

AP COURSE AUDIT SYLLABUS – SPANISH LANGUAGE

COURSE OVERVIEW

In this course students develop a strong command of the Spanish language, with proficiency in integrating whole language skills. Focus is placed on synthesizing written and audio materials, both formal and informal writing processes, extensive interpersonal and presentational speaking practice and audio comprehension skills. This will be done through quality, authentic, and level-appropriate audio and video recordings. They are also further exposed to the works of literature and current events of Spanish-speaking countries through authentic written texts, including newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading and comprehension abilities. Students are provided regular opportunities for writing and speaking with integration of all language skills and a rigorous review of grammatical structures. Advanced organizational and analytical strategies are taught.

COURSE OBJECTIVES

I. Express ideas accurately and fluently in writing. Improve writing skills through

- A. Essay writing. Approximately, four times per semester, 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.
- B. Other writing tasks. There are weekly writing activities related to topics covered, such as: writing journal entries, letters, e-mails, poems, and dialogues, abstract writing, creative writing, and writing analytical responses on all literature tests.

II. Synthesize vocabulary and structures to broaden understanding in reading newspapers, magazine articles, and literary pieces with increasing ease and accuracy. Improve reading skills through

- A. Weekly reading. Students read and interpret selected samples of authentic written texts from a variety of sources: literary selections, poetry, current topics (newspaper and magazine articles), and communications (letters and e-mails) and other selected technical and non-technical readings to gain vocabulary development from a variety of sources.
- B. Research projects. Students use reading strategies and vocabulary knowledge to improve reading skills when investigating various topics, and ultimately to create and to present a synthesis both orally and written at least once per semester.

III. Speak with fluency, accuracy in structure and syntax, using a rich vocabulary and appropriate pronunciation and intonation. Improve speaking skills through

- A. Interpersonal language focus. Respond to conversational prompts, such as responding to direct questions, formal and informal conversations, interviews, voice mail, asking directions, advice, storytelling, and giving speeches, expressing an opinion using rich vocabulary, accuracy in

structure and syntax, and fluency. There is at least one major assessment per month that focuses on oral presentation.

B. Participate daily in class discussions in the target language. Improve vocabulary, fluency, pronunciation, and intonation through directed or free class discussions.

IV. Understand the spoken language both formally and informally in conversations or narrations. Improve listening skills through

A. Interpreting spoken material. Interpret TV and video and audio presentations, messages, lectures, and other materials spoken using a variety of regional dialects. Become familiar with pronunciation, dialects, from a variety of international sources.

B. Listening to narratives and dialogues to make inferences, predictions, and interpret linguistic cues.

V. Expanding knowledge and understanding of the practices, perspectives, and products of Spanish and Hispanic cultures. Enrich knowledge of Hispanic and Spanish cultures through

A. Discussing literary and cultural topics, current events, and personal experiences. Incorporating culture in other skills learned.

B. Incorporating culture in other skills learned. Culture is integrated throughout the year, connected meaningfully to reading, writing, listening and speaking skills.

VI. Acquire and enrich vocabulary and grasp structures that enable the student to manipulate a variety of reading and audio materials. Improve vocabulary through

A. Using idiomatic expressions, cognates, synonyms and antonyms correctly. Learn and apply in oral and writing exercises the specific uses idiomatic expressions, cognates, synonyms, and antonyms. Weekly vocabulary lists are given and tested to ensure rapid and consistent vocabulary acquisition.

B. Using transitions. Learn and correctly use transition words and expressions related to written and spoken Spanish. Use transitions to introduce an idea, add another idea, express a contrasting point of view, emphasize, give examples, draw a conclusion, etc.

C. Translating: occasionally students will be asked to translate passages on a wide variety of topics to ensure continual and broad vocabulary development.

D. Reviewing and broadening vocabulary: Students use methods such as reading, investigation, and listening to a wide range of topics and apply it in speaking and writing.

VII. Be able to implement a variety of grammatical structures using proper concordance and correct mechanics. This includes: subject-verb, noun-adjective, tense agreement, sequence of tenses, punctuation, accentuation, syntax, orthography, and superior language control. Improve knowledge of grammar through

- A. Applying grammatical and syntactical rules, focusing on problematic areas. Generally the problematic areas include, but are not limited to tenses and moods (ser vs. estar, preterite vs. imperfect, commands, complex structures using the subjunctive, sequence of tenses, 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 vs. para, propositions, transitions, accentuations, etc.)
- B. Implementing/synthesizing a variety of grammatical and syntactic structures in speaking and writing.
- C. Remediating as needed after feedback.

TEACHING STRATEGIES

I. Use of technology

Many of the projects described take advantage of technology. We use the internet as a source of current topics, research, and presentation (both teacher and student). Our school does not have a language lab, but we do have access to the computer lab, or the computers and printers in the library if they do not have access at home.

My classroom has an LCD projector which enables me to use my computer to incorporate powerpoints, video presentations, movies, and other forms of cultural visual aides. I use a document camera and there is also a computer, CD/tape player and an overhead projector. I make use of all this technology regularly throughout the school year.

II. Student Activities

These are described here and are detailed in the bi-weekly outline below.

This class is taught almost exclusively in Spanish and each day students start class with a “chispa” or “warm-up” activity to help transition to Spanish. These activities could be: review grammar, journal writing, poetry, game, puzzle, cultural, follow-up of literature, reading, partner-speaking, etc.

Homework is assigned daily and comes from a variety of sources as well. They could be: literature, grammar, writing and reading (from a variety of authentic sources that students may get from the internet, magazines or from the teacher), listening to the television, activities from the AP Manual etc. There are occasional long term projects required of the students.

The students are asked to watch television and do certain activities as well as keep a weekly journal as part of the “summer assignment”. These are due at the beginning of the year.

Students come in before or after school for extra speaking time called a “lab appt.”. Since our school does not have a language lab, we do it this way. Students sign up for a time before or after school (one half-hour every 2 weeks) in groups of 3. Each session has a theme. We work on fluency, culturally appropriate vocabulary, pronunciation, and strategies for taking the informal speaking portion of the AP test.

III. Student Evaluation

These are described here and are detailed in the bi-weekly outline below.

All literature tests include vocabulary and comprehension questions and analysis paragraphs. These are teacher made.

All grammar tests are as stated from either Una Vez Más or a teacher made quiz/test.

All vocab tests come from the appendix of Preparing for the AP Test by José Diaz and include approximately 30-40 words per week). The previous week's words are recycled each week as well. They are responsible for the meaning and the spelling.

Speaking activities come from a variety of sources as listed below and include but are not limited to the AP Manual.