

Spanish Language Course

Syllabus

Course Overview

The AP Spanish Language class is conducted in Spanish. Students are encouraged to participate in only Spanish.

The course focuses on increasing the students' abilities in each of the following areas:

..Listening – comprehension of native speakers from a variety of Spanish speaking countries from different sources such as magazine articles, dialogs, lectures, the internet, plays, radio, television and each other

..Reading – comprehension of the written word from both formal and informal sources of different lengths by a variety of native authors

..Speaking – to express their ideas and opinions, comment on other's ideas and opinions, to present information both informally and formally

..Writing – to express their opinions and reactions, to persuade, to summarize etc. both formally and informally

Course Outline

The students work their way through the grammar review of *Abriendo Paso Gramática* (Pearson/Prentice Hall) mostly at home. We discuss any questions and if there is a need for review or more practice we use Spanish *Four Years Advanced Spanish with AP Component* (Amsco) and *Conversación y Repaso Intermediate Spanish* (Thomson/Heinle). Students have weekly vocab quizzes - the vocabulary comes from the appendices of *AP Spanish: Preparing for the Language Examination* (Prentice Hall).

AP SPANISH LANGUAGE

Course Overview

Our school offers the AP Spanish Language course in the spring semester of every school year. We utilize block scheduling. Students receive 90 minutes of instruction a day for 90 days. The AP Spanish Language course is conducted almost exclusively in Spanish with the exception of a few grammar explanations, which are taught in English.

From day one of the course, students are encouraged to practice the target language both within the classroom and outside of the classroom in all types of situations. They have opportunities daily to speak Spanish with peers, with other Spanish teachers, with native Spanish speaking students, at their jobs, at home and in situations that may require the use of Spanish (doctor's/dentist's office, shopping areas, and helping give directions) because there is such a high number of native Spanish speaking people in our community.

The focus of our course is to enhance students' proficiency in the four skill areas: listening, reading, speaking and writing. We strive to sharpen these skills on a daily basis along with learning advanced vocabulary/expressions and grammar acquisition.

Course Outline

To teach the AP Spanish Language course, our school uses *Abriendo Paso-Gramática* (Prentice Hall) and *AP Spanish-Preparing for the Language Exam* manual, 3rd edition (Prentice Hall) as the core materials along with several other level appropriate supplementary materials. *Abriendo Paso* provides a detailed, extensive review of grammar and numerous activities to practice grammar in reading, speaking, and writing. I review briefly the grammatical concepts in class. Students work in class and at home to complete activities from the text to reinforce the concepts. In addition, students practice grammatical concepts completing exercises I extracted from other resources (these are listed on the resource page). Students also practice grammar on various websites in class and at home (listed on the resource page). I administer to the students the exams that accompany each Unidad, Etapa and Paso of the text for in class assessment.

The *AP Spanish* manual is designed to mirror exactly the 2007 AP Spanish Language exam. This manual offers practice for the exam in which the exercises/tasks are at or above the AP exam level. **This manual includes various types of listening and reading selections taken from both literary and journalistic resources. These selections are utilized in the exercises in the manual that practice all four skills: listening, reading, writing and speaking.** There are numerous listening comprehension exercises in dialogue and narrative format, various reading comprehension exercises, several paragraph completion exercises with and without root words, many informal/formal oral presentation scenarios as well as a number of informal/formal written presentation scenarios.

Each day or every other day, students listen to at least one narrative/dialogue and complete at least one reading comprehension exercise from the *AP Spanish* manual. Once we have completed all of the listening exercises from the *AP Spanish* manual, students listen to chapters from *El Concierto Siniestro* (EMC) and answer questions about what they heard. From time to time, we listen to the news on *Univisión* and we discuss what they heard. I give students the lyrics to songs sung in Spanish with words/phrases missing and they have to fill in the blanks.

After we have completed all of the reading exercises from the *AP Spanish* manual, we read *La Gitanilla* (National Textbook Company) and students answer questions about what they have read. We read aloud (students read) or students read in groups/pairs or they read alone. Students read this novel in class and at home. Also, we complete readings and exercises from *Civilización y Cultura* and *Literatura y Arte* (Thomson Heinle). In addition, students are encouraged to read articles or excerpts from *Selecciones* on a daily basis after they have finished class activities or they may bring a copy of the magazine home. Students are required to write a paragraph, in Spanish, summarizing what they read. Students receive points for this.

Students complete 2-3 paragraph completion exercises on a weekly basis.

Students complete an “At the Bell” exercise daily, which is normally a review of the previous day’s grammar lesson or it may be a prompt for writing, a reading comprehension exercise, a prompt for speaking, etc. This activity usually lasts from 5-10 minutes.

In addition, students complete one informal oral presentation scenario from the *AP Spanish* manual every 3-4 days. Initially, students work together in pairs to practice their speaking. As the semester progresses, they work alone and share their presentation with me. I assess students using the 2007 AP Spanish scoring guidelines. Every two or three weeks, students complete one formal oral presentation scenario from the *AP Spanish* manual. Again, students work together initially, but as the semester progresses, they work alone and communicate their oral presentation to the class while I assess them using the 2007 AP Spanish scoring guidelines. This allows for peer feedback and reinforcement of the AP Spanish exam expectations.

Once we have exhausted all of the scenarios from the *AP Spanish* manual, students practice speaking using the oral parts of previous AP Spanish exams: the picture series and directed response. Again, I assess the students using the AP exam scoring guidelines. As well as using the *AP Spanish* manual, we have informal class discussions about current topics, as a class, in groups or in pairs. We discuss current events in the news, their opinions about school rules/regulations, comparing customs of the U.S. with other nations in the world, their thoughts about upcoming events in school or in their lives, and topics of interest to them (fashion, celebrities, TV programs, movies, sports, and theatrical performances).

Additionally, students complete one informal written presentation from the *AP Spanish* manual each week. Students choose a topic from those offered in the *AP Spanish* manual and write a 60-word letter/note/short composition at home. I assess students using the AP Spanish scoring guidelines. I also incorporate writing prompts provided in *Abriendo Paso* to assess students' writing skills. Students complete one formal written presentation from the *AP Spanish* manual every 3-4 weeks. Students read and listen to the sources provided and write an essay according to the instructions. I assess students using the AP Spanish scoring guidelines. I also incorporate writing prompts from *Abriendo Paso*. Once we have exhausted all of the prompts from the manual, I utilize the writing prompts from previous AP exams.

In addition to the grammatical exams from *Abriendo Paso*, every Friday of the semester, students take a written vocabulary test. I take the vocabulary from the *AP Spanish* manual.

AP Spanish Course Planner

Day 1: review of course expectations, AP scoring guidelines, administer textbooks, AP test manual packets

Days 2-6: review of the preterit tense and accompanying expressions

Days 6-13: review of imperfect, present perfect and pluperfect tenses
review of uses of past tenses

Days 13-17: Paso 1-review of nouns, articles and making nouns plural

Days 17-24: review of adjectives, demonstrative adjectives/pronouns, possessive adjectives/pronouns, and comparisons

Days 24-27: Paso 2-review of subject and prepositional pronouns

Days 27-34: review of present tense, ser/estar, present participle, reflexive verbs

Days 34-38: Paso 3-review of direct and indirect pronouns

Days 38-40: Intensive practice in all skill areas using the *AP Spanish* test preparation manual

Days 41-45: Paso 5-review of interrogation and exclamations

Days 45-51: review of commands and present subjunctive

Days 51-54: review of future and future perfect tenses

Days 54-57: review of conditional and conditional perfect tenses and imperfect and pluperfect subjunctive moods

Days 57-62: review of present tense and present subjunctive and the uses of each one

Days 62-67: review of imperfect and pluperfect subjunctive and the uses of each

Days 67-71: Paso 6-review of numbers and all of their rules

Days 71-74: Paso 7-review of negative and indefinite words/expressions

Days 74-79: Paso 8-review of gustar and verbs like gustar

Days 79-82: Paso 10-review of por and para

Days 83-86: Intensive practice in all skill areas using the *AP Spanish* test preparation manual

Days 87-90: Final examination

Course Objectives

Listening: Students will be able to understand the main ideas and most supporting details of authentic material presented in various dialects/accents in the form of conversations, dialogues, narratives, lectures, oral presentations, short stories, and TV/radio broadcasts.

Reading: Students will be able to comprehend most written material on concrete and abstract topics, obtain the main idea and most supporting details and understand new vocabulary in context through contextual guessing strategies. Students will be able to obtain meaning from various literary and journalistic works (see resource page).

Speaking: Students will be able to express themselves orally by explaining, giving instructions, and conversing, comparing, convincing, inquiring, describing, and offering opinions in the appropriate tenses to convey successfully their point.

Writing: Students will be able to express themselves in writing to explain, to narrate, to describe in detail, to summarize, to offer their opinions, to compare/contrast, to persuade, and to inquire in the appropriate tenses to communicate their point with success.

Assessment

I mentioned above that I assess students by utilizing the quizzes/tests that accompany *Abriendo Paso*. I assess students' writing and speaking skills using the 2007 AP Spanish scoring guidelines when they have presented/written informally and formally scenarios from the *AP Spanish* manual and *Abriendo Paso*. I assess students' written vocabulary skills with a weekly quiz. In addition, I employ a point system to assess students' homework, reading comprehension exercises, class participation (1/4 of their average), reading aloud, completion of the daily "At the bell" exercise, and the final exam (1/3 of their average).

Resources

Arcos y Alamedas (quizzes and workbook). Glenview, IL: Scott, Foresman & Company, 1991.

Butt, John and Benjamin. *A New Reference Grammar of Modern Spanish 3rd ed.* Lincolnwood, IL: McGraw-Hill, 2000.

Craig, Lana R. *REA's Handbook of Spanish Grammar, Style and Writing*. Piscataway, NJ: Research and Education Association, 2004.

Díaz, José M., Leicher-Prieto, and Nissenberg. *AP Spanish: Preparing for the Language Examination (contains both literary and journalistic selections to practice all four skills)* (and accompanying compact discs). 3rd ed. Boston, MA:

- Pearson/Prentice Hall, 2007.
- Díaz, José M., Nadel, and Collins. *Abriendo Paso Gramática and Lectura* (and ancillaries) Needham, MA: Pearson/Prentice Hall, 2000.
- Díaz, José M., and Nadel. *En Marcha*. Upper Saddle River, NJ: Prentice Hall, 2001.
- Franco, Fabiola. *El Concierto Siniestro*. St. Paul, MN: EMC, 1984.
- Gordon, Ronni L. and Stillman. *Cuaderno 2: An Intermediate Workbook for Grammar and Communication*. New York, NY: Glencoe McGraw-Hill.
- Hiller, Janet F. *Spanish Four Years*. New York, NY: Amsco, 2001.
- Hutchinson, Eileen. *NTC Language Masters for Advanced Spanish Students*. Lincolnwood, IL: NTC, 1997.
- La Gitanilla*. Adapted by María de la Luz. Lincolnwood, IL: NTC, 2000.
- Levy, Stephen L. and Nassi. *Spanish Three Years* workbook. New York, NY: Amsco, 1988.
- Sandstedt, Lynn, Kite and Copeland. *Civilización y Cultura, Conversación y Repaso, Literatura y Arte, 8th ed* (accompanying CDs and workbook). Boston, MA: Thomson Heinle, 2004.
- Selecciones (Reader's Digest in Spanish)*. Wallace, Dewitt and Wallace, L.A. New York, NY, 2006-present.
- Turk, Phil and Zollo. *Nueva Gramática Comunicativa*. New York, NY: Glencoe McGraw-Hill.
- Valette, Rebecca M. and Renjilian-Burgy. *Album*. Lexington, MA: D.C. Heath & Co., 1993.

Cassette/compact disc players, tape recorders with microphones to practice recording speaking presentations for AP exam, VCR with TV and computers with printers.

Websites

www.colby.edu/~bknelson/exercises/index.html

www.indiana.edu/%7Ecall/ejerci.html

www.aatspny.homestead.com/

www.trinity.edu/mstroud/grammar/index.html

www.studyspanish.com/

www.cnn.com/espanol/

www.bbc.com

<http://modernlanguages.louisville.edu/spanish/links/tools.php>

For the listening component of the course we use *AP Spanish: Preparing for the Language Examination* (Prentice Hall) -the listening comprehension sections. I use television programs- talk shows, news etc. to expose the students to as many different native speakers as possible. These are then discussed as a class or become the starting point of an essay. We listen to at least two books on tape (these are plays) and answer comprehension questions orally or in writing, write or orally give a brief summary or discuss as a class to check comprehension level. *El Concierto Siniestro* (EMC) and *Caminos Peligrosos* (EMC). Our objectives are - that students will be able to understand the main gist, main ideas and most supporting details of authentic material. (Standard dialect at normal speed) and that students will be able to show their understanding by responding orally or in writing. (Standards addressed 1.1, 1.2, 2.1, 3.1, 4.1, 5.1) Sample activities after listening : Debate, Discussion, Paraphrasing, Interview, Newscast, Oral Report, Role Play, Testimony etc.)

For the reading component we use *Literatura y Arte Intermediate Spanish* (Thomson/Heinle), *Abriendo Paso Lectura* (Prentice Hall), *AP Spanish: Preparing for the Language Examination* (Prentice Hall), *El Arbol de Oro* (Ana Maria Matute), *La Isla a Mediodía* (Julio Cortázar) and *El Almohadón de Pluma* (Horacio Quiroga). The students read alone, in groups and sometimes we read together in class. The students answer comprehension questions orally or in writing, true/false questions, write summaries or discuss their opinions in class. For example we write our own original fables after reading and discussing *El Conde Lucanor* from *Literatura y Arte*. Students also write alternate endings to some of the short stories that we read. We also use *Encuentros Maravillosos: Gramática a través de la literatura* (Prentice Hall). Our objectives are – that the students will be able to comprehend most written material on concrete topics and abstract topics, obtain the main idea and most supporting details and understand new vocabulary in context through contextual guessing strategies in various literary works. (Standards addressed 1.2, 2.1, 3.1, 3.2, 4.1, 4.2) Sample activities after reading : Advertisement, Alternate ending, Cartoon/Comic Strip, Book Review, Newspaper article, Brochure, Sequel, Graphic Organizer, Poster, Poem, Interview, etc.

For the speaking component of the course we use *AP Spanish: Preparing for the Language Examination* (Prentice Hall)-the conversation and presentation sections, *Conversar sin Para* (Heinle/Heinle) - in groups the students come up with a solution to the particular task-this includes a written component and *Conversación y Repaso Intermediate Spanish* (Thomson/Heinle). We orally describe art overheads and give our opinions on the artist's message. We discuss our readings, our answers to the grammar review, news and the programs that we watch in Spanish. The students do a formal oral presentation based on their research of a relevant topic to any Spanish speaking country. Students share current events with the class and we debate editorials as a class. The *AP Spanish: Preparing for the Examination* review book requires the students to listen and read then to make a two minute oral presentation. The objectives are – the Students will be able to express themselves orally to explain, to give instructions, to converse, to compare, to describe, to obtain information and to offer their opinions in the appropriate grammar both informally and formally to convey their point. (Standards addressed 1.1, 1.3, 2.1, 3.2, 4.1, 4.2, 5.1) Sample activities based on readings, auditory stimuli or visual stimuli : Debate, Interview, Role Play, Testimony, Oral Report, Discussion, Speech, Skit, Commercial, Newscast, etc.

For the writing component of the course we use *AP Spanish: Preparing for the Language Examination* (Prentice Hall) - the formal and informal writing sections and the aforementioned reading texts, newspaper/internet articles and newscasts/interviews as a starting point for our writing and the grammar texts for accuracy. The students have at least one graded formal or informal writing assignment a week. The vocabulary quizzes and the grammar tests would fall under this category too. The objectives are – the students will be able to express themselves in writing to explain, narrate, describe in detail, to summarize and to offer their opinions, formally and informally, using a wide variety of grammatical structures appropriately. (Standards addressed 1.3, 2.1, 4.1, 4.2, 5.1) Sample of activities based on visual stimuli, readings and auditory stimuli : Advertisement, Audiobiography, Short story, Brochure, Editorial, Essay, Film/Music review, Journal/Log, Letter, Magazine/Newspaper Article, Memo, Memoir, Alternate Ending, Poem, Position Paper, Questionnaire, Script, Survey, etc.

Every week there is at least one graded writing assignment which is based on something that we have read, listened to or both. Every week there is a graded reading comprehension assessment -this maybe a summary, short answer or oral assessment. Every week there is at least one listening comprehension graded assignment that is based on something that we have listened to-a movie, the news, the AP Spanish Language Prep material, a radio broadcast, etc. The assessment is answering questions, summarizing (orally or in writing) or writing an essay to assess comprehension. Every week there is a graded oral assessment. This is based on any of the above orally activities or the group tasks, the AP Spanish Language prep materials (picture sequences, the new prompts on with the *AP Spanish: Preparing for the Language Examination*, Art discussion, editorial debates etc.). Cultural discussions based on readings or research is another graded assignment. There are weekly vocabulary tests and grammar tests as we finish different topics. We also do the fill in the blank practice sections for the AP test to see our progression (from sample materials from the College Board and from the AP prep guide).

Additional Resource Material

Books

Barron's AP Spanish (Barrons)

The Best Test Preparation for the AP Spanish Language (Research & Education Assoc.)

La Gitanilla (Cervantes)

El Mundo de Más Allá (Durán/Durán)

Web sites

www.onlinenewspapers.com

www.donquijote.org/spanishlanguage/press

www.sispain.org/english/media/radio.html#radio

www.madridman.com/multimedia.html

<http://spanish.about.com/cs/radio/index.html>

www.geocities.com/spanishradio/spain

<http://libraries.mit.edu/guides/types/flnews/spanish.html>

Magazines

Latina

Selecciones

People en Español

**Rubrics Used to Assess Student Speaking
(Responses Involve Prior Preparation)**

**SAMPLE RUBRICS FOR THE PICTURE SEQUENCE SECTION
OF THE ADVANCED PLACEMENT SPANISH LANGUAGE EXAMINATION –
1995**

The aim of the AP exam is to elicit a SPEECH SAMPLE sufficient to permit an OVERALL, or GLOBAL evaluation. Students have been instructed to answer as fully as possible within the allocated time, i.e., two minutes for the picture sequence. We should not penalize students who demonstrate their capability but who run out of time before finishing, nor those who provide a sufficient speech sample in less than two minutes.

The overall evaluation should identify the SUSTAINED level of performance with regard to:
Syntactic Control
Vocabulary Usage and Fluency
Pronunciation

- 9 *VERY GOOD TO EXCELLENT*
Very good to excellent command of the language. Very few errors of syntax. Wide range of vocabulary, including idiomatic usage. High level of fluency.
- 7-8 *CLEARLY DEMONSTRATES COMPETENCE*
good command of the language. Few errors of syntax. Above-average range of vocabulary. Good idiomatic usage and little awkwardness of expression. Good fluency and intonation.
- 5-6 *SUGGESTS COMPETENCE*
comprehensible expression. Some serious errors of syntax and some successful self-correction. Some fluency but hesitant. Moderate range of vocabulary and idiomatic usage.
- 3-4 *SUGGESTS INCOMPETENCE*
poor command of the language marked by frequent serious errors of syntax. Limited fluency. Poor pronunciation. Narrow range of vocabulary and idiomatic usage. Frequent anglicisms and structures which force interpretation of meaning by the listener. Occasional redeeming features.
- 1-2 *CLEARLY DEMONSTRATES INCOMPETENCE*
unacceptable from almost every point of view. Glaring weaknesses in syntax and pronunciation. Few vocabulary resources. Little or no sense of idiomatic usage.
- 0 *IRRELEVANT SPEECH SAMPLE*
narrative irrelevant to pictures.
- *HYPHEN*
No answer (although microphone is open and recording). “No sé”, “No entendí la pregunta”, or mere sighs or nonsense utterances.

To charge to grade: 0 – 9 X _____ (pontos assigned, depends on length and difficulty)

Rubrics Used to Assess Student Speaking
(Quick response, no preparation)

SAMPLE RUBRICS FOR THE DIRECTED RESPONSES SECTION
OF THE ADVANCED PLACEMENT SPANISH LANGUAGE EXAMINATION – 1995

The effectiveness and fullness of the speech sample will be taken into account in grading each response.

- 4 *VERY GOOD TO EXCELLENT*
Meaningful, appropriate and thorough response.
Ease of expression, considerable fluency and vocabulary.
Virtually free of significant errors in syntax.
Pronunciation not interfere with communication.
- 3 *GOOD – DEMONSTRATES COMPETENCE*
Meaningful, appropriate response.
Some awkwardness of expression.
Few errors in syntax.
Pronunciation does not interfere with communication.
- 2 *ACCEPTABLE – SUGGESTS COMPETENCE*
Appropriate response.
Strained expression, halting, may self-correct.
Some serious errors in syntax.
Pronunciation does not interfere with communication.
- 1 *WEAK TO POOR – SUGGESTS INCOMPETENCE*
Response forces interpretation of appropriateness and/or meaning.
Unfinished answer due to lack of resources.
Little control of syntax; fragmented Spanish.
Pronunciation interferes with communication.
- 0 *UNACCEPTABLE – DEMONSTRATES INCOMPETENCE*
Irrelevant or incomprehensible response.
Clearly does not understand the question.
- *HYPHEN*
“No sé “ or “No entendí la pregunta”.
No attempt made (although microphone is open and recording).
Mere sighs or nonsense utterances.

To change to grade: 0 – 4 X _____ (points assigned depends on length and difficulty)

**SAMPLE RUBRICS FOR THE DIRECTED RESPONSES SECTION
OF THE ADVANCED PLACEMENT SPANISH LANGUAGE EXAMINATION – 1995**

- 9 *DEMONSTRATES EXCELLENCE IN WRITTEN EXPRESSION*
superior control of syntax and good use of verbs, although a few errors may occur. Rich, precise, idiomatic vocabulary; ease of expression. Very good command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation).
- 7-8 *DEMONSTRATES VERY GOOD COMMAND IN WRITTEN EXPRESSION*
evidence of complex syntax and appropriate use of verbs, although more than a few grammatical errors may occur; very good control of elementary structures. Considerable breadth of vocabulary. Conventions of the written language are generally correct.
- 4-5-6 *DEMONSTRATES A BASIC COMPETENCE IN WRITTEN EXPRESSION*
control of elementary structures and common verb tenses; frequent errors may occur in complex structures. Vocabulary appropriate but limited; occasional second language interference. May have frequent errors in orthography and other conventions of the written language.
- 2-3 *SUGGESTS LACK OF COMPETENCE IN WRITTEN EXPRESSION*
Numerous grammatical errors even in elementary structures; there may be an occasional redeeming feature, such as correct advanced structure. Limited vocabulary, significant second language interference. Pervasive errors of orthography may be present.
- 0-1 *DEMONSTRATES LACK OF COMPETENCE IN WRITTEN EXPRESSION*
Constant grammatical errors impede communication. Insufficient vocabulary; frequent second language interference. Severe problems with orthography may interfere with written communication.
- *CONTAINS NOTHING THAT EARNS POINTS*
Blank or off-task answers (obscenity, nonsense poetry, drawings, etc.) or mere restatement of the question.

NOTE: Organization will be taken into account in determining scores. Scores may be lowered on papers shorter than 200 words.

Rubrics used to assess student writing to change into grade: 0-9 X ____ (Points assigned, depends on length and difficulty)