

# AP Spanish Language

## *Syllabus*

### Course Overview

Because the AP Spanish Language course is considered a third-year college course, the class is conducted entirely in Spanish. Students are expected to speak almost entirely in Spanish, and their effort is reflected in their participation grade. Students should be able, and should improve their ability, to: express themselves orally and through written materials; understand oral presentations and materials; understand a variety of written media, including newspaper and magazine articles, novels, short stories, plays, letters, and Internet sites; and be able to differentiate between and express themselves in a variety of styles for different audiences.

### Course Outline

To teach the AP Spanish Language course, our school uses the *Galería de arte y vida* (Glencoe/McGraw-Hill) series, which includes a workbook and a variety of visual and auditory materials. Students use the textbook and workbook to complete a variety of cultural and grammatical activities. According to the Glencoe web site, *Galería de arte y vida* is appropriate for teaching an AP Spanish course. The book provides extensive grammar reviews and practices; and the book is broken down into twelve units, each detailing a specific aspect of Hispanic culture, such as art, legend, heroism, and the role of women in Hispanic societies. While some class time is dedicated to improving students' command of grammar functions, much of class is spent allowing students to interact with each other and have frequent contact with authentic materials.

Students are in daily contact with authentic materials. The class has a subscription to *People ¡En Español!*, which contains many articles relating to culture and the arts that relates back to units in *Galería de arte y vida*. The *ABC*, *Sur*, and *La nación* (Spanish and Argentinean newspapers) web sites are sources of current events; these web sites also have video and audio resources. Some of the works of literature that the class reads are: *Bodas de sangre*; *La casa de Bernarda Alba*; *Las ruinas circulares*; and *San Manuel Bueno, Mártir*; as well as a variety of poems by writers such as Federico García Lorca, Jorge Luis Borges, Rubén Darío, and Pablo Neruda. Reading literature gives students an opportunity for discussion; it also allows them to see grammar in action and improves their reading comprehension, especially for works of theater that students can act out.

We also use *AP Spanish* (Pearson Education) as a review specifically for the AP exam. On a bi-monthly basis, students complete an abbreviated version of the AP Spanish Language exam, and by correcting any mistakes, the class works through common grammatical errors and improves its knowledge of the Spanish language.

Every other week, students are required to write a 200+ word essay on any topic they choose, although there is a topic suggested for them. The essay is graded based on the AP Spanish Language composition rubric. Any errors in the essay are identified, but not

corrected, by the teacher, and the student has the opportunity to correct the essay for a higher score. By correcting their own mistakes, students remember the error and work to improve that skill.

At the end of each quarter, students are issued an exam using actual portions of past AP Spanish Language exams. The exam includes multiple-choice questions, as well as a short essay question and a reading related to any recent topics of discussion. Twice a year, at the end of each semester, students are required to give an oral presentation, for which they have done research outside of class.

The following is an outline of the curriculum schedule we follow. Supplemental materials may or may not be used, depending on the amount of material in the chapter, or the order may be changed.

### First Semester

<b>Unit</b>	<b>Chapters from <i>Galería de arte y vida</i> (including workbook and auditory exercises)</b>	<b>Supplemental reading material</b>
Unit 1	1: El arte	Current events
Unit 2	2: El humorismo	Poetry of Pablo Neruda
Unit 3	3: El heroísmo	<i>San Manuel Bueno, Mártir</i>
Unit 4	4: El indio	<i>San Manuel Bueno, Mártir</i>
Unit 5	5: La leyenda	<i>Las ruinas circulares</i>
Unit 6	6: Sentimientos y pasiones	<i>Las ruinas circulares</i>

### Second Semester

<b>Unit</b>	<b>Chapters from <i>Galería de arte y vida</i> (including workbook and auditory exercises)</b>	<b>Supplemental reading material</b>
Unit 7	7: Tierra y libertad	Current events
Unit 8	8: El último viaje	Poetry of Rubén Darío
Unit 9	9: Caprichos del destino	Poetry of Federico García Lorca
Unit 10	10: La mujer	<i>La casa de Bernarda Alba</i>
Unit 11	11: La fantasía y la imaginación	<i>La casa de Bernarda Alba</i>
Unit 12	12: La inspiración y la esperanza	N/A (time used for any supplemental materials not used thus far)

## Sample Classroom Activities

### Reading Skills

Students begin to read more advanced materials in Spanish III and IV, and therefore are capable of reading and understanding these college-level texts. Some reading is done individually, and some is done as a class, particularly works of theater. Students begin to understand the difference between common linguistics and formal writing. Upon finishing a work of literature or current events, students are asked to do a critical writing assignment, which is graded based upon the AP Spanish Language composition rubric. Students discuss the themes and issues in the work, and they continue broadening their Spanish vocabulary using literature and class discussions. Students also use a variety of current events materials, particularly from the following sources:

- *ABC* ([www.abc.es](http://www.abc.es))
- *Sur* ([www.diariosur.es/](http://www.diariosur.es/))
- *La nación* ([www.nacion.com/](http://www.nacion.com/))
- *CNN en español* ([www.cnn.com/espanol/](http://www.cnn.com/espanol/))
- *BBC* ([www.bbcmundo.com](http://www.bbcmundo.com))

### Writing Skills

Students demonstrate their writing skills through a variety of methods. They are asked to write a 200+ word composition every two weeks and to correct them; they are given oral prompts to which they need to respond through writing; and they are asked to write analyses of literature, current events, and video. In addition, students are required to write a full-length essay based on the AP Spanish Language exam at the end of each quarter.

### Listening Skills

The *Galería de arte y vida* series provides a variety of auditory exercises. The *AP Spanish* book also includes auditory exercises that come directly from past AP Spanish Language exams. For the first quarter of the year, students are allowed to listen to an audio piece twice. Depending on the difficulty of the piece, they may be allowed to have the accompanied written text. However, by the second quarter, students are expected to complete auditory exercises without the use of a written text, and they are allowed to listen to the prompt only once.

At several points throughout the year, students listen to a reading prompt, usually approximately five minutes in length. These prompts include excerpts from books on tape, video feeds from online news sources, or short readings by the teacher or other students. Students are asked to take notes on what they hear, trying their best to organize the information. Students then work together in pairs or small groups to share the information and discuss the various themes of the prompt, which is then shared with the rest of the class. Students are encouraged to apply this skill when taking the AP Spanish Language exam, not only for listening sections but also for reading and essay sections of the test.

Sources for authentic audio materials include:

- *ABC* (www.abc.es)
- *Sur* (www.diariosur.es/)
- *La nación* (www.nacion.com/)
- *CNN en español* (www.cnn.com/espanol/)
- *BBC* (www.bbcmundo.com)
- *Galería de arte y vida* (Glencoe/McGraw-Hill)
- *AP Spanish* (Pearson Education)

## Speaking Skills

At the beginning of the year, each student chooses a Hispanic country (no two students can have the same country). The final product is a written essay detailing several important aspects of culture, including a brief history, languages, traditions, holidays, and current events. As students are researching their country, they are required to give four oral summaries (in Spanish) of the articles they have read about current events. After the presentations and research, students hand in a final product in May.

Every month, students are given an assignment based on one of the AP Spanish Language exam components. Students are given a frame of pictures and asked to speak into a tape recorder for two minutes describing the sequence of pictures. They are graded based on the AP Spanish Language exam rubric. For the first few months, students are given approximately five minutes to prepare their presentation. After December-January break, students are given three minutes. Beginning in March, they are given only two minutes in order to better prepare them for the actual AP Spanish Language exam.

## Student Evaluation

- 30% Tests and quizzes
- 20% Graded homework
- 20% Checked homework
- 15% Projects
- 15% Class participation and preparedness (includes speaking in Spanish)
- Semester assessments count for 10% of the overall semester grade

## Materials

### Texts

Adey, Margaret and Louis Albin. *Galería de arte y vida*. 1st ed. New York: Glencoe/McGraw-Hill, 2007.

Coleman, Alexander (Ed.). Jorge Luis Borges. *Selected Poems*. New York: Penguin Putnam, 1999.

Darío, Rubén. *Obras selectas*. Madrid: Edimat Libros.

Díaz, José, Margarita Leicher-Prieto and Glenn J. Nadelbach. *AP Spanish: Preparing for the Language Examination*. 2<sup>nd</sup> ed. New York: Pearson Education, 1996.

García Lorca, Federico. *Bodas de sangre*. Madrid: Espasa-Calpe, 1984.

García Lorca, Federico. *La casa de Bernarda Alba*. Buenos Aires, Argentina: Ediciones Colihue, 2000.

Mujica, Bárbara. *Texto y vida: Introducción a la literatura hispanoamericana*. New York: Holt, Rinehart and Winston, 1992.

Neruda, Pablo. *Residence on Earth*. Buenos Aires, Argentina: New Directions, 1973.

de Unamuno, Miguel. *San Manuel Bueno, Mártir*. Madrid: Espasa-Calpe, 1969.

### Online Sources

*ABC.es*

[www.abc.es](http://www.abc.es)

*BBC Mundo*

[www.bbcmundo.com](http://www.bbcmundo.com)

*CNN en español*

[www.cnn.com/espanol/](http://www.cnn.com/espanol/)

*La nación*

[www.nacion.com/](http://www.nacion.com/)

*Sur Digital*

[www.diariosur.es/](http://www.diariosur.es/)