

AP Spanish Language Syllabus

Teacher's Name

Name of School

Course Overview

The AP Spanish Language Course is conducted exclusively in Spanish. We encourage all students throughout their Spanish studies to practice the target language consistently with their teachers and peers. At the AP level students are required to speak the target language at all times in the classroom setting. They must be able to use the Spanish language to:

- Expand their interpersonal communications skills to understand conversations, lectures, oral presentation, newspapers, letters, instructions, Internet articles and short stories
- Express themselves verbally by convincing, arguing, inquiring and describing
- Express themselves appropriately in a variety of styles and situations: refining their written presentational skills in formal and informal contexts by using different strategies for different audiences
- Broaden their understanding of the cultures that comprise the Spanish-speaking world through the study of history, literature, art, music, cuisine and current events
- Make cross-curricular connections between their learning in the Spanish classroom and other classes as well as in their communities and daily lives.

Course Outline

The AP Spanish Language Course is taught using *Conexiones: Comunicación y Cultura* (Zayas-Bazán, Bacon, García) (Prentice Hall) both textbook and lab manual and *Abriendo Puertas: Lenguaje* (Armen) (McDougal Littlell). These texts provide students with a thorough grammar review and practice. This includes applying grammatical and syntactical rules and focusing on problematic areas. A strong command of grammar is essential for communicative functions. Through the use of a variety of other resources (*Reflejos, AP Spanish* by José Díaz, etc.) review and broaden vocabulary by using methods such as reading, investigation and listening to a wide range of sources and topics and applying the acquired information to speaking and writing. In order to better prepare students for the AP exam, student assessment includes performance tasks using AP rubrics that align with the components of the AP exam students will take in May.

Quarter I

- Diagnostic evaluation
- Review of rules for accentuation and stress
- Review of verb tenses
- Review of noun/adjective agreement in number and gender
- Expansion of vocabulary through reading
- Presentation of news articles
- Reading of authentic sources, news articles with discussion of reading strategies focusing on synthesis and analysis
- Introduction and application of AP scoring rubrics
- Writing of first formal essay with authentic sources with focus on the introductory paragraph
- Informal writing

Quarter II

- Focus on idiomatic expressions, synonyms, antonyms and transition words.
- Continuation of vocabulary expansion through reading and oral production
- Practice of annotation, paraphrasing authentic texts and synthesizing multiple sources for formal essay writing
- Peer editing and revision of in-class essays
- Review and expansion of subjunctive mood
- Conversation and discussion for practice of formal and informal speaking
- Listening strategies for comprehension of authentic sources

Quarter III

- Focus on problematic vocabulary such as false cognates, idiomatic phrases, verbs with prepositions and frequently confused words
- Practice of fill-in-the-blank sections of AP assessment
- Continued expansion of vocabulary with emphasis on reading passages
- Correction of grammar challenges evidenced in writing activities
- Intensified practice of speaking, listening, reading and writing skills through culture topics
- Scaffolding to build sustained concentration for longer reading, listening and writing sections of the AP assessment
- Practice of recording speaking activities

Quarter IV

- Discussion and application of test-taking strategies using AP assessment format
- Additional activities based on diagnosed student needs
- Practice multiple choice items and synthesize skills
- Assessment of formal and informal speaking using AP scoring rubric
- Assessment of formal and informal writing using AP scoring rubric

Skills Development

Writing

Students will be required to implement a variety of grammatical structures using proper concordance (subject-verb agreement, noun-adjective agreement, tense agreement and sequence of tenses), correct mechanics (punctuation, accentuation, syntax, orthography) and superior language control. Students will improve their knowledge of grammar through application of grammar and syntax rules and focus on problem areas including, but not limited to *ser* vs. *estar*, preterit vs. imperfect, sequence of tenses, commands, complex constructions, use of subjunctive, irregular and spelling change verbs, perfect tenses, direct and indirect object pronouns, relative pronouns, adjective placement, passive voice, reflexives, comparisons, *por* vs. *para*, prepositions, transitions, accentuation, etc.

Pre-Writing: Using authentic written and audio sources, students will identify two or three main ideas and their supporting details. Students will paraphrase and write a summary of the source materials. In groups, students will compare summaries to critique their comprehension of the text and audio. As students work to prepare essays, their ability to synthesize and evaluate the audio and textual input sources improves.

Periodically, students will submit writing samples of specified lengths. Thought-provoking articles and excerpts taken from authentic sources will be provided. Students will be required to read the selections and write their opinions about what they have read making certain that they cite some part of the article as evidence. [C6, C7]

Formal Writing: Periodically students will write formal, well-organized analytical or persuasive essays of at least 200 words on an appropriate topic in reaction to text or information discussed or viewed which is evaluated for content, organization, range and appropriateness of vocabulary and grammatical accuracy.

Formal writing assignments are done in class to simulate the AP assessment conditions. The topic is unannounced and no outside resources are allowed. Essay prompts are chosen to reinforce recently acquired vocabulary and grammatical constructs. The essays are peer reviewed, revisions are made based on feedback, and the final version is scored using the AP scoring rubric.

Informal Writing: To address informal writing, students will be assigned weekly informal writing activities such as journal entries (students select their topic from a list of suggested topics downloaded from AP Central), letters, e-mails, poems, dialogues, creative writing, reactions to articles or audio clips related to topics covered. Scoring of these informal writings is focused on improvement, word choice (dictionaries are allowed) and control of grammatical structures. [C6, C7]

Reading

Students will achieve AP level reading ability by learning advanced vocabulary and other linguistic features through use of authentic reading materials and class discussions. Additionally, students will apply authentic reading sources to engage in synthesis activities (read, summarize, share aloud, etc.) to increase comprehension.

Students will synthesize vocabulary and structure to broaden understanding through reading authentic newspapers, magazine articles and literary selections with increasing ease and accuracy.

Pre-Reading: A variety of reading strategies will be used to activate prior knowledge and enhance comprehension, including but not limited to: effective use of context clues, thinking maps, word attack skills, KWL charts, brainstorming, highlighting, annotation, column notes, paraphrasing, summarizing, etc.

Reading Activities: Students will improve reading skills through:

- Weekly reading focus and text analysis. Students will read and interpret selected samples of literary prose and poetry (as vehicles of language study, vocabulary expansion, culture investigation, current events (newspapers and magazines) and communications (letters and e-mails)
- Research Projects. Students will use reading strategies and vocabulary knowledge to improve reading skills in order to be able to respond to writing and speaking portions of the AP assessment. (expository, narrative, persuasive, compare/contrast, opinion, editorial, etc.) [C2, C4, C7]

Listening

On the AP assessment students are required to listen to authentic short narratives and dialogues as well as two longer selections and then respond to multiple choice questions or to synthesize what they have heard into a written response. In order to prepare students for these sections of the exam, listening activities will be incorporated through class discussion, authentic short and long narratives and authentic dialogues of varying lengths.

Pre-Listening: A variety of listening strategies will be used to increase student listening skills such as: graphic organizers, picking out the main idea, paying attention to background noise to determine setting, speaker's tone, the number of speakers, moving on past words they may not know or hear, etc.

Informal Listening: Because the class will be conducted predominantly in Spanish, listening is a constant activity. Increased skill and ease will be the automatic result. [C1]

Formal Listening: Formal authentic listening activities in all formats assessed on the examination (dialogues, short narratives and longer narratives) will be conducted regularly with accompanying assessments. [C3, C7]

Speaking

In order to prepare students for the two speaking parts of the AP Spanish language assessment, students will be speaking informally on a daily basis and formally (both short and long narratives and dialogues with evaluations) on a regular basis.

Informal Speaking: This section of the AP assessment involves responding to another speaker on tape. Students will have daily practice in dialogue with one another as well as the instructor. [C1] Students will also have activities involving partial dialogues to which they must respond appropriately. The latter activities will be scored using the AP speaking rubric. [C1, C5]

Formal Speaking: In this segment of the AP exam, students will be required to synthesize a written selection and a spoken selection and then respond verbally on tape for two minutes. This format will be practiced regularly to increase student comfort level and competency throughout the year. Speaking samples will be scored using the AP speaking rubric [C3, C4, C5, C7]

Bibliography and Resources

Texts

Conexiones: Comunicación y Cultura (3rd Edition). Zayas-Bazán, Bacon, García; Prentice Hall, 2006. (Textbook and lab manual)

Abriendo Puertas: Lenguaje. Armen; McDougal Littell, 2007.

AP Spanish Preparing for the Language Examination. Diaz, Leicher-Prieto, Nissenberg; Prentice Hall, 2007.

Websites

- www.prensa.com
- www.bbcmundo.com

Additional Materials

- Music in Spanish by various artists including, but not limited to, Juanes, Ruben Blades and Juan Luis Guerra
- Authentic literature in Spanish