and summer institutes are eligible for continuing education units (CEUs). The College Board is authorized by the International Association for Continuing Education and Training (IACET) to offer CEUs. IACET is an internationally recognized organization that provides standards and authorization for continuing education and training.

Workshop and institute offerings for the AP Spanish Language teacher (or potential teacher) range from introductory to topic-specific events and include offerings tailored to teachers in the pre-AP years. To learn more about scheduled workshops and summer institutes near you, visit the Institutes & Workshops area on AP Central: apcentral.collegeboard.com/events.

Online Events

The College Board offers a wide variety of online events, which are presented by College Board–endorsed consultants and recognized subject experts to participants via a Web-based, real-time interface. Online events range from one hour to several days and are interactive, allowing for exchanges between the presenter and participants and between participants. Like face-to-face workshops, online events vary in focus from introductory themes to specific topics, and many offer CEUs for participants. For a complete list of upcoming and archived online events, visit apcentral.collegeboard.com/onlineevents/schedule.

Archives of past online events are available for free. Archived events can be viewed on your computer at your convenience.

AP Central

AP Central is the College Board’s online home for AP professionals and Pre-AP. The site offers a wealth of resources, including Course Descriptions, sample syllabi, exam questions, a vast database of teaching resource reviews, lesson plans, course-specific feature articles, and much more. Bookmark the AP Spanish Language Home Page on AP Central to gain quick access to updated resources and information about AP Spanish Language.

AP Program information is also available on the site, including exam calendars, fee and fee-reduction policies, student performance data, participation forms, research reports, college and university AP grade acceptance policies, and more.

AP professionals are encouraged to contribute to the resources on AP Central by submitting articles, adding comments to Teachers’ Resources reviews, and serving as an AP Central content advisor.

Electronic Discussion Groups

The AP Electronic Discussion Groups (EDGs) were created to provide a moderated forum for the exchange of ideas, insights, and practices among AP teachers, AP Coordinators, consultants, AP Exam Readers, administrators, and college faculty. EDGs are Web-based threaded discussion groups focused on specific AP courses or roles, giving participants the ability to ask and answer questions online for viewing by other members of the EDG. To join an EDG, visit apcentral.collegeboard.com/community/edg.

AP Annual Conference

The AP Annual Conference (APAC) is a gathering of the AP and Pre-AP communities, including teachers, secondary school administrators, and college faculty. The APAC is the only national conference that focuses on providing complete strategies for middle and high school teachers and administrators involved in the AP Program. Conference events include presentations by each course's Development Committee, course- and topic-specific sessions, guest speakers, and pre- and postconference workshops for new and experienced teachers. To learn more about the event, please visit www.collegeboard.com/apac/.

AP professionals are encouraged to lead workshops and presentations at the conference. Proposals are due in the fall of each year prior to the event (visit AP Central for specific deadlines and requirements).

Professional Opportunities

College Board Consultants and Contributors

Experienced AP teachers and educational professionals share their techniques, best practices, materials, and expertise with other educators by serving as College Board consultants and contributors. They may lead workshops and summer institutes, sharing their proven techniques and best practices with new and experienced AP teachers, AP Coordinators, and administrators. They may also contribute to AP course and exam development (writing exam questions or serving on a Development Committee) or evaluate AP Exams at the annual AP Reading. Consultants and contributors may be teachers, postsecondary faculty, counselors, administrators, and retired educators. They receive an honorarium for their work and are reimbursed for expenses. To learn more about becoming a workshop consultant, visit apcentral.collegeboard.com/consultant.

AP Exam Readers

High school and college faculty members from around the world gather in the United States each June to evaluate and score the free-response sections of the AP Exams at the annual AP Reading. AP Exam Readers are led by a Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. Readers describe the experience as providing unparalleled insight into the exam evaluation process and as an opportunity for intensive collegial exchange between high school and college faculty. High school Readers receive certificates awarding professional development hours and CEUs for their participation in the AP Reading. To apply to become an AP Reader, go to apcentral.collegeboard.com/readers.

Development Committee Members

The dedicated members of each course's Development Committee play a critical role in the preparation of the Course Description and exam. They represent a diverse spectrum of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators.

AP Grants

The College Board offers a suite of competitive grants that provide financial and technical assistance to schools and teachers interested in expanding access to AP. The suite consists of three grant programs: College Board AP Fellows, College Board Pre-AP Fellows, and the AP Start-Up Grant, totaling over \$600,000 in annual support for professional development and classroom resources. The programs provide

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stipends for teachers and schools that want to start an AP program or expand their current program. Schools and teachers that serve minority and/or low-income students who have been traditionally underrepresented in AP courses are given preference. To learn more, visit apcentral.collegeboard.com/apgrants.

Our Commitment to Professional Development

The College Board is committed to supporting and educating AP teachers, AP Coordinators, and administrators. We encourage you to attend professional development events and workshops to expand your knowledge of and familiarity with the AP course(s) you teach or that your school offers, and then to share that knowledge with other members of the AP community. In addition, we recommend that you join professional associations, attend meetings, and read journals to help support your involvement in the community of educational professionals in your discipline. By working with other educational professionals, you will strengthen that community and increase the variety of teaching resources you use.

Your work in the classroom and your contributions to professional development help the AP Program continue to grow, providing students worldwide with the opportunity to engage in college-level learning while still in high school.