

AP Spanish Language Course Syllabus

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Planning Period: First period

Course Prerequisites:

Spanish 5/6 or teacher approval.

Course Overview:

This course follows the guidelines of the College Board® AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the Curriculum Framework. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® Spanish Language and Culture course.

The AP Spanish Language and Culture course is conducted exclusively in Spanish. Central to the course is the overarching principle as stated in the Curriculum Framework:

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real-life settings (communities).

Course Description:

The AP Spanish course is designed to help students become proficient in the Spanish language. At the end of the academic school year students will be expected to take the AP Spanish Language Exam. Throughout the year, the class will focus on the four skills of language acquisition: speaking, reading, writing, and listening. Much emphasis will be placed on reading, which will consist of literature, poetry, newspapers, websites, and books. Students can expect to write on a daily basis. Some days this will be as simple as a short paragraph for a journal entry and on other days the writing will be more formal. At the beginning of the year much of the writing is shorter and self reflective or summaries from the readings. By second semester students will be writing longer formal essays drawing from a variety of sources. This class is taught completely in Spanish and it is expected that students will speak Spanish at all times.

Course Objectives:

1. Read and answer questions based upon mastery of the reading sample.
2. Be able to present formally and through recordings, stories and anecdotes of your life.

3. Completion of assignments, tests, and free-writes.
4. Practice **speaking** daily in class, as well as mastering listening skills.
5. Develop consistent and positive attendance habits.

Evaluation:

Total of all possible points, nothing is weighted.

Scores:

A 93-100%	B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%
A- 90-92.9%	B 83-86.9	C 73-76.9%	D 60-66.9%
	B- 80-82.9%	C 70-72.9%	F 59.9% and below

Participation:

Participation is a large part of your grade. In order to truly acquire a language, one must use it! It is my understanding that you are taking this course because you like Spanish and want to learn to use it. In order to do that you must practice. You are learning a language and I expect you to make mistakes. Come to class with a good attitude and willingness to learn, participate in activities and work really, really hard. You will be speaking, reading, writing, and completing a variety of listening activities. It is virtually impossible to make these activities up on your own time. Please make every effort to attend class. You will also be expected to read thirty minutes a week (a book of your choice) and watch the Spanish channel thirty minutes a week outside of class.

Homework:

In addition to daily points there are also homework points that can be earned on the completion of each assignment on the day that it is due! Homework is not busy work but a reinforcement of what we are doing in class. Without this integral part of the learning process neither of us knows what is making sense and what is not. Homework is meant to be done on a daily basis. It will not be accepted late, except in the case of absence and then you will have a number of days equal to that of the absence to complete the work. If there is no formal assignment, please take time to read or watch TV in Spanish.

Assessments – Both formal and informal assessments on reading, speaking, listening and writing will be performed on a daily basis, these will reflect the type of assessments you will be doing on the AP Spanish exam. Every 2-3 weeks, a new theme is introduced; however, interconnectedness of themes is expected and encouraged. Within the basis theme, students work on all aspects of communication: Interpretive, Interpersonal, and Presentational. In lieu of a test for each theme, students are evaluated based on various assignments graded according to the AP World Language and Culture Scoring Guidelines available in the AP Spanish Language and Culture Course and Exam Description.

Notebook Checks:

On account of the fact that we do not have a single textbook, it is imperative that you have your Spanish notebook with you every day complete with all material given out in class.

You are required to have a 1 ½ -2” three-ring binder with 5 dividers labeled:

1. Palabra del día
2. Noticia de la semana
3. Apuntes
4. Practica de AP
5. Diario

There will be a notebook check at least once each quarter for a grade.

Behavior:

All school rules apply. Pay close attention to the electronics rules in your student handbook. **If you are texting in this class I will take your cell phone the first time I see it. You can get it back at the end of the day. The second time I take it a parent will have to come in to collect it and the third time it will be given to an administrator.** Talking, blurting and note passing are a hindrance to the learning process, please join the conversation in Spanish and respect your classmates. Cheating and plagiarism (including the use of language translators) will not be tolerated. If you cheat expect to receive a zero for the said test, project or assignment.

National Standards:

This course will support the state and national learning standards of communication, culture, connections, comparisons and communities.

Daily/Weekly/Monthly Activities to address Learning Objectives:

La palabra del día—students explore a word a day, analyze its meaning, find root words, synonyms and antonyms, and make linguistic comparisons.

La noticia de la semana—once a week, students take turns giving a short presentation about a relevant news story, summarize it for the class, and ask five questions to create opportunities for open-ended discussion. Student will be assigned news story on Monday and present on Friday.

El diario de las noticias—students keep a journal of the weekly news presented in class with new vocabulary and reactions.

La discusión de la semana—at various times during the year, students are responsible for posting a link to a news article, video, or podcast to the class blog, and creating a discussion question for all in class to participate in an online discussion. Everyone will have three days to respond or comment in the form of a short paragraph.

AP Wednesday--every Wednesday will be a day of AP practice exam samples. All samples will be assessed using the AP scoring guidelines for this assignment. Sometimes the teacher scores the work and other times the students and their classmates score each other. This is an excellent way for students to internalize and understand the scoring guidelines.

Writing--approximately every three weeks, a formal, well-organized, synthesized, analytical or persuasive essay on an appropriate topic in reaction to a text or information is written, discussed or viewed in class. The essay is evaluated for its

content, organization, cultural relevancy, range and appropriateness of vocabulary, and grammatical accuracy.

- Writing journal entries, letters, e-mails, poems, abstract writing, creative writing, or writing reactions to articles and lectures through an interactive social network and/ or blog on topics/themes.

1st Semester:

Themes: Immigration, Mexico, traditional foods, poemas, el café and music.

Grammar: Gender of nouns, Stem changing verbs, Adjectives, Present, Preterit, Imperfect, Commands, Pluperfect and Subjunctive Tenses, Por vs. Para, and Uses of the preterit/imperfect tenses, Passive Voice and Idioms, gustar and similar verbs.

Readings: Stories from *Albúm*, *Carta a Diós*, *Cajas de Cartón* (Jimenez) Modernismo (José Martí) “No oyes ladrar los perros” (Juan Rulfo) “Un Oso y un Amor” (Sabine R. Ulibarri) “El Rebelde” (Edwin Figueroa) “Quetzal no muere nunca” Selections from Laura Esquivel’s books “Como agua para chocolate” y “Malinche” “Los Zapaticos de rosa” (José Martí) “La camisa de Margarita” (Ricardo Palma) “La Viuda de Montiel”, “Un día de estos” Gabriel Garcia Márquez “Cartas de amor traicionado” (Isabel Allende) Selected Poems (Pablo Neruda) “El Tunel” (Ernesto Sábato) “Los dos reyes y los dos laberintos” Readings from the web, newspapers, and local legends/myths from the geographical area of study.

Writing: Free-writes, Quién soy yo?, Journals, as well as answering questions from readings, in-class writes, summaries of readings both from home reading and in class stories. Compare/contrast essays and analyses of readings and films.

Speaking: Mi vida, dialogues and skits, Whose Line Is It Anyway, Bolsa de Sorpresas, as well as answering questions from readings.

Oral Presentations on immigration, show and tell, memorized poem, and coffee trade show representing the county of your choice.

Listening: Listening activities from Abriendo Paso and Conexiones, Noticiero Univision, Despierta America, Spanish movies including “La Misma Luna” (PG-13), and “El Norte” and BBC Mundo <http://news.bbc.co.uk/hi/spanish/news>, Radio nuevos horizontes <http://www.nuevoshorizontes.org>, Langmedia http://langmedia.fivecolleges.edu/collection/lm_spanish.html, Uteach proficiency exercises <http://www.laits.utexas.edu/spe/siteindex.php>, Radio Naciones Unidas <http://radio.un.org/es/>

2nd Semester

Themes: España, Argentina, Derechos Humanos, Estereotipos, La familia, Exam Prep

Grammar: Passive Voice, Future, Conditional, Relative Pronouns, Sequence of tenses, Present Perfect Subjunctive, Pluperfect Subjunctive, practice exam activities

Reading: “La Conciencia” “El Arbol de Oro” (Ana Matute) “Los indios kunas” (César A. Yunsán) Selection from “El hablador” (Mario Vargas Llosa) Poemas: “Canción del jinete” y “Arbolé, arbolé” (Federico García Lorca) “Pastoral” (Gregorio Martínez Sierra) “Día de las madres” (Daisy Zamora) “Emma Zunz” (Jorge Luis Borges) Readings from the web, newspapers, and local legends/myths from the geographical area of study, practice exam activities

Writing: Free-writes, Quién soy yo?, Journals, as well as answering questions from readings, in-class writes, practice exam writing activities with integrated skills, essays discussing cultural themes and using prompts from AP* Spanish Preparing for the Language Examination.

Speaking: 10 minute presentations, practice exam activities, both informal and formal speaking

Listening: Listening activities from Abriendo Paso, Conexiones, AP* Spanish Preparing for the Language Examination, Noticiero Univision, Despierta America, and selected movies in Spanish including “El Espejo Enterrado: Reflexiones sobre España y el Nuevo Mundo”, “Tortilla Soup,” (PG-13) “Romero,” (PG-13) “El Tiempo de las Mariposas,” (Pg) “Real Women Have Curves,” (Pg-13) “Goal”(PG) and “Shrek 1 and 2”(PG) “La Historia Oficial” (PG-13) and BBC Mundo <http://news.bbc.co.uk/hi/spanish/news>, Radio nuevos horizontes <http://www.nuevoshorizontes.org>, Langmedia http://langmedia.fivecolleges.edu/collection/lm_spanish.html, Uteach proficiency exercises <http://www.laits.utexas.edu/spe/siteindex.php>, Radio Naciones Unidas <http://radio.un.org/es/>

***Keep this syllabus in your notebook throughout the entire year.

Bibliografía

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Teachers note: This is a college level course and I expect that you are going to treat it that way. I have spent and will spend a great amount of time and effort preparing for this class. It is therefore expected that you will do the same. If you do not have a sincere desire to learn Spanish, please save yourself and others by re-thinking your choice of classes. Off-task behavior is not tolerated in this class. We will learn a great deal of Spanish and should have fun along the way.

Student Signature:_____

Parent Signature:_____

Video Viewing Permission

In order for a student to watch videos in this class, I must have a parent/guardian's signature on file. Most videos are documentaries or travel-related, but there are **occasional videos/movies used that are rated PG or PG-13**. If you do not want your student to watch a video, please indicate so by signing in the "no" box below. Your student will be given an alternative assignment to be completed in the library. Please contact me with any questions or concerns with regards to specific movies. Thank you!

____ **YES**, I _____ (parent/guardian) DO
grant permission for _____ (son/daughter)
to watch the above-mentioned videos in Spanish class.
Parent/Guardian Signature: _____
Date: _____

____ **NO**, I _____ (parent/guardian)
DO NOT grant permission for _____ (son/daughter)
to watch the above-mentioned videos in Spanish class.
Parent/Guardian Signature: _____
Date: _____