

IMMACULATE HEART HIGH SCHOOL
ADVANCED PLACEMENT SPANISH LANGUAGE
Syllabus 2011 – 2012
Sra. Harris

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. This course will prepare students to take the Advanced Placement exam in May.

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 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 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. (may be used)
- AP Spanish: Preparing for the Language Examination, Díaz, Leicher-Prieto, Nissenberg, Pearson Prentice Hall, Boston, MA, 2007. (must be new)
- Red pen or marker (or the color of your preference)
- Spanish/English dictionary (preferably Spanish/Spanish)
- A 3-ring binder with 4 tabs (Chapter Lessons; Informal Writing; Formal Writing; AP Exam Samples)
- The fee for the AP exam will be collected during the second semester.

Students will be making various recordings throughout the year using the Audacity® software. Some of these recordings will be turned in for a grade. Students should ensure that their recordings are clear prior to saving and submitting them. No credit will be given for recordings that are inaudible.

Student Evaluation

Attendance/Participation/Homework	15%
Performance Assignments	25%
Tests	20%
Quizzes	15%
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.

Students should check the website for the class agenda when absent. It is the student's sole responsibility to make up missed work. It is expected that the student will present the work due on the day of her absence upon her return. In case of an extended absence, the student should meet with me. If the student knows in advance that she will be absent, she must talk to me beforehand and arrange to make up the missed assignment(s). *No make up work will be accepted for an unexcused absence.*

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. All assignments should be written neatly in pen. NO CREDIT will be given for an assignment handed in late. Occasionally, I may give unannounced ("pop") quizzes based on homework assignments and readings.

- Laptops with Audacity® software and headsets provided by the Language Department will frequently be used in class. 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 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 complete one formal or informal writing assignment each week. These assignments will be designated as "por práctica" (for practice) or "por nota" (for a grade).

Writing samples designated as "por práctica" will give students the opportunity to brain-storm and discuss the topic as a group, write their samples individually and peer-edit each others' finished products. The peer-editing process enables students to identify and correct errors with assistance from the instructor. The instructor

will note common errors and grammar concepts and rules associated with these errors will be reviewed in class.

Assignments designated as “por nota” will be reviewed by the instructor and will receive a grade using the most recent AP guidelines. Each student will receive individual feedback from the instructor, however, any common errors will be discussed as a class and the grammar concepts and rules will be reviewed. There will be at least one designated “por nota” formal and informal writing activity graded every month, enabling students to monitor their progress in each type of writing assignment.

- 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

AP Practice Exams & Semester Exams

Students will complete three AP Practice exams throughout the year enabling them to become familiar with the exam format. Practice exams given during the school year will receive an AP equivalent grade only with feedback for improvement. However, the semester final exams in January 2012 and April 2012 will receive both an AP equivalent AND a semester exam 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.
- Generally, students may not leave the classroom unless they have an appointment to see an administrator, a counselor, or permission from me. Each student will be given three locker/restroom passes that she can use at her discretion. A student will also be allowed to turn in an assignment one day late if she presents one of her passes. Passes may not be used for essays, major projects, or oral presentations.
- Students who are having difficulty with the material are strongly encouraged to meet with me outside of class. I am available after school by appointment.
- If a student becomes ill before or during class and needs to go to the sick room, she must get a note from me. Spending the class period in the sick room counts as an absence.
- All classroom rules and regulations regarding conduct, attendance, dress code,

grading, plagiarism, etc. shall be implemented and followed as stated in the school handbook.

- 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.

COURSE OUTLINE

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: Cultural and Linguistic Aspects of Cuba, Spain, and Peru • Film: <u>Buena Vista Social Club</u> • Semester Project: Education & Healthcare systems of Spanish-speaking countries (Each student will choose a country. An oral presentation will be done in class & a written report of the research will be turned in.) • Film: <u>Sicko</u> • <u>A. P. Spanish: Preparing for the A.P. Examination</u> (various exercises) • <u>AP Practice Exam #1</u> 	<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> • Presentations: Historical, Cultural, and Linguistic Aspects of Mexico • Group project: Teach a grammar lesson to the rest of the class. • <u>A. P. Spanish: Preparing for the A.P. Examination</u> (various exercises) • Semester Exam: The semester exam will be structured like an AP Exam. Part I (Listening Comprehension & recordings) will be done in class. Part II (Reading Comprehension, Informal Writing & Formal Writing) will be done in January 2012 during the scheduled exam period.
Third Quarter	Fourth Quarter
<ul style="list-style-type: none"> • <u>Horizontes</u>: Lessons 6 – 8 • Presentaciones: Argentina’s “Dirty War,” Political History, and Linguistic Aspects of Argentine Spanish • Film: <u>La historia oficial (The Official Story)</u> • Semester Project: To be announced. • <u>A. P. Spanish: Preparing for the A.P. Examination</u> (various exercises) • <u>AP Practice Exam #2</u> 	<ul style="list-style-type: none"> • <u>Horizontes</u>: Lessons 9 - 10 • Review for the A.P. exam • Film: <u>Women on the Verge of a Nervous Breakdown</u> (after the AP Exam) • <u>A. P. Spanish: Preparing for the A.P. Examination</u> (various exercises) • <u>AP Practice Exam #3</u> (will count as the semester final exam)