

## **Course: Advanced Placement Spanish Language**

**Teacher: Señora Prosack**

**Academic Year: 2008-2009**

### **Course philosophy and goals:**

The AP Spanish language course is conducted completely in Spanish. The students develop a strong command of the Spanish language in this course through speaking, writing, listening and reading skills. The students are encouraged to speak Spanish in class with the teacher and classmates as well as outside of the classroom setting. The students are exposed to current events and literary works of the Spanish-speaking world through newspaper and magazine articles and short stories. Students are expected to complete all assignments and assigned readings and take periodic quizzes and chapter tests. There is a required cumulative exam formatted like the AP Spanish Language Exam at the end of the first trimester. Each student is required to take the AP exam in May. Following the exam the students are required to complete one independent exercise in Spanish. This can include (but not limited to) reading another novel, play or works of poetry, watching a series of films or television programs, researching a cultural topic of interest or teaching Spanish to younger students.

In addition to a very solid advanced working knowledge of the language, it is important for students to be aware of the history, art, architecture, politics, and social structures of Spanish-speaking countries. Thus, this course will include a panoramic introduction to some major literary works as well as to the different cultural aspects of the Spanish-speaking world.

### **Listening Skills**

Students develop a strong command of the Spanish language and aural comprehension skills through a variety of authentic and level-appropriate audio and video recordings. After listening, the students will discuss the theme and provide several details from the listening exercise to support their answers. Students are encouraged to listen, summarize and share with the class. Throughout the year the students apply this strategy when doing practice AP exercises. Students also have the opportunity outside of class to converse in Spanish with girls from Mexico.

Sources that can be used for the listening activities:

CNN en español

Radio Naciones Unidas

BBC

Nuevos Horizontes

### **Reading Skills**

We read and discuss the literary selections of *Album*. Students begin to develop a familiarity with literary analysis and vocabulary, to compare and contrast themes and to write critically about literature.

In addition to the literary selections of *Album*, the students use authentic reading sources to review and broaden their vocabulary by summarizing and discussing the selections with the class.

The study of Spanish and Latin American history, culture, art and civilization is integrated throughout the year and is enriched by reading, writing, listening and speaking. Students are encouraged to read, summarize and share with the class.

Outside of class, the students read one novel each marking period and write an essay about the novel using the literary analysis and vocabulary.

Sources that can be used for the reading activities:

El País

El Mundo

BBC

Cinco Días

### **Writing Skills**

Students are required to keep a journal. Students research newspaper articles and make a weekly journal entry of 1 page(1 side) in length paraphrasing the content in their own words and giving their opinion about the article or articles.

Students write one weekly personal journal entry of 1 page(2 sides) in length using a variety of verb tenses vocabulary and sentence structures.

Students write a weekly formal, well organized essay on a given topic modeled on the format used in the AP exam. Each writing assignment of at least 200 words is evaluated and graded for its content, organization, range and appropriateness of vocabulary, grammatical accuracy and correct mechanics(punctuation, accentuation, syntax, orthography).

Outside of class, the students read one novel each marking period and write an essay about the novel using the literary analysis and vocabulary.

### **Speaking Skills**

Each class begins with a short informal discussion in the target language. Students are required to participate in these daily class discussions in Spanish in order to improve vocabulary, fluency, pronunciation and intonation. Students also respond to conversational prompts such as job interviews, phone conversations, shopping in a store or supermarket, asking directions, social problems, world events, etc. Students will use rich vocabulary, accuracy in structure and syntax and fluency.

Students are required to give one major *charla* (informal speech) in Spanish each marking period which is graded on grammar, pronunciation, intonation and content.

Students are required each marking period to make a tape recording of a passage they will read and it is graded on pronunciation and intonation.

Once a week the students analyze a set of pictures, read a newspaper or magazine article, formulate their thoughts and deliver their individual *charla* to the class.

Students also have the opportunity outside of class to converse in Spanish with girls from Mexico.

### **Course Requirements:**

Texts: *Una Vez Más*(Prentice Hall), *Curso Tercero*(Amsco), *Album*(McDougall Littell), *AP Spanish, Preparing for the Language Examination*(Prentice Hall) are used as the core materials for this course. *Triángulo*(Wayside Publishing) is used as a supplementary text.

Notebook for weekly paragraphs and journals

Pocket notebook or binder for homework

Spanish/English Dictionary

Cassette

Consistent Work

### **Grading Procedure:**

Tests---45%

Paragraphs, journals and writing assignments---15%

Quizzes---25%

Homework---5%

Language Acquisition---10%

### **Homework and Classroom Policies:**

1. Daily homework assignments are given and are to be completed. Remember, homework is a requirement for the course, not an option. Hand in work on the day it is due, otherwise, it is **LATE**.

2. Reviewing, reading and studying is considered to be homework.

3. One or two quizzes and a test is given at the end of each chapter or story.

4. Bring books, workbooks, pens, pencils to class daily.
5. Keep a notebook for handouts.
6. No food or drinks in class, except water. Do not chew gum!
7. Come to academic help for additional help or to just do your homework.
8. When you are absent, it is your responsibility to get the homework and to do it. This will include studying for tests.
9. Be respectful of others.
10. Cheating or plagiarism will result in a zero.
11. All too often, students turn to other students, tutors, native Spanish speakers or other outside sources to have their work reviewed and polished. DO NOT ATTEMPT TO DO THIS. You will be given a better grade if you simply put in your very best effort and make the attempts to improve on your earlier skills to the best of your own, individual ability.
12. You must speak Spanish in class! The more your practice, the better you become!
13. Good luck and have a wonderful school year!! **¡Mucha buena suerte!**

## **Advanced Placement Spanish Language Schedule**

### **First Trimester**

**August-** Album 1, vocabulary, questions

**September-**nouns and articles; possessive and demonstrative adjectives and pronouns; review of rules and placement of written accents; Album 2, 17, vocabulary and questions; AP practice exercises

**October-** verbs-present indicative, ser/estar, gerunds and past participles, passive voice, commands; history and culture of Spain; Album 3, 4, 16, vocabulary and questions; AP practice exercises

**November-** AP practice exercises; review

### **Second Trimester**

**November-** history and culture of Latin America; accents; Album 15, vocabulary and questions AP practice exercises

**December-**relative pronouns; interrogatives and exclamations; Album 5, 6, vocabulary, questions;

AP practice exercises

**January-** past tense verbs-present perfect, preterit, imperfect, pluperfect, passive voice; prepositions and conjunctions; accents; Album 7,14, vocabulary, questions; AP practice exercises

**February-** future and conditional verbs-future, future perfect, conditional, conditional perfect; indefinites and negatives; Album 8, 13, vocabulary, questions; AP practice exercises

### **Third Trimester**

**February-**adjectives, adverbs, comparatives and superlatives; Album 11, 12, vocabulary, questions; AP practice exercises

**March-** direct, indirect, reflexive and prepositional objects; Album 9, 10, vocabulary, questions; AP practice exercises

**April-** subjunctive mood-present subjunctive, present perfect subjunctive, past subjunctive, pluperfect subjunctive; idiomatic uses and review of verbs; AP practice exercises

**May-** AP practice exercises and review  
AP Exam

### **Advanced Placement Spanish Language Outline**

#### I. Intensive and in depth review of grammar

##### A. Nouns

1. Gender
2. Number
3. Irregular

##### B. Pronouns

1. Subject
2. Direct
3. Indirect
4. Reflexive
5. Demonstrative
6. Relative

##### C. Adjectives

1. Placement and agreement
2. Articles

- a. Definite
- b. Indefinite
- 3. Ordinal numerals
- 4. Possessive
- 5. Demonstrative

#### D. Adverbs

- 1. Formation
  - a. Manner
  - b. Time
  - c. Place
  - d. Quantity
  - e. Adverbial phrases
  - f. Affirmative and negative

#### E. Verbs

- 1. Indicative Mood
  - a. Present tense
  - b. Preterit tense
  - c. Imperfect tense
  - d. Future tense
  - e. Conditional tense
  - f. Present perfect tense
  - g. Pluperfect tense
  - h. Future perfect tense
  - i. Conditional perfect tense

#### 2. Subjunctive Mood

- a. Present
- b. Past
- c. Present perfect
- d. Pluperfect
- 3. Commands
  - a. Tú
  - b. Usted
  - c. Nosotros
  - d. Vosotros
  - e. Ustedes

#### F. Other

- 1. Accents
- II. Selected short stories, history, culture and civilization readings
- III. Weekly essays, journals and newspaper and magazine article reviews

#### IV. Novels