

## **Syllabus: AP Spanish Language**

**Carmen Andrews-Sánchez**  
**Silverado High School**  
**Las Vegas, NV**

### **Course Description**

All course activities are geared to the course goals and expectations listed in the College Board publication *Course Description for Spanish Language and Spanish Literature, May 2007, May 2008*, which states that “the course is meant to be comparable to fifth and sixth semester (or the equivalent) college and university courses that focus on speaking and writing in the target language at an advanced level (p. 3).” In order to achieve this, the teacher will use Spanish almost exclusively in the teaching of this course and students are encouraged to do likewise.

### **Course Goals**

The successful AP Spanish Language student as described by the *Course Description for Spanish Language and Spanish Literature, May 2007, May 2008* will be able to:

- 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 on 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.
- 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

## Course Plan/Organizational Structure

Throughout the year advanced grammatical concepts are reviewed and acquired contextually via comprehensible input activities within the target language. This is done while simultaneously building a student's vocabulary knowledge and specific speaking, writing, reading and listening skills necessary to achieve an advanced level of proficiency in the Spanish language.

## Reading Skills

Using authentic literature selections from *Album*, *Ventanas 3* and *Abriendo Puertas Tomos I y II* the teacher identifies target vocabulary and structures used to build students listening, reading, writing and speaking skills. Skills specifically practiced and honed are:

- Acquisition of vocabulary and structures through oral storytelling, reading and discussion
  - Acquisition of advanced grammatical structures through the use of oral storytelling, reading, discussion, acronyms and directed practice
  - Building reading comprehension skills
  - Building comparison and contrasting skills
  - Building synthesis skills
  - Identification of main points in authentic literature selections
  - Improved ability to summarize reading selections
- **Assigned literature from *Album*, *Ventanas 3* and *Abriendo puertas Tomo 1 y II* by quarter (may vary slightly by year due to academic schedule):**
    - **Quarter 1:** “Una carta a Dios”, “La mala racha”, “Sala de espera”, “El tiempo borra”, “La noche de fuga”, “Leyenda”
    - **Quarter 2:** “Apocalipsis”, “La abuelita y el Puente de oro”, “El décimo”, “El hijo”, “La camisa de Margarita”, “Bernardino”, “El delantal blanco”
    - **Quarter 3:** “Mi caballo mago”, “Un perro, el niño y la noche”, “No oyes ladrar los perros”, “Dos palabras”, “Un día de estos”
    - **Quarter 4:** “El señor viejo con alas enormes”, “El ahogado más hermoso del mundo”, “El árbol de oro”, “El brujo postergado”

To build reading comprehension skills students are assigned a variety of other types of readings over the course of the year. Some readings are done independently others are done as a class or in pairs or small groups.

- Weekly students read and discuss current event articles taken from online sources, primarily [www.thepaperboy.com](http://www.thepaperboy.com). The articles come from various Spanish-language country online newspapers. Students also read online articles from *Ecos*. Reading selections from *AP Spanish Language Preparing for the Language Examination*, *Triángulo* and other sources are also utilized.
- Students participate in Silent Sustained Reading in Spanish for approximately 20 minutes weekly during which time they are allowed to select their own Spanish-language reading materials which may include Spanish-language novels and magazines.

### **Listening Skills**

In this course students watch episodes from the PBS series *The American Family* in Spanish in order to build note-taking skills, listening, writing and discussion skills. Hispanic cultural topics as well as current event topics such as immigration that various episodes focus on are expanded upon through research, extended reading and discussion.

The text *AP Spanish Preparing for the Language Examination* and *Triángulo* are both used primarily during the second semester to improve student listening skills and to develop their oral ability to synthesize and present information in a more formal manner. Notes in Spanish podcasts are used frequently to build auditory skills and cultural knowledge, as well as to serve as springboards for discussion.

- Listening of short narratives and dialogues with multiple choice responses
- Listening of extended auditory pieces with multiple choice responses (note-taking)

### **Speaking Skills**

In order to demonstrate and improve speaking skills in Spanish, students are provided continuous opportunities to speak both formally and informally in class.

- Guided conversations (student practices guided conversations by following given prompts in English)
- Oral presentations (after reading one short reading and listening to an auditory source on a related topic, the student is given 2 minutes to prepare a 2 minute formal presentation, synthesizing the material for both sources)
- In pairs students research a topic of choice related to Hispanic culture, create a bulletin board and present the information to the class
- In pairs students lead a “tertulia” or class discussion on a topic of interest.
- Utilizing review vocabulary, students prepare and present original stories in Spanish to the class
- In groups students prepare original “telenovelas” entirely in Spanish which are digitally recorded and presented to the class

### **Writing Skills**

To further build writing skills throughout the year students are assigned topics for both short and extended writing, both informal and formal in purpose, many of which come from the *AP Spanish Preparing for the Language Examination* text or the text *Triángulo*.

- Student will write summaries of short stories that are primarily read independently outside of class.
- Student will perform short informal writing tasks (short messages, e-mails, parts of a letter) in ten minute timed-writings.
- Student will practice self-editing of written works.
- After reading 2 short readings and listening to an auditory source on the same topic, the student practices writing formal, 200 word-minimum essays, synthesizing information from all 3 sources.

## All Skills

All AP Spanish Language students are given a student account to TELL ME MORE Education Online at [www.tellmoreeducation.com](http://www.tellmoreeducation.com). On this website they are able to access either from home or from school computers. TELL ME MORE is a comprehensive foreign language learning program that promotes the development of essential skills necessary for communication. ([www.tellmoreeducation.com](http://www.tellmoreeducation.com) website)

In the second semester students participate in test-taking practice and skill development directly related to the AP Spanish Language Exam through the use of the text *AP Spanish Preparing for the Language Exam*.

## Student Evaluation:

The student's grade is determined by their achievement based on standards in a variety of categories related to the National Standards for Foreign Language Learning as well as the individual language fluency components assessed on the AP Spanish Language Exam.

<b>L: This standard assesses listening proficiency in Spanish.</b> <ul style="list-style-type: none"><li>• L1.1: Non-quiz/test assessment of listening proficiency</li><li>• L1.2: Quiz or test of listening proficiency</li><li>• L1.3: This standard represents the summative evaluation of a student's listening ability in Spanish.</li></ul>
<b>R: This standard assesses reading proficiency in Spanish.</b> <ul style="list-style-type: none"><li>• R1.1: Reading comprehension - non-quiz/test items assessing reading comprehension and analytic proficiency in Spanish</li><li>• R1.2: Reading quizzes - assessment of reading comprehension and analytical ability in Spanish</li><li>• R1.3: This standard represents the summative evaluation of a student's reading ability in Spanish.</li></ul>
<b>S: This standard evaluates Spanish speaking proficiency.</b> <ul style="list-style-type: none"><li>• S1.1: Non-quiz/test speaking assessment</li><li>• S1.2: Speaking quizzes - assess speaking proficiency in Spanish</li><li>• S1.3: This standard measures summative speaking ability of the student in Spanish</li></ul>
<b>W: This standard assesses writing fluency in Spanish.</b> <ul style="list-style-type: none"><li>• W1.1: Writing assignment - non-quiz/test, in-class or homework</li><li>• W1.2: Writing quizzes - assess writing proficiency in Spanish</li><li>• W1.3: This standard represents a summative evaluation of student writing ability in Spanish.</li></ul>
<b>O: Other</b> <ul style="list-style-type: none"><li>• O1.1: Other - completion</li></ul>
<b>VS: Vocab &amp; Structures</b> <ul style="list-style-type: none"><li>• VS1.1: Vocab &amp; Structure - homework</li><li>• VS1.2: Vocab &amp; Structure quizzes</li><li>• VS1.3: Summative evaluation of vocabulary &amp; structure knowledge and skills</li></ul>
<b>C: Culture</b> <ul style="list-style-type: none"><li>• C1.1: Non-quiz or test culture</li><li>• C1.2: Culture quiz or test</li><li>• C1.3: This standard represents the summative evaluation of a student's Hispanic cultural knowledge.</li></ul>

## Resources used for this course:

- Carrera-Hanley (1998), *Ventanas tres*. McDougal Littell: Evanston.  
College Board released materials for the AP Spanish Literature Exam.  
Diaz, J. (2007) *AP Spanish Preparing for the Language Examination (3<sup>rd</sup> edition)*, Pearson Education, Inc. publishing as Pearson Prentice Hall: Boston.  
*Ecos website*, <http://www.ecos-online.de>.  
Nextext (2003) *Abriendo puertas Antología de literatura en español Tomo I y II* (2003), McDougal Littell: Evanston.  
*Paperboy website* <http://www.thepaperboy.com>  
*Quia website*, <http://www.quia.com/pages/profesanchez4.html>  
Renjilian-Burgy, J. and Valette, R. (2005, 1993), *Album (3<sup>rd</sup> edition & 2<sup>nd</sup> edition)*, Houghton Mifflin Company: Boston.  
*Tell Me More Education*, <http://www.tellmoreeducation.com>