

Spanish in Waterbury Center

Advanced Placement (AP) Spanish Language Syllabus

(As authorized by the College Board, Advanced Placement Program)

Course Overview:

The Advanced Placement Spanish Language course provides students with the learning experience of a third-year college course in Spanish language. It encompasses aural/oral skills, reading comprehension, grammar, and composition. The class is taught entirely in Spanish.

AP students will accomplish the following objectives:

- The use of Spanish as a tool for formal and informal communication among the students during the class period.
- The comprehension of native speakers in a variety of settings, registers, and regional variations.
- The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in Spanish.
- The skill to acquire information from authentic sources in Spanish.
- The skill to write an essay that uses information from three sources to support the student's ideas. Students should demonstrate the ability to interpret and synthesize different sources.
- The aptitude to express ideas orally and in a manner comprehensible to native speakers.
- The ability to communicate in Spanish in interpersonal and presentational modes.
- The awareness of the diverse cultural perspectives of the Spanish-speaking world.

Advanced Placement Spanish Language is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading and writing. Students should already have a basic knowledge of the language and culture of Spanish-speaking people and a reasonable proficiency in listening comprehension, speaking, reading and writing. Extensive training in the organization of formal and informal writings, and in practice of simulated conversations will be an integral part of the AP Spanish Language course. Students should be able to analyze, summarize, and draw conclusions from reading materials as well as from

spoken sources on academic or cultural topics related to Spanish-speaking people. This course prepares students for the writing of a cohesive and coherent analytical or persuasive essay with control of the language structure and syntax.

The AP Spanish Language course will provide students with a wide variety of texts and authentic materials to enhance their language acquisition experience. By taking this course, advanced Spanish students will have a learning opportunity that will guide them in their journey of discovering and acquiring an appreciation for the different contexts in which the language is used.

Expectations for Student Performance:

1. Students will develop communication skills for direct conversation and written correspondence.
2. Students will develop reading, listening, and viewing skills so they can obtain and interpret information.
3. Students will develop skills in oral and written presentation for one-way communication with an individual or a group.
4. Students will gain a deeper understanding of both their native language and the way language works by discovering patterns among language systems.
5. Students will gain insight into another culture through an understanding of its social practices, products, and perspectives.
6. Students will recognize the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography.
7. Students will work independently and cooperatively.
8. Students will participate positively by actively and consistently attending classes and showing respect for the teacher.

1. Communication (speaking) skills development.

- 1.1 *Use of Spanish in class: at the beginning of the course, students sign the language pledge (“La Palabra de Honor”) to speak only Spanish during the class. (C1)*
- 1.2 Respond to conversational prompts.
- 1.3 Participate in daily discussions in the target language.

- 1.4 Demonstrate interpersonal spoken language skills through interviews, voice mail, storytelling, paraphrase activities, recording, question/answer, telephone conversations.
- 1.5 Demonstrate presentational skills through formal presentations, one-way communication with an individual or a group, giving speeches, summaries, and recitations.

Assessment Choices:

- * Recording (spontaneous answers)
- * Oral Presentations.
- * Debates.
- * Storytelling.
- * Class discussions.
- * Real objects Use/Role-Play
- * Small group conversations/ Paired situations.
- * Circumlocution activities (students take turn describing picture without using the vocabulary word represented by the picture)
- * Make up own story versions of same picture.

2. Reading Skills Development.

- 2.1 Use of short passages, advertisements, short stories, legends, newspaper or internet articles, thinking maps, and summaries to demonstrate comprehension in the target language.
- 2.2 Read, listen to, and interpret written texts from multiple sources.
- 2.3 Read aloud passages of novels, and poetry.
- 2.4 Answer oral questions about chapters of a novel to reinforce comprehension and structure in the target language.
- 2.5 Interpret selected pieces of authentic literary prose and poetry, and current topics from newspapers, magazines and the internet.
- 2.6 Use of context clues, notes taking to write a synthesis to improve reading skills when researching various cultural topics.

Assessment Choices.

- * Summarize plot lines.
- * Answer questions about a passage/reading.
- * Describe the different characters of a story/novel.
- * Make a time line, and a thinking map.

- * Draw scenes and stage episodes from novels.
- * Re-tell chapters of the novels and newspaper articles using student's own words.
- * Identify and paraphrase main ideas.
- * Show of new vocabulary acquisition through oral discussions, and quizzes.
- * Change the ending of the story.
- * Respond to multiple-choice comprehension checks.
- * Prepare a presentation from a reading of a research cultural topic.

3. Writing Skills Development.

- 3.1 Use of writing exercises using transition words.
- 3.2 Write essays with coded correction prompts.
- 3.3 *Writer's workshop: compositions on AP topics are due weekly throughout the year. (C6)*
- 3.4 *Summarize chapters of the novels: summaries and synthesis of each chapter are kept weekly in the student's digital portfolio. (C6)*
- 3.5 Use of modes of expressions to communicate ideas in the target language through short answers, paragraphs, letters, compositions, story-telling, and posters.
- 3.6 *Journal writing: students are asked to write a two-page personal journal entry, submitted bi-weekly. (C6)*
- 3.7 Use of the patterns and structure of the foreign language to communicate students' opinions.
- 3.8 Reinforce vocabulary and build fluency through cultural research papers.
- 3.9 *AP Spanish students are asked to practice the AP Formal Writing Section weekly, using their AP Spanish textbook. (C6)*

Assessment Choices.

- * *Write essays integrating various articles on a specific topic (Formal Writing Section of the AP exam). (C6)*
- * Create lyrics to reflect feelings.
- * Fill-in-the-blank exercises.
- * Write skits to depict scenes from novels.
- * Create posters showing symbolisms with writings explaining connections.
- * Write an original story or legend.

- * Change the ending of a novel.
- * Continue a story creating new situations.

4. Communication (listening) skills Development.

- 4.1 Obtain and interpret information by listening online to authentic newscasts, videos and music in the target language.
- 4.2 Listen to instructor, student presentations, guest speakers, person-to-person communication, language lab practice activities.
- 4.3 Participate in pair activities, games, conversation groups and phone conversations.
- 4.4 Listen to podcasts and movies about cultural aspects of the Spanish-Speaking world.

Assessment Choices.

- * Listen to presentations.
- * Watch videos/movies and answer questions or write summaries.
- * Lab work exercises.
- * Guest speaker oral interview.
- * Listening comprehension quizzes and tests with written passages or fill-in-the-blank activities.
- * Listen to short and long dialogues and narratives for comprehension.
- * Follow directions by listening instructions.
- * Critical listening to understand oral presentations about cultural aspects.
- * Practice of the taking-notes technique.
- * Listen to newscasts and music in the target language.

Classroom Materials (Texts and Novels).

Díaz, José M., Gilda Nissenberg, M.Leicher-Prieto. *AP Spanish:Preparing for the Language Examination*. Third Edition. White Plains, New York: Prentice Hall, 2007.

Díaz, José M., Stephen Collins. *Abriendo Paso (Literatura/ Gramática)*. Prentice Hall, 2007.

Kanter, Abby. *Encuentros Maravillosos:Gramática a través de la Literatura*. Needham, Massachussetts: Pearson/Prentice Hall, 2005.

Zayas-Bazán, Eduardo. *Conexiones Comunicación y Cultura*. Needham, Massachussetts: Pearson/ Prentice Hall, 2010.

Gastki, Barbara and John McMullan. *Triángulo*. Cuarta Edición, Sandwich, Massachusetts: Wayside Publishing, 2006.

Lavoie, Dennis. *5 Steps To a 5: AP Spanish Language*. McGraw Hill, 2010-2011.

Couch, James, Rebecca McCann, Rodriguez-Walter, Rubio-Maroto. *Una Vez Más*. Third Edition. Longman, 2008.

APCentral, *Released AP Exams*.

Esquivel, Laura. *Como Agua Para Chocolate*. 1989. (novel and movie)

Traven, B. *Macario*, Lingua Text, 1995. (novel and movie)

García Marquéz, *Crónica de una Muerte Anunciada*, Pearson Prentice Hall, 2004. (novel and movie)

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www.verbix.com

www.spanishspanish.com

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