

ADVANCED PLACEMENT SPANISH

LENGTH OF TIME: 90 minutes every day, one semester

GRADE LEVEL: 11-12

ENDURING UNDERSTANDINGS FOR WORLD LANGUAGES:

Students will understand that...

- The purpose of language is communication. (Communication)
- We live in a global community with diverse cultures. (Cultures)
- Proficiency in world languages and understanding of cultures increases opportunities for connections and learning. (Connections)
- World language is the key to accessing the global communities (Communities)

COURSE STANDARDS:

Students will:

1. Utilize a strong command of vocabulary and structure for oral and written communication.
(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Exhibit the ability to understand spoken language in various conversational situations.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
3. Exhibit the ability to comprehend newspaper and magazine articles contemporary fiction and non-technical writings without the use of a dictionary.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
4. Express ideas orally and in writing fluently and accurately.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.4, 1.5, 1.6, 1.7, 1.8)
5. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns.
(FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
6. Employ the study and test taking skills necessary for effective language learning.
(FL Standards 3.1, 4.1, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
7. Recognize the importance of language learning to career opportunities.
(FL Standards 5.1, 5.2)

(PA Academic Standards 1.1, 1, 2, 1.8)

8. Utilize technology as a resource tool, reinforcement/enrichment tool, and for production of oral and written work.
(FL Standards 3.1, 5.1, 5.2)
(PA Academic Standards 1.8)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

WORLD LANGUAGE STANDARDS: ACTFL

- Communication 1.1, 1.2, 1.3
Cultures 2.1, 2.2
Connections 3.1, 3.2
Comparisons 4.1, 4.2
Communities 5.1 5.2

PERFORMANCE ASSESSMENTS (Integrated throughout):

The Advanced Placement Spanish Language Examination is not based on specific content but instead attempts to evaluate levels of performance in the use of the language, both in understanding written and spoken Spanish and in writing and speaking with ease in correct and idiomatic Spanish. The examination consists of two sections. Section I, a multiple-choice section, tests listening and reading comprehension. Section II, a free-response section, tests the productive skills of speaking and writing. The portion of the examination devoted to each skill contributes toward the final AP grade as follows: Listening 20 percent, Reading 30 percent, Writing 30 percent, and Speaking 20 percent. This allocation corresponds to colleges' emphasis on reading and writing in their advanced courses.

Students will demonstrate achievement of the standards by:

1. Utilizing in the target language a broad range of vocabulary and advanced structures by incorporating them fluently and accurately in extended oral and written communication to narrate, describe, and explain in a variety of time frames/moods in response to oral and written prompts. (Course Standards 1,4,6,8)
2. Constructing a fluent, logical, and culturally appropriate situational response, answering questions, and summarizing salient points to demonstrate understanding of spoken language in various conversational and presentational situations on a variety of topics. (Course Standards 1,2,4,5,6,8)

3. Sustaining face-to-face conversation by participating in discussions, interviews, and situational role-plays. (Course Standards 1,2,4,5,6,8)
4. Identifying main ideas and supporting details on a variety of topics without the use of a dictionary using prior knowledge, deduction, and inference to answer questions, summarize and respond to a variety of genres (newspaper and magazine articles, literary texts, and non-technical writings) and styles of both written and spoken messages. (Course Standards 1, 2, 3, 4, 5, 6, 8)

DESCRIPTION OF COURSE:

In AP Spanish, the objective is to develop and refine the skills that have been acquired in the four previous levels. Emphasis is placed on vocabulary development, the comprehension of spoken and written language, the accurate expression of ideas in speaking, writing and cultural awareness. Functional language proficiency in listening, speaking, reading, and writing on an intermediate college level is the course goal.

Reading of Claims and Evidences (from the AP Central and AP Spanish Language Exam Web sites) is an explanation of what the students are expected to know and be able to do on the Exam, and how these skills will be evaluated and weighed. During the first two weeks opportunity to refresh and review their skills is provided, however after 2 weeks the class is conducted in Spanish. Some of the more complicated, compound-complex structures (imperfecto del subjuntivo) may require some clarification in English. Grades reflect the use of Spanish in the class.

The students are required to complete extensive work during the summer prior to the start of the course. The assignments include short story readings, recording of new vocabulary in their vocabulary journals, grammar review exercises, Spanish television, news web sites and podcasts to report on current events and a personal journal with at least three entries per week, detailing vacations, day trips, job experiences, etc. Each day of the first week is dedicated to familiarizing the students with the sections and items on the Exam and a review of verb tenses. Students are required to purchase a bilingual dictionary and a micro cassette recorder used with Informal Speaking Simulated Conversation and the Formal Oral Presentation, which are graded.

No skill is practiced in isolation. A typical week's activities will blend all four skills, reading, writing, listening and speaking. Every Tuesday and Thursday students will rotate presenting an oral summary of a topic which they have gotten from the Internet and distribute the document to the class. Themes include global warming, the new Secretary General of the UN, the founding of the OAS, the background of the EU and different aspects of US Immigration Policy, especially as it relates to Mexico, Central and South America. The students skim the article and as a group generate discussion questions and add key words to their vocabulary journals. The expectation is that this rich, sophisticated vocabulary will be incorporated into their formal writing and oral tasks. On Monday and Wednesday short news clips from Univisión are used for authentic input, thematic vocabulary, writing and speaking.

Students take notes on the broadcast and discuss and comment on the main theme and supporting details. Key vocabulary is recorded into their vocabulary journals.

Every week a reading selection from **Abriendo Paso Lectura** is assigned. This text has the multiple choice comprehension questions with the same format as the AP Exam and the listening selection which accompanies each story compliments the topic of the short story or article. Students listen to the CD twice, however as we get closer to the Exam date they may only hear the selection once to simulate test conditions. This format is followed for the Informal and Formal Oral Practice also. The textbook also has excellent vocabulary enrichment activities to develop word family connections and synonyms. Every short story is assessed through summary paragraph writing and the related listening selection. Every other week students will be required to write a 200 word essay following the Formal Writing format.

COURSE GOALS:

In this course students will:

- Expand their interpersonal communication skills in Spanish through daily classroom interactions in the language. This includes casual conversations and formal discussions with the teacher and fellow classmates.
- Increase and refine their written, oral and comprehension skills in both formal and informal contexts thus gaining confidence to express ideas with accuracy and fluency.
- Acquire meaningful vocabulary used in authentic language
- Make connections between their learning in the Spanish classroom and their daily lives.
- Broaden their understanding and appreciation of Spanish speaking cultures, history and current events.
- Familiarize themselves with the format and the content of the AP Spanish Language Exam.

TITLES OF UNITS:

ABRIENDO PASO – textbook

Chapter 1 **El décimo** by Emilia Pardo Bazán

- Word Families
- Realism Style
- Narrative/Descriptive Writing

Chapter 2 **Ríete con ellos, no de ellos** by Julia Viñas

- Irony and Sarcasm
- Persuasive Writing
- Word families

Chapter 3 **Nosotros, No** by José Bernardo Adolph

- Word families
- Stereotypes
- Descriptive/Persuasive Writing

Chapter 4 **Me llamo Rigoberta Menchú** by Rigoberta Menchú

- Autobiography/Historical Essay
- Word families/Synonyms
- Letter Writing

Chapter 5 **Jacinto Contreras** by Camilo José Cela

- Word families
- Realism style/Pessimism, loneliness and anguish
- Narrative/Descriptive writing

Chapter 6 **Baby H.P.** by Juan José Arreola

- Word families
- Irony/Persuasive writing
- Comparing/Distinguishing

Chapter 7 **El árbol de oro** by Ana María Matute

- Word families
- Describing the past/Sequencing events
- Fantasy writing

MODERN SPANISH PROSE - textbook

Chapter 1 **El limpiabotas** by Pedro Epinoza Bravo

- Modern short story techniques /Mystery
- Word families/synonyms

Chapter 2 **El arrepentido** by Ana Maria Matute

- Realism style/Death, grief, and loneliness
- Comparisons/ More, less

Chapter 3 **Una carta a Dios** by Gregorio López y Fuentes

- Humor and irony
- The neuter article “lo”

AP TEST PREPARATION (throughout the course)

- Authentic listening activities
- Grammar
- Reading comprehension
- Close exercises
- Compositions (Formal/Informal Writing)
- Formal/Informal Oral Presentation

INDEPENDENT/GROUP PROJECT (post AP test)

The remaining time after the AP Exam is devoted to a final project on Spanish and Latin American artists. The choices are:

Golden Age	20th Century	Latin America
El Greco	Picasso	Diego Rivera
Velázquez	Joan Miró	David Siqueiros
Goya	Dalí	Rufino Tamayo
	Juan Gris	Frida Kahlo
	Gaudí	Wilfredo Lam
		Fernando Botero

With teacher approval another artist may be selected. The students view videos from my personal collection on each of the artists and peruse the many art catalogues I have collected from El Prado, La Reina Sofía, the Metropolitan in NYC and the Philadelphia Art Museum and museums from my trips to México, Costa Rica and Perú. Using approved web sites for downloading copies of paintings, the students will select one of the artists and produce a power point presentation to show to the class.

The presentation must include:

- An extensive selection of paintings to accompany the script
- A biographical outline of the artist
- Personal experiences that impacted his/her art
- Historical events that influenced his/her art
- The artistic evolution of the artist
- The artistic innovations of the artist
- The student's favorite painting (why?)
- The student's personal reflection (why did he/she select this artist and how was he/she affected by his/her art.
- This project is written and presented in Spanish and is worth 100 points.

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Product, Content and Environment
2. Cooperative learning groups
3. Small group activities
4. Extended listening utilizing audio and video segments
5. Discussions/analysis of readings (variety of genres)
6. Summaries
7. Compositions (Formal/Informal Writing)
8. Formal/Informal Oral Presentation
9. AP test taking skills development/practice
10. Research producing multimedia presentations

MATERIALS:

1. **Abriendo Paso Lectura**, José M. Díaz, María F. Nadel and Stephen Collins, Prentice Hall, 2000

2. **Abriendo Paso Gramática**, José M. Díaz, María F. Nadel and Stephen Collins, Prentice Hall, 2000
3. **AP Spanish, Preparing for the Language Examination**, José M. Díaz, Margarita Leicher-Prieto, and Gilda Nissenberg, Prentice Hall, 2006, Third Edition
4. **Modern Spanish Prose**, Gustave W. Andrian, Prentice Hall, 2000
5. **Puerta del Sol**, The Spanish Language Audio Magazine, Champs-Elysées, Inc. 2007.
6. **Diccionario de sinónimos y antónimos**, Aaron Alboukrek and Gloria Fuentes, Larousse.
7. **Conversation in Spanish, Points of Departure**, Frank Sedwick, Heinle & Heinle, Fifth Edition, 1989
8. **A Comprehensive Guide to the Subjunctive in Spanish** by Livia Kampe, 1992.
9. **Pasajes Cultura**, Bretz, Dvorak, Kirschner, 6th Edition, McGraw Hill, 2006
10. El Nuevo Herald Spanish language newspaper
11. Advanced placement Spanish practice test, ETS
12. Audio tapes/ video tapes to accompany texts
13. Supplemental videos and slides
14. Computer software
15. Internet primary sources
16. Miscellaneous realia
17. Magazines
18. Supplemental materials (texts, maps, etc.)
19. Teacher made materials
20. Web Sites: AP Central Website, Univisión.com, BBC Mundo.com, RadioNaciones Unidas.org/radio/es, CNN en español, El País.com, Think Spanish.com, Study Spanish.com, El Nuevo Herald.com, Wikipedia.org.

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Retest as appropriate
2. Academic tutorial
3. Differentiated Instruction via Process, Product, Content and Environment
4. Field trips – Latin America and Spain (alternating years)
5. Interdisciplinary units/independent reading
6. Peer tutoring
7. Technical enrichment

PORTFOLIO DEVELOPMENT:

1. Presentation rubric
2. Research paper and oral presentation (Spanish/Latin American artist)
3. Compositions
4. Recorded Oral Proficiencies

METHODS OF EVALUATION:

1. Preassessment to determine differentiation
2. Tests/summaries
3. Quizzes/listening tapes
4. Compositions
5. Oral proficiency presentations
6. Final project
7. Class work
8. Participation
9. Homework

INTEGRATED ACTIVITIES:

1. Concepts
 - -Verb conjugations/tenses
 - -Vocabulary
 - -Expressing /analyzing opinions
 - -Culture of the target language
2. Communication (spoken or written form)
 - -dialogs, monologs, interviews, summaries, compositions
 - -questions and extended responses
 - -use of thematic vocabulary
3. Thinking/Problem Solving
 - -circumlocution of language
 - -brainstorming keywords
 - -classification/recognition of ideas into main and supporting details
 - -original recombination of materials in sentences and paragraphs
 - -use of appropriate sentence and paragraph structure according to the situation (questions/responses/statements/negatives/verb tense)

4. Application of Knowledge

- -use of information to create dialogs, monologues, and compositions
- -subject/verb/tense agreement in complex and compound sentences
- -completion of assigned oral proficiency activities/assessments
- -use of information to comprehend extended passages

5. Interpersonal Skills

- -cooperative paired/group activities
- -sensitivity to cultural differences