

AP[®] Spanish Language

Syllabus 3

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. [C1]
- 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.

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

Course Planner

Semester 1

- Week 1 Review of summer homework, classroom rules, syllabus
- Week 2 *Encuentros maravillosos*—Chapter 1, read article about dream interpretation
- Week 3 *Encuentros maravillosos*—Chapter 1, “El sur,” Jorge Luis Borges
- Week 4 *Encuentros maravillosos*—Chapter 1—exam and creative writing assignment, “El dinosaurio,” Augusto Monterroso, current events
- Week 5 *Encuentros maravillosos*—Chapter 4, oral dialog
- Week 6 *Encuentros maravillosos*—Chapter 4
- Week 7 *Encuentros maravillosos*—Chapter 4—exam, verb review
(3-day week)

- Week 8 *Encuentros maravillosos*—Chapter 5, current events
- Week 9 *Encuentros maravillosos*—Chapter 5, “Bernardino,” Ana María Matute
- Week 10 *Encuentros maravillosos*—Chapter 5, exam, film: *Los niños invisibles* [C3]
- Week 11 “Cajas de cartón” de Francisco Jiménez; film: *La ciudad*, immigration current events or opinion articles
- Week 12 *La casa en Mango Street*, Sandra Cisneros, current events
- Week 13 *La casa en Mango Street*, Sandra Cisneros
- Week 14 *La casa en Mango Street*, Sandra Cisneros, essay
- Week 15 *Encuentros maravillosos*—Chapter 6
- Week 16 *Encuentros maravillosos*—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

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

Semester 2

- Week 21 *Encuentros maravillosos*—Chapter 7, command presentation
- Week 22 *Encuentros maravillosos*—Chapter 7, exam
- Week 23 *El Quijote*, parte I: episodios 1–8
- Week 24 *El Quijote*, parte I: episodios 9–12, current events
- Week 25 *El Quijote*, parte I: episodios 13–19
- Week 26 *El Quijote*, parte III: episodios 3, 4
- Week 27 *El Quijote*, parte III: episodio 6, review, collage
- Week 28 Quijote projects, current events
- Week 29 *Encuentros maravillosos*—Chapter 12

Week 30	AP Exam practices
Week 31	AP Exam practices, <i>Encuentros maravillosos</i> —Chapter 13
Week 32	AP Exam practices, <i>Encuentros maravillosos</i> —Chapter 13, current events
Week 33	AP Exam week
Weeks	Film study or other topic as chosen by students 34–36
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 inside the room. No grade is given for this; however, a student failing to follow the pledge would see an effect in his or her participation grade. After a clear explanation, students are allowed one minute to speak English. Then they sign the pledge, and English evaporates. While reminders are sometimes needed for some students, I have yet to impose the threat of a lowered participation grade. [C1, C3, C5]

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

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

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

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 current event articles about that country throughout the semester or year. Students share oral summaries (in Spanish) of the articles they read with classmates. This provides practice for the speaking portion of the exam and allows students to gain a greater understanding of the diversity of the Spanish-speaking world. [C4, C7]

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

Authentic sources

Working with authentic sources is key to successful AP Spanish Language Exam 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. These sources will be sought from newspapers, the Internet, etc., as appropriate, throughout the year. Students will read articles to form a basis for essays and give oral summaries of the information read. [C4]

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

Student Evaluation

- 70% Quizzes, exams, projects, and compositions
 1. Exams generally include matching or multiple-choice sections, fill-in-the-blank sections, and short answer or essay sections.
 2. Projects may include group presentations, research, class discussions, and more. [C2]
 3. Instruction in writing is evidenced by instruction in brainstorming, pre-writing, writing an introduction/conclusion, providing details and synthesis. Most compositions are modeled on the format used in the AP Exam. However, some creative writing compositions are assigned as well. Part of the grade for composition includes conferencing with the instructor and rewriting to improve writing proficiency. [C6]
- 15% Journal, country study, and class participation
 1. 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. [C6]
 2. 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 news. Students will report the news of their country/region to the class on a biweekly basis. [C4, C5, C7]
 3. Students grade their own participation using a rubric.
- 15% Term final and individual project
 1. The final includes portions of previous AP Exams, reshaped to model the exam item types as identified in the *AP Spanish Course Description*. [C2]
 2. Each student will choose one independent experience in Spanish 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. [C7]

C2—The course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

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

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

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

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

Resources

Main Text

Kanter, Abby. *Encuentros maravillosos: Gramática a través de la literatura*. Glenview, Ill.: Addison Wesley Longman, 2005. [C2]

Web Sites

BBC Mundo.com

<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/

López Nieves, Luis. *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 [C4]

CDs

Arjona, Ricardo. *Si el norte fuera el sur*. Miami: Sony, 1996.

Sosa, Mercedes. *30 años*. Buenos Aires: Polygram Discos, 1993.

Telemann, Georg Philipp. *Don Quijote*. HNH International Ltd., 2003. [C3]

C2—The course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

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

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