

ADVANCED PLACEMENT SPANISH LANGUAGE
SYLLABUS
(MS. MULLINS)
Room 106
Office Hours:
Tuesdays 2:45-3:15

Course Description

Advanced Placement Spanish Language helps students improve their level of Spanish proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication), and Presentational (productive communication). Emphasis is placed on the ability of the student to comprehend the language using authentic materials and sources, to compose expository passages, and to express ideas orally with accuracy and fluency. Students will also continue to study and build upon their knowledge of the cultures and literature of the Spanish-speaking world. The class is conducted entirely in Spanish and is equivalent to a third-year college course.

Content Standards:

By the end of the course, students will be able to:

1. Comprehend Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.
2. Produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.
3. Increase vocabulary and understanding of idiomatic expressions to allow for the easy, accurate reading of journal articles, as well as of classic and modern literature in Spanish.
4. Write coherent paragraphs, letters, and essays using language that is semantically and grammatically correct.
5. Demonstrate improved understanding and appreciation of the Spanish-speaking world and its many cultures through the study of the habits and customs of the Spanish-speaking population.

Benchmarks and Performance Standards:

A student who has successfully completed A.P. course work can:

- 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
- 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 or 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.
- Communicate via formal and informal written correspondence.
- 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.

Required Materials

Horizontes: lengua, conversacion y literature, Ascarrunz Gilman, Levy-Konesky, and Dagget, John Wiley & Sons, Inc. Hoboken, NJ, 2006.

Triángulo: A Propósito (Manual para estudiantes), Barbara Gatski and John McMullan, Wayside Publishing, Sandwich, MA, 2006.

Red pen or marker

Spanish/English dictionary (preferably Spanish/Spanish)

Notebook (divided into two sections)

Student Evaluation

Attendance/Participation 15%

Performance Assignments 20%

Tests and Quizzes 40%

Semester Exam 25%

Attendance/Participation

Active classroom participation is essential to this class and it is expected that each student will make every effort to express herself in Spanish. Participation in discussions and asking questions all count toward the participation grade. The use of English in the classroom will have a negative impact on the student's grade. A student cannot receive an "A" for attendance and participation if she is not in class. Frequent absences (more than three absences each semester would be considered excessive) or coming unprepared to class (incomplete homework assignments) will affect one's grade in a negative manner

Performance Assignments

Performance assignments will be used to measure students' ability to apply the four skills that we focus on in class: listening, speaking, reading, and writing. Typical assignments would include the following:

- Students will be making frequent recordings of their voice throughout the year. Recordings will be collected and evaluated based on the student's ability to express herself fluently using a wide variety of vocabulary with few grammatical errors. Students will also have the opportunity to practice informal or impromptu conversations and give formal presentations in front of the class. Some of the topics will include the cultural and linguistic aspects of Spanish-speaking countries and teaching a grammar lesson to the rest of the class. Students will also be asked to interview Spanish speakers (students must converse in Spanish) on a variety of topics and report back to the class.

- Students will write both formal and persuasive essays, and written summaries of authentic materials (news broadcasts, journal articles, films, etc.) Students will also practice informal writing (e-mails, letters, etc.)
- Students will read pieces of literature from the Spanish-speaking world (short stories, poems, part of a novel) to be discussed in class. Students will also be required to write about and analyze the literature they've read.
- Each student should have a notebook that will be used for a daily “warm-up” activity at the beginning of class. These activities will include listening and reading comprehension exercises, writing assignments such as journal entries and oral exercises.

Tests and Quizzes

Tests will always include the four components of listening, speaking, reading, and writing and simulate an AP exam.

Semester Exam

At the end of each semester students will take an exam that has the same components as the AP exam administered in May. The semester exam is worth 25% of the final grade.

Other Expectations

- It is strongly recommended that students make a habit of viewing television and listening to the radio in Spanish. I also encourage students to read newspapers, magazines, and online articles on a regular basis and keep a running list of all new vocabulary words they encounter. Students should always practice speaking Spanish outside of class whenever possible.
- Since this class is equivalent to a college level course, I will conduct the class in that manner. I would also expect all students to be responsible and mature, to respect one another, and to use their time wisely.

First Quarter	Second Quarter
<ul style="list-style-type: none"> • <u>Horizontes</u>: Lessons 1 - 3 • Rules for Accentuation • <u>Como agua para chocolate</u> – Read and discuss chapters 1-3 • Presentations: Education systems of Spanish speaking countries (Each student will choose two countries and conduct an interview in Spanish with two people from those countries. A written report of the interview will also be turned in.) • <u>Triángulo</u>(various exercises) 	<ul style="list-style-type: none"> • <u>Horizontes</u>: Lessons 4 – 5; Commands and the present subjunctive (pp. 257 – 270) • <u>Como agua para chocolate</u> – Read and discuss chapters 4 – 6 • Film: <u>Como agua para chocolate</u> • Group project: Teach a grammar lesson to the rest of the class. • <u>Triángulo</u>(various exercises)
Third Quarter	Fourth Quarter
<ul style="list-style-type: none"> • <u>Horizontes</u>: Lessons 6 – 10 • Presentaciones: Argentina’s “Dirty War,” Political History, and Linguistic Aspects of Argentine Spanish • Film: <u>La historia oficial</u> • <u>Triángulo</u>(various exercises) 	<ul style="list-style-type: none"> • Review for the A.P. exam • Tertulias Literarias (Groups will be assigned a short story to discuss and present to the class) • Film: <u>El orfanato</u> • <u>Triángulo</u>(various exercises)

