

# AP Spanish Language

## Course Overview

The main objective of the AP Spanish Language course is to develop students' interpersonal communication skills in Spanish and to prepare the students for the AP Language examination. The fundamental objective is for the students to achieve a high level of ability in listening, speaking, reading and writing. In this course students develop a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and aural comprehension skills through quality, authentic, and level-appropriate audio and video recordings. Students are exposed to literature, historical and current events of Spanish-speaking countries through authentic newspapers and magazines, music, movie, radio and television productions, literary texts, and virtual visits online. Students will also use Spanish to access information and to compare and contrast cultural elements of Spanish-speaking countries with their own. This course includes continuous integration of language skills (reading, writing, listening, speaking) with a rigorous review of grammatical structures. Therefore, the students must not only be aware of the considerable amount of work required by the course, but they must also have a high level of motivation and interest to use the language out of class. It is imperative that the students read, write, hear and speak the target language in class and out of class.

### ***Course Requirements***

#### **Prerequisites:**

- 3-4 years of Spanish or equivalent
- Recommended for qualified AP students

## ***Course Description:***

**Listening and speaking – (Interpersonal, presentational and interpretative modes)** are integral parts of this class. The teacher will conduct the class entirely in Spanish. While in class, the students are expected to speak to the teacher in Spanish. The students will also respond to conversational prompts, such as interviews, asking for directions and advice. The students will give oral presentations, participate in class, and in group discussions in Spanish. There will be at least one oral assessment every three weeks.

The students will listen to dialogues and narratives to make inferences and predictions. They will interpret messages, lectures and other spoken materials using a variety of authentic regional accents to become familiar with pronunciation and dialects of the Spanish speaking countries. They also complete spoken homework assignments that are recorded and submitted to teachers as audio files for grading.

### Authentic Listening Resources

Las Voces de las mujeres de Xelajú

<http://nflrc.hawaii.edu/voces/>

Nuevos horizontes

[www.nuevoshorizontes.org](http://www.nuevoshorizontes.org)

Think Spanish

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

**Reading:** The students will read and interpret selected samples of authentic literary prose and poetry from the AP Spanish Literature list. This preview of literary works has various goals. Some of these students will enroll in AP Literature next year and/or they will acquire confidence that they can continue to the next level of Spanish (AP Spanish Literature). Students will be read individually followed by group discussions. After reading each work, the students will also complete a graphical organizer for each work. The students will discuss the characters, the plot and the themes. Thus, the students have opportunities to integrate reading writing and speaking skills.

The students will also read contemporary topics from newspapers from the

Spanish speaking countries. The students will select a global issue affecting a Spanish speaking country of their choice. The students are asked to read newspaper(s) of that country. Using his own words, the student will write a summary of the newspaper article. Written discussions are held to discuss the news the students have read. Each student prepares an oral presentation on what they have learned about the country. Thus, the students have opportunities to integrate reading, writing and speaking.

### Authentic Reading Resources

Thepaperboy.com [www.thepaperboy.com](http://www.thepaperboy.com)

Prensaescrita.ccom [www.prensaescrita.com/](http://www.prensaescrita.com/)

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

**Grammar:** We will review important grammatical aspects of the Spanish language. Advanced grammatical structures will be studied. The areas include but are not limited to *tenses and moods* (ser v. estar, preterit v. imperfect, sequence of tenses, commands, complex constructions using the subjunctive, irregular and spelling-change verbs, perfect tenses), *nouns and their modifiers* (direct and indirect object pronouns, relative pronouns, adjective placement) and *other verbal and syntactic constructions* (passive voice, reflexives, making comparisons, por v. para, prepositions, transitions, accentuation, etc.).

**Writing:** Every segment each student writes a formal, well organized analytical or persuasive essay of at least 200 words, on an appropriate topic, in reaction to a text or information discussed or viewed, which is evaluated for its content, organization, range and appropriateness of vocabulary, and grammatical accuracy. There are weekly writing activities related to topics covered, such as: writing journal entries, letters, e-mails, poems, and dialogues, abstract writing, creative writing, or writing reactions to articles and lectures.

**Culture:** Culture of Latin America and Spain will also be studied. Culture is integrated throughout the year with meaningful authentic materials, such as the literary pieces, the newspapers the students read, and the authentic materials the students listen.

**Materials:**

## • Textbooks:

o *Abriendo Paso: Gramática* ©2007, José M. Diaz

0-13-166098-5 GRAMATICA Student Edition (hardcover)

o *Abriendo Paso: Lectura* ©2007, José M. Diaz

0-13-166097-7 Lectura Student Edition (hardcover)

o *AP Spanish*, José M. Diaz 0-13-166094-2 Student Edition (softcover)

## • A bilingual Spanish-English dictionary (or have access to online equivalent)

**Computer components:**

— Microsoft Office software including Word, PowerPoint

— A microphone/headset and speakers for computers

**Use of Spanish:**

This course is designed for and assumes that teachers and students will communicate almost exclusively in Spanish. All the course materials are written in Spanish (with vocabulary and grammar containing some English). Students regularly interact with each other and with the teacher in Spanish in "Discussion" activities. They also complete spoken homework assignments that are recorded and submitted to teachers as audio files for grading. In addition, teachers give feedback on assignments and tests in Spanish and communicate by e-mail and phone only in Spanish.

**Activity Description**

The following activities will be incorporated during the course:

- Diagnostic Pre- or post-test used to help students assess their mastery and understanding of the material introduced in the unit.
- Discussion Students discuss topics in an online bulletin board style forum. Teachers participate in these discussions as well and students receive credit for their participation.
- Exam Test administered at each semester's end covering all material from the course.
- Practice Students answer questions regarding what they have learned thus far. Activities include grammar and vocabulary exercises, reading comprehension, literary analysis, writing tasks and speaking practice.
- Quiz Computer administered and automatically graded assessment.
- Review Review of the material covered in a unit or over a semester
- Study Primary instructional online content that teaches new concepts through multimedia and interactivity.
- Exam/Test- Administered at each module's end covering the material presented in each module.

### ***Authentic Resources on the Web***

Throughout the course, students are directed to authentic reading and listening materials on the Web. Some of the authentic material is built into the course, while other materials are on external websites. Following is a selection of those websites:

Argentine Postal Service <http://www.correoargentino.com.ar/>

Authentik en español <http://www.authentik.com/>

Batanga <http://www.batanga.com>

BBC <http://www.bbcmundo.com>

BBC en español <http://news.bbc.co.uk/hi/spanish/news/>

Cervantes Virtual Center <http://www.cvc.cervantes.es/>

CNN en español <http://www.cnn.com/espanol/>

Dominican Republic <http://www.elnacional.com.do/>  
El Mundo <http://www.elmundo.es/>  
Español en vivo <http://deltasystems.com/>  
Flamenco World <http://www.flamenco-world.com/indice.htm>  
Granma International News <http://www.granma.cu/>  
Horacio Quiroga <http://www.analitica.com/bitbliblioteca/hquiroga/default.asp>  
José Martí <http://www.ensayistas.org/filosofos/cuba/marti/index.htm>  
Jump TV <http://www.jump.tv.com>  
La Nación <http://www.nacion.com/>  
Latin American Network of Museums <http://lanic.utexas.edu/la/region/museums/>  
Literature Center <http://www.literaturas.com/v010/index0611.asp?scroll=no>  
Materiales <http://www.sgci.mec.es/usa/publicaciones.shtml>  
Miami Herald <http://www.miami.com/mld/elnuevo/>  
Ministro de Cultura, España <http://www.mcu.es/>

Mundo Latino home site <http://www.mundolatino.org/cultura/>  
 Music Guide <http://www.guiamusical.com/>  
 Musicalizando <http://www.musicalizando.com/catalogo/index.php>  
 Nuevos horizontes [www.nuevoshorizontes.org](http://www.nuevoshorizontes.org)  
 Podcasts Notes in Spanish <http://www.notesinspanish.com>  
 Podcast creation <http://studio.odeo.com/create/home>  
 Prensaescrita.com <http://www.prensaescrita.com/>  
 Puerta del Sol <http://www.puertadelsol.com>  
 Quia <http://www.quia.com>  
 Radio Naciones Unidas <http://www.un.org/radio/es/>  
 RadioTelevisión Española <http://www.rtve.es/>  
 Real Academia Española <http://www.rae.es/RAE/Noticias.nsf/Home?ReadForm>  
 SCOLA <http://www.scola.org>  
 Study Spanish <http://www.studyspanish.com>  
 Supermarket <http://www.supermaxi.com/>  
 Televisión española <http://www.rtve.es/tve/b/loslunnis/cancioneslunnis.htm>  
 Televisión Pública enEspañol <http://www.vme.tv/index.php?lang=es>  
 Think Spanish <http://www.thinkspanish.com>  
 Univision <http://www.univision.com/>  
 Voice of America News <http://www.voanews.com/spanish/>  
 Yabla.com <http://ola.yabla.com/>

## Course Planner

### First Segment

Module	Theme	Objective
1	Course Introduction/AP Exam introduction	Identify what will be covered in course.  Demonstrate familiarity with part of the AP exam.
2	Education	Identify elements of different educational systems in two given cultures .  Use present tense appropriately.

Compare & contrast educational systems in three Spanish language cultures.

Reflect on your own school system and the differences across the educational system in the US.

Demonstrate the ability to use preterit tense appropriately .

Distinguish between levels of government support in different states.

Read a work of literature in Spanish and compare and contrast w work of literature to your own life.

Write about a given topic, incorporating past, present and future.

Identify and discuss target language writers and their works and assesses their influence not only on the products of his or her own culture, but also on other world cultures:

Identify and discuss artistic expressions and forms of Latino culture .

Discuss the influences of African poetry, music and dance on Caribbean music and dance.

Complete Section I Part A of the AP Exam.

Submit sources for the Project.

Demonstrate your speaking ability via the oral



		<p>component.</p> <p>Complete the module post-test.</p>
3	Life and Career	<p>Recognize different aspects of teen life in two cultures.</p> <p>Use present tense, irregular verbs, reflexive verbs, and adverbs appropriately in context.</p> <p>Compare a coming of age celebration in two cultures.</p> <p>Interpret and use idiomatic expressions appropriately.</p> <p>Compare family life and relationships across generations in the US with Latino cultures.</p> <p>Interact in a situation that reflects the activities of teenagers in Mexico.</p> <p>Use appropriate verbal and nonverbal communication.</p> <p>Identify and discuss various patterns of behavior in Mexico.</p> <p>Discuss the values and mindsets typical of youth in Mexico.</p> <p>Identify options other than career awaiting students in other countries.</p> <p>Identify the differing paths to careers in other cultures</p> <p>Identify cross-cultural college/career opportunities.</p> <p>Communicate in writing about a past event and how</p>

		<p>you felt about it.</p> <p>Describe the benefits of knowing 2 languages in the US.</p> <p>Discuss a future career choice, based upon self-knowledge .</p> <p>Conduct an interview with someone in a target career.</p> <p>Complete Section I Part B of the AP Exam.</p> <p>submit thesis statement for project.</p> <p>demonstrate your speaking ability via the oral component.</p> <p>complete the module post-test.</p>
4	Civic Literacy and Politics	<p>Describe similarities &amp; differences between 2 different political systems.</p> <p>Analyze a political system as framed in a literary work .</p> <p>Use subjunctives expressing opinions and feelings appropriately.</p> <p>Discuss/compare the impact of three political systems on their citizens.</p> <p>Suggest changes to a political system that you'd make if you were a leader.</p> <p>Use conditional &amp; subjunctive &amp; prepositions.</p> <p>Describe elements of the US political system.</p>

Review demonstrative adjectives, demonstrative pronouns, possessives.

Research a leading female figure in world politics and discuss leadership styles.

Research leading US Latino political figure.

Identify Latino voting patterns in the US.

Compare citizen participation in US with other countries' systems .

Identify opportunities for self to participate in the system

Demonstrate how being multilingual would aid in participation in the political system

Identify opportunities for self to participate in the system

Demonstrate how being multilingual would aid in participation in the political system

Complete Section II Part A: Writing (1) of the AP Exam

submit introductory paragraph for segment project

demonstrate your speaking ability via the oral component

complete the module post-test

5	Health	<p>Discuss health care systems in two cultures.</p> <p>Interpret health references in literary/visual art works to infer states of health.</p> <p>Use perfect tenses appropriately.</p> <p>Identify cognates having to do with diseases in different Latino cultures.</p> <p>In writing, contrast the benefits of 3 health care systems.</p> <p>Identify the benefits and deficiencies of US health system.</p> <p>Use present and preterit tenses appropriately.</p> <p>Identify dominant health issues in the world and the US.</p> <p>Identify health risks in your life now</p> <p>Suggest tips for improving your own and your family or friends' health</p> <p>Complete Section II Part A: Writing (2) of the AP Exam</p> <p>submit first draft of segment project</p> <p>demonstrate your speaking ability via the oral component</p> <p>complete the module post-test</p>
---	--------	---

6	Technology	<p>Discuss technological advances from 2 cultures.</p> <p>Identify how technology has changed given cultures.</p> <p>Use past perfect tenses appropriately.</p> <p>Compare the part technology plays in the society of three cultures.</p> <p>Discuss the depth of government control over technology in given cultures.</p> <p>Use comparatives and superlatives appropriately.</p> <p>Discuss how technological terminology is impacting other cultures and language.</p> <p>Identify how today's technology is influencing our language.</p> <p>Describe technological advances from the last 100 years and analyze it's effect on everyday life</p> <p>Write about a specific technology.</p> <p>Determine best practices/netiquette for using personal technology.</p> <p>Predict use of a technological framework in a different area.</p> <p>Complete Section II Part A: Writing (3) of the AP Exam</p> <p>demonstrate your speaking ability via the oral component</p>
---	------------	--

		complete the module post-test

## Second Segment

Module	Theme	Objective
7	Media	<p>Identify various types of media and their characteristics.</p> <p>Identify media and media figures from two countries</p> <p>Compare the role media plays in shaping the values/social trends of the 3 cultures.</p> <p>Compare the different world views represented by the media in different cultures.</p> <p>Discuss the influence of new Latino media presence on US culture (TV - news, pop culture, US produced, Magazines, Radio) on US society</p> <p>Discuss the similarities and differences between Latino and US cultures as represented in the media.</p> <p>Identify techniques and methods media uses to influence opinions.</p> <p>Identify ways in which advertising specifically targets certain groups</p> <p>Discuss how advertising shapes the values of teens</p> <p>Analyze how advertising has influenced your choices</p>

		<p>Complete a thesis statement for Section II Part A: Formal Writing (4) of the AP Exam</p> <p>Identify the parameters and requirements of the segment project</p> <p>Indicate your choice of course segment project</p> <p>demonstrate your speaking ability via the oral component</p> <p>complete the module post-test</p>
8	Global Environment	<p>Identify ways in which people have impacted their environment in two countries</p> <p>Identify global environmental Issues</p> <p>use target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest</p> <p>Compare major environmental challenges in three given countries</p> <p>Suggest solutions to given US environmental issues</p> <p>Discuss what recycling is, and why it is done</p> <p>Describe the environmental impacts of recycling (or not recycling)</p> <p>Research and Compare ways recycling is carried out in other cultures.</p>

		<p>uses target-language skills to obtain information and perspectives from speakers of the target language</p> <p>Research and Compare ways recycling is carried out in other communities.</p> <p>identify opportunities for recycling in their everyday life (community)</p> <p>design a recycling plan for self or community</p> <p>Complete sample paragraphs for Section II Part A: Formal Writing (4) of the AP Exam</p> <p>Submit sources for the Project</p> <p>demonstrate your speaking ability via the oral component</p> <p>complete the module post-test</p>
9	Global Society	<p>Identify factors that are making society more global.</p> <p>Discuss similarities &amp; differences in cultural beliefs and values in 2 cultures.</p> <p>Use subjunctive and conditional terms appropriately.</p> <p>Analyze cultural beliefs as reflected in folklore.</p> <p>Use relative pronouns and passive voice appropriately in writing.</p> <p>Research and report on a folktale/urban legend.</p>



		<p>Contrast values and beliefs in a given Latino culture with US culture</p> <p>Identify ways in which immigrant cultures influence society in the US</p> <p>Express opinions on the effect that immigrant cultures have had on US culture</p> <p>Discuss the benefits of knowing two languages in today's world.</p> <p>Research your own heritage and/or cultural identity or that of an admired other person</p> <p>Analyze a literary work for elements of self-examination</p> <p>Complete Section II Part A: Formal Writing (4) of the AP Exam</p> <p>submit thesis or introductory statement for your project</p> <p>demonstrate your speaking ability via the oral component</p> <p>complete the module post-test</p>
10	Personal Finance	<p>Discuss types of jobs.</p> <p>Discuss availability of jobs in 2 cultures.</p> <p>Compare pay scales in three countries.</p> <p>Research conversion rates for currencies for 3 countries to US dollars.</p>

		<p>Draw conclusions about earning power across different jobs in different cultures.</p> <p>Analyze the spending power of given salaries in the four countries.</p> <p>Evaluate and predict trends and changes in the job market in the future.</p> <p>Evaluate and predict trends and changes in the job market in the future.</p> <p>Discuss the effect of predictable life events on finances</p> <p>Given a scenario, develop a financial life plan.</p> <p>Complete Section II Part B: Speaking (1) of the AP Exam</p> <p>submit introductory paragraph for segment project</p> <p>demonstrate your speaking ability via the oral component</p> <p>complete the module post-test</p>
11	Business and Economy	<p>identify factors/resources affecting the economy in two given countries.</p> <p>Analyze the economies of three countries in terms of their relative economic health.</p> <p>Examine causes and effects of differences in the standard of living among people in the US.</p>

		<p>Identify global business concepts.</p> <p>Analyze economic climate across multiple cultures.</p> <p>Discuss how US conducts business in other countries.</p> <p>Create a business plan for conducting business in another country.</p> <p>Complete Section II Part B: Speaking (2) of the AP Exam</p> <p>submit first draft of segment project</p> <p>demonstrate your speaking ability via the oral component</p> <p>complete the module post-test</p>
12	Segment Project	Submit segment project and complete a full AP exam.