**Syllabus: AP Spanish Language**

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**Course Description**

The AP Spanish Language course is meant to be comparable to fifth and sixth semester college and university courses that focus on advanced level speaking and writing in the target language. In order to achieve this, the instructor will use Spanish almost exclusively in the teaching of this course and students are encouraged to do likewise. Course content will reflect a wide variety of academic and cultural topics integrated within The 5 C’s: Communication, Cultures, Connections, Comparisons, and Communities. The course will train the student to integrate language skills and synthesize written and aural materials.

**Main Goals for the Course:**

The successful AP Spanish Language student will be able to:

* Understand magazine/newspaper articles on various topics of general interest.
* Draw inferences from material read.
* Develop successful strategies for interpretation of unfamiliar words, idioms, or structures based on broad general vocabulary and solid knowledge of grammatical forms and structures.
* Discriminate between different registers of language (formal and informal).
* Write a narration or description several paragraphs in length, comparing and contrasting several sources.
* Analyze and write poetry.
* Present and defend ideas and points of view.
* Provide appropriate examples and draw conclusions from them.
* Provide introductory remarks, transitions, and a conclusion in an essay.
* Communicate facts and ideas with an accent that is accurate enough not to interfere with comprehension.
* Discuss topics of current interest; express personal opinions, while demonstrating a good command of grammatical forms and syntactic patterns.
* Narrate, describe, and explain using past, present, and future tenses correctly.
* Have immediate recall of a fairly board range of vocabulary in order to speak with a level of fluency and accuracy that does not impede communication.
* Express themselves orally by convincing, arguing, inquiring, and describing.

**Course Content**

* **Reading**
* Students will read from a variety of sources including: the textbook, newspapers, magazines, short stories, essays, a short novel, poetry and disconnected passages.
* Identification of the purpose, theme, or subject of a text is incorporated into initial reading strategies taught to students. Students will identify and summarize main points and important details, and make inferences and predictions.
* Critical reading skills will be developed through a variety of strategies so that students are able to read with greater ease, understand without translating, identify themes or purposes of the text, discuss, infer, illustrate, analyze, synthesize or write about what they have read.
* Articles from newspapers, magazines and other media will be used to introduce current affairs and culture from around the world. Students will recognize cultural elements implicit in the various readings, compare perspectives, and connect content to other disciplines.
* **Writing**
* Students will write a sequence of journals. Some will be written at home and some will be produced in class within a determined amount of time. Topics utilize student opinion, memories, predictions and plans.
* The scope of topics will lead students through use of different verb tenses and grammatical structures to amplify the students’ abilities to write expository passages. Journals are graded for on-topic writing, accuracy of grammar and syntax.
* Students will develop formal written correspondence, i.e. e-mails, letters of reference or introduction, letters requesting information, etc.
* Essays: Students will learn how to plan for and write cohesive and coherent persuasive essays in Spanish that demonstrate their ability to synthesize information from a variety of sources. The essays will be prompted by a reading section and a listening selection.
* Organization of thoughts, outline or notes, syntax, transition phrases and conclusions, summaries, inferences, and predictions are topics covered.
* **Listening**
* Students will be exposed to a wide variety of sources for spoken Spanish, for example: television shows, newscasts and radio broadcasts, streaming video, academic, cultural, and musical presentations. Students will draw inferences, make cultural connections, predictions, and be able to summarize the main points of oral presentations.
* Lectures (ranging from 5 – 10 minutes) will be given in Spanish as exercises in note-taking and listening comprehension
* Cloze passages and dialogues are used to help students build auditory comprehension and to hone their skills in understanding the nuances of the culture and language.
* Pay attention**,** follow directions, and listen carefully. Listening is an essential component in language learning. Listen carefully to others so you will not repeat previously-corrected errors.
* **Speaking**
* Students will describe, narrate, and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.
* Through spontaneous, casual conversations and formal presentations students will express ideas orally with accuracy and fluency. Interactive dialogue prompts will be practiced.
* Two-minute student recordings will be based on readings, oral prompts, class discussions or situations. Recordings are graded on the flow of speech, grammatical accuracy and use of advanced language skills.
* In-class presentations both planned and spontaneous will be a regular part of the course. Spontaneous presentations based on teacher prompts and role-plays will be assessed using teacher-generated oral rubrics.
* Conversations are a daily component of this class. A topic will be presented to the class as a whole, or different topics to a group of students. Students will carry on spontaneous conversations about these topics (all in Spanish, of course) and then share the direction of their conversations with the entire class. Group conversations will often be graded for participation, so it is important to speak in Spanish and contribute your ideas regularly.
* Daily oral participation in class will be emphasized to develop fluency. Students are expected to participate in class discussions to improve their speaking and listening skills.
* **Students are required to speak only in Spanish while inside the Spanish classroom.** The teacher may choose to explain advanced grammar structures in English to allow students to have a more thorough understanding of concepts and to allow more time for application. But this does not predicate the Spanish-only policy; students must speak in Spanish at all times.

**Grading**

Each semester will be weighted in the following categories:

1. Summative Assessments 70%
2. Formative Assessments 15%
3. Participation 15%

**Participation Grade Explanation**

*Oral Participation Grade:* Every two weeks, an oral participation grade will be entered in the “Participation” category. **This grade is based on teacher observation of the student’s participation and use of Spanish language** in small group and class discussions and oral practice. You MUST speak all the time in this class in Spanish!

Students should do the following **in Spanish**:

* participatein conversations, partner practices, dialogues, and drills
* ask clarifying questions
* contribute ideas and comments in group or class discussions
* respond to daily classroom conversations with friends and the teacher

If you choose not to speak in class, or choose to speak in a language other than Spanish while in Spanish class, your participation grade will reflect your choice.

\*A reminder of 4 point equivalencies:

* + - 4= 1 or 2 "accidental" words in English; lots of Spanish ALL the time
		- 3= more Spanish than English
		- 2= about equal Spanish and English
		- 1= more English than Spanish
		- .3= continual English "distracters"(ie: phone, other homework, etc..) or no Spanish spoken in class

*Practice Logs:* Turned in every two weeks on a Friday in digital format. Logs turned in late, incompletely, inaccurately, or dishonestly will not receive full credit. You should plan on an average of 15 minutes/day (90 min/week). Directions for the log are located on the log form itself.

**Materials**

**Texts**

* Dragett, Parthena, Cole Conlin, Max Ehersam, Elizabeth Millán. ***Temas***

Boston, Massachusetts: Vista Higher Learning 2014.

* Díaz, José M., Nadel Maria, Stephen Collins. ***Abriendo Paso Gramática***

 Needham, Massachusetts: Pearson/Prentice Hall 2007.

- other resources deemed appropriate by the instructor

**Websites**

Students will use these websites, among others, for authentic listening, reading & language practice:

* Radio Naciones Unidas http://www.un.org/radio/esp
* La Prensa http://[www.prensa.com](http://www.prensa.com)
* BBC http://[www.bbcmundo.com](http://www.bbcmundo.com)
* CNN en español http://[www.cnn.com/espanol](http://www.cnn.com/espanol)
* EL Diario de las Américas <http://www.diariolasamericas.com>
* El País http://www.elpais.com/global/
* You Tube http://[www.youtube.com](http://www.youtube.com)
* Univision http://[www.univision.com](http://www.univision.com)
* Spanish Proficiency Exercises http://www.laits.utexas.edu/spe/index.html
* Quia <http://www.quia.com>
* Quizlet http://quizlet.com
* Conjuguemos <http://conjuguemos.com>
* Spanish Language and Culture <http://www.colby.edu/~bknelson/SLC/index.php>
* Notes In Spanish http://www.notesinspanish.com/
* Verbling http://verbling.com/
* Prensa Escrita http://www.prensaescrita.com
* MSN Latino http://latino.msn.com/
* Noticias Mundo http://wn.com/spanish