

## AP Spanish Language Syllabus 2011-2012

Instructor: Rick Tate, [rtate@hawken.edu](mailto:rtate@hawken.edu)

Office phone: 440-423-4446 x 552

[www.tatespanish.com/hawken](http://www.tatespanish.com/hawken)

Personal cell phone: 216-538-4948 (questions)

Google voice #: 440-836-3442 (DIGA) (voice messages, oral recording, texting)

### Course overview

The AP<sup>®</sup> Spanish Language course is the equivalent of a third year college course in Advanced Spanish writing and conversation. Class is conducted entirely in Spanish with authentic materials from the Spanish-speaking world. As a result of this course, students should be able to use the Spanish language to do the following:

- Understand spoken and written Spanish in authentic dialogues, lectures, oral presentations, newscasts, newspapers, letters, essays, podcasts, Internet articles, instructions, short stories, poetry and other mediums.
- Speak on a wide variety of formal and informal topics through presenting, convincing, arguing, inquiring and describing with accuracy and fluency.
- Write formal and informal compositions in a wide variety of styles (e-mail, letters, presentation, analysis, synthesis) with appropriate grammatical structure, expanded vocabulary use and proper use of register to differentiate between audiences.
- Take the AP<sup>®</sup> Spanish Language exam in May.
- Use Spanish to communicate in meaningful situations throughout life.

### Course materials

For our AP Spanish Language course, we use the following texts as core materials:

- Gatski, Barbara and John McMullan. *Triángulo*, 4<sup>th</sup> ed. Massachusetts: Wayside Publishing, 2006
- Couch, James H., Rebecca D. McMann, Carmel Rodriguez-Walter, Ángel Rubio-Maroto. *Una vez más*, 2nd ed. New Jersey: Prentice-Hall, 1993.
- Díaz, José M., Margarita Leicher-Prieto, Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*, 3<sup>rd</sup> ed. New Jersey: Pearson, 2007 (Optional).
- [www.tatespanish.com/hawken](http://www.tatespanish.com/hawken) - please check frequently for updates and helpful information

In addition to the above cited materials, we also use authentic resources from the Spanish-speaking world to keep students up to date on current affairs in the Spanish-speaking world. Prior to beginning the AP Spanish Language course, students have finished a comprehensive 4-year program to teach the essential principles of grammar and vocabulary. Therefore, our focus in AP Spanish is not to teach grammar principles and basic vocabulary, but rather to incorporate them into the skills needed to perform well on the AP Spanish exam and in the real world of communication. The textbooks are used as review and reference to allow students the recycling and necessary practice required of advanced communication.

Exams are all based on the format of the AP Spanish Language Exam by including reading, listening, writing and speaking passages.

## Grading policies with sample elements

	Input (Study)	Practice (mechanics)	Produce (functions; output)	Perform (Expression - communicate)
New vocabulary  New patterns (grammar concepts)	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Online practice</li> <li>BYKI (Iphone)</li> <li>Labeling</li> <li>Use in context</li> <li>Tutoring / studying groups</li> <li>Basic memorizing</li> </ul>	<ul style="list-style-type: none"> <li>Textbook or workbook assignment</li> <li>Audio practice</li> <li>Online practice</li> <li>“Drill n’ kill” exercises</li> <li>Take-home quizzes (online)</li> </ul>	<ul style="list-style-type: none"> <li>In-class vocabulary or grammar quiz</li> <li>Journal entries</li> <li>Homework assignments</li> <li>In-class discussions</li> <li>Blog or Google voice postings</li> </ul>	<p>Demonstrate proficiency in the following standards/skills in areas of high importance to the Spanish-speaking world.</p> <p><b>Interpersonal (1.1):</b></p> <ol style="list-style-type: none"> <li>Engage in formal and informal conversations.</li> <li>Write formal and informal letters.</li> <li>Ask and answer questions, share opinions and express appropriate feelings, reactions and emotions</li> </ol>
Reading or listening to authentic Spanish	<ul style="list-style-type: none"> <li>Listen to authentic Spanish music</li> <li>Listen to authentic podcasts or radio broadcasts</li> <li>Watch television or movies in Spanish</li> <li>Eavesdrop</li> <li>Read authentic or translated Spanish literature in print or on the web.</li> </ul>	<ul style="list-style-type: none"> <li>Assigned reading / listening (Textbook, workbook, online, handout, etc.)</li> <li>In-class discussion (summary / synthesis)</li> <li>Practice and graded reading and listening comprehension quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension quizzes</li> <li>Journal entries / summaries</li> <li>Voice postings</li> <li>Class discussion, role-plays, debates and mini-presentations</li> <li>Recorded analysis, summary, etc.</li> </ul>	<p><b>Interpretive (1.2):</b></p> <ol style="list-style-type: none"> <li>Listen to, understand and summarize / synthesize spoken Spanish</li> <li>Read, understand and summarize / synthesize formal Spanish</li> </ol> <p><b>Presentational (1.3, 3.1)</b></p> <ol style="list-style-type: none"> <li>Present formal and informal oral presentations and participate in other presentations through asking questions, debating, etc.</li> <li>Compare linguistic and cultural elements from various languages and cultures (4.1, 4.2)</li> <li>Write formal essays (presentational, synthesis)</li> </ol>
Pronunciation	<ul style="list-style-type: none"> <li>Listen and imitate native speech</li> <li>Listen, practice, perfect</li> <li>Oral presentations and recordings</li> </ul>			<p><b>Cultures (2.1, 2.2, 3.2)</b></p> <ol style="list-style-type: none"> <li>Demonstrate appropriate knowledge and Understanding of other cultures.</li> </ol> <p><b>Communities (5.1, 5.2)</b></p> <p>Our end goal is to use the language both within and beyond the school setting and to show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
Speaking / writing	<ul style="list-style-type: none"> <li>Formal and informal writing (practice exercises, journal entries, letters, papers, essays)</li> <li>Formal and informal speaking (in-class discussion, recordings, conversations, presentations)</li> </ul>			
Culture	<ul style="list-style-type: none"> <li>Crosses all areas of communication (reading, writing, listening, speaking)</li> </ul>			

Students are expected to spend at least 15 minutes per day (not just per class day) in the input/study phase. Although I will help you identify several tools and methods for studying and learning materials, this phase of learning is completely *student-driven*. To accommodate different grading styles, I have two calculation methods that I will use for all students. *Regardless of which option you choose, you will receive the higher of the two grades at the end of the each rotation.* However, remember that it will be quite difficult to makeup practice logs at the end, so please don't fall behind if you like that option. For those students that want a "grade" for studying, please choose grading option #1. **Every student that completed practice logs last year scored well on the A.P. exam.** *There are no shortcuts to excellence.* 😊

**Grading option #1:**

- 25 % Practice logs
- 40 % Mechanics (homework) / production (quizzes, short assessments)
- 25% Performance
- 10% Participation (Spanish declaration)

**Grading option #2:**

- 50 % Mechanics (homework) / production (quizzes, short assessments)
- 40 % Performance
- 10% Participation (Spanish declaration)

**Specific policies:**

**Practice logs:** You may turn them in whenever you fill up a sheet or approximately on the 1<sup>st</sup> and 15<sup>th</sup> of each month. Incomplete, inaccurate or dishonest practice logs will not be accepted. Students should plan on an *average* of 15 minutes/day (90 per week) during the first rotation.

**Mechanics / production:** If originally submitted on time, homework and quizzes may be re-done for up to full credit (content may change). Makeup work will have to be outside of class. The idea behind re-doing something is to gain mastery in the language. If you need extra practice, you should practice more. However, please remember that it is a privilege to re-do, not a right. The privilege may be lost for abuse, dishonesty or missed/late assignments.

**Spanish declaration (Participation):** Students are expected to attend class and speak exclusively Spanish in class every day without non-Spanish distractions. At the end of each class period, students will report their "Spanish declaration" based on the following scale: 5 = no English at all; lots of Spanish; 4 = 1 or 2 "accidental" words in English; lots of Spanish; 3 = more Spanish than English; 2 = about equal Spanish and English; 1 = More English than Spanish; 0 = absent, English distractor (other homework in English, etc.) or no Spanish spoken in class. Because of the distracting nature of electronic distractions, students using phones, music devices, computers or other electronic devices inappropriately will *lose 5 declaration points* for each day of distraction. Each student will receive 2 grace days per rotation.

**Performance:** Isn't this what it is all about? Your ability to use the language in meaningful situations is the most important skill you will acquire in your study of Spanish. Here are some (but not all) of the performance indicators (most of which are modeled after the A.P. exam) that I you will use to demonstrate your performance. These will be graded based on the A.P. rubrics (0-5 each in these categories: Task Completion, Topic Development / Language Use) and then converted to a percentage grade according to the chart on the right (1<sup>st</sup> number is for 1<sup>st</sup> rotation, 2<sup>nd</sup> number is for 2<sup>nd</sup> rotation). Performance tasks cannot be re-done and you should therefore invest your best energies.

Performance grades	
Points	Percentage grade (1 <sup>st</sup> / 2 <sup>nd</sup> )
15	100 / 100
14	97 / 95
13	94 / 90
12	90 / 87
11	87 / 84
10	84 / 80
9	80 / 75
8	75 / 70
7	70 / 65
6	65 / 60
5	60 / 55
4	55 / 50
3	50 / 40
2	40 / 30
1	30 / 20
0	0 / 0

- a. Informal spoken conversations
- b. Formal oral presentations (individual and group)
- c. Informal writing (letters, e-mails)
- d. Formal writing (essays, Synthesis (DBQs), presentations)
- e. Listening or reading comprehension tests

## Sample Classroom Activities:

### Vocabulary/Grammar Scope

Prior to AP Spanish, students have learned all key grammatical structures required for the test and a strong working vocabulary. Thus, our focus in this course is to refine students' abilities to use these in interpersonal, presentational and synthesis modes of communication.

Grammatical points are reviewed and practiced weekly based on areas of need from student production.

Students are required to maintain a "personal vocabulary list" throughout the year in which they learn key terms suited to their individual needs. They are tested on this list periodically.

As we explore the six suggested themes for AP World Language and Culture (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics) students are introduced to new thematic vocabulary to help them discuss these topics with greater proficiency. Much of this support vocabulary comes from suggested vocabulary for the National Spanish Examination (level 5).

Additionally, students are responsible for learning and using new vocabulary from reading and listening selections discussed in class.

### Listening Skills

Students are expected to listen to a wide variety of authentic listening materials. They should also be able to extract details and key information, summarize and synthesize in both multiple-choice and original production exercises (interpersonal speaking, presentational writing and presentational speaking). Here is a sample of sources used:

- Cortometrajes (short films) and other authentic Spanish films
- Podcasts
- Current events sites:
  - CNN en español [www.cnn.com/espanol/](http://www.cnn.com/espanol/)
  - Proficiency exercises [www.laits.utexas.edu/spe/index.html](http://www.laits.utexas.edu/spe/index.html)
  - BBC [www.bbcmundo.com](http://www.bbcmundo.com)
  - Radio Naciones Unidas [www.un.org/radio/es](http://www.un.org/radio/es)
  - National Spanish Exam [www.nationalspanishexam.org](http://www.nationalspanishexam.org)
- Sample passages from *Triángulo*, released AP Spanish tests, the National Spanish Exam and *AP Spanish: Preparing for the Language Examination*
- Authentic songs
- Personal selections (for practice log)
- Etc.

## Reading Skills

The AP Spanish test requires students to read, comprehend, analyze, summarize and reflect on various types of reading selections. While these change from year to year based on important current events, here is a sampling of selections. Those in italics are drawn from the AP Spanish Literature required reading list (for those students continuing next year).

Fiction:

- *La luz es como el agua* (Gabriel García Márquez)
- *Dos palabras* (Isabel Allende)
- *No oyes ladrar los perros* (Juan Rulfo)
- *La noche boca arriba* (Julio Cortázar)
- *El ahogado más hermoso* (Gabriel García Márquez)
- *El delantal blanco* (Sergio Vodanović)
- *La siesta del martes* (Gabriel García Márquez)
- *Las medias rojas, El décimo* (Emilia Pardo Bazán)
- *El Sur* (Jorge Luis Borges)
- *Chac Mool* (Carlos Fuentes)
- La compuerta #2 (Baldomero Lillo)
- La abeja haragana (Horacio Quiroga)
- La señorita Julia (Ana Cortesi)
- Una esperanza (Amado Nervo)
- La conferencia que no di (Enrique Anderson Imbert)
- Sueños digitales (Edmundo Paz Soldán)

Current events (these and other online sources):

- [www.bbcmundo.com](http://www.bbcmundo.com) – world news service in Spanish
- [elmundo.es](http://elmundo.es) - Newspaper from Spain
- [www.nación.com](http://www.nación.com) - Newspaper from Costa Rica
- [www.prensaescrita.com](http://www.prensaescrita.com) - Index of Spanish-speaking newspapers
- [www.cnn.com/espanol](http://www.cnn.com/espanol) - Spanish CNN
- [tweentribune.com/spanish](http://tweentribune.com/spanish) - authentic articles geared towards high school students
- <http://noticias.latino.msn.com/latinoamerica/> - Noticias de Latinoamerica
- <http://www.facebook.com/VisitaEspañolandia?v=wall> - Facebook page of Spanish-related topics

Sample test passages (multiple types)

- Passages from *Triángulo*, released exams, National Spanish Exam (level 5) and *AP Spanish: Preparing for the Language Examination*
- Journal articles, essays, poems, newspaper articles, magazine articles, etc.

## Writing skills:

Students practice writing in both formal and informal contexts. They maintain a writing journal, in which they are frequently asked to respond to prompts based on reading or listening (see above sections). In addition, they are asked weekly to write informally in contexts such as e-mails, journal entries, letters, notes to peers or teachers, thank you letters, requests, blogs, etc.

Most formal writing is based on listening and reading sources. Students are taught to respond to such prompts by first carefully outlining their position, then stating that position and defending it with specific textual examples. Because formal essays make up a large percent of their A.P. score, they will write one every 2-3 weeks (more frequently in the second semester) in addition to their journal entries which are several times a week.

Writing samples are graded per the AP rubrics with suggestions for improvement in all categories (Task completion, Topic Development, Language Use). The focus of grammar in this course is to help students remember and properly use those constructions that are needed to adequately express themselves in the target tasks. The school provides adequate preparation time so that these essays may be scored in a timely fashion.

### **Speaking skills:**

This class is conducted entirely in Spanish. Since 6<sup>th</sup> grade, our students have learned the importance of only speaking Spanish in the classroom. Many of them have traveled to Spanish speaking countries for study abroad, service or recreational purposes. Prior to entering AP Spanish, they have had 4-5 years of speaking practice and they are accustomed to presenting and sharing their opinions in the target language and responding to comments of others. 10% of their overall grade is based on a Spanish declaration, which represents their dedication to only speak Spanish in the classroom.

The following is a brief list of some of the speaking activities we do on a weekly basis:

- Impromptu conversations (based on OPI situations and similar language prompts)
- 2-minute charlas (presentations on a variety of informal and formal themes)
- Prepared dialogs / conversations based on thematic elements (similar to the AP interpersonal speech section)
- In-class debates
- Dynamic situations (students have a situation card but don't know how they fit into the other situations)
- In-class skits, both prepared and impromptu
- Persuasive speeches to the class
- Cultural or Historical presentations, including a study of art, literature, history, film, etc.
- Think-pair-share and Socratic method conversations
- Interviews with famous Hispanic personalities, living and dead
- News programs based on materials read or heard in class
- Conversation circles based on reading or listening activities
- Contextual situations to review areas from previous years

Students are given feedback on each speaking activity and are formally assessed using the AP rubrics throughout the year. We use Google Voice and Audacity to record and review student samples.

Please remember to visit <http://www.tatespanish.com/hawken> for updated course information throughout the year.