

AP Spanish Language Syllabus

Course Description:

AP Spanish V includes review of Spanish I, II, III and IV and continues with advanced grammar and usage of Spanish. Emphasis is placed on the development of advanced proficiency in the four language skills – listening, reading, writing, and speaking. The student who receives an AP grade of 3, 4, or 5 on the AP Spanish Language Exam has acquired the skills and knowledge required to receive credit for an advanced level (4th, 5th 6th semester or the equivalent) college or university Spanish language course. Instruction in the course is conducted primarily in Spanish and students are encouraged to practice the target language consistently with their teacher, peers, and in the community. AP Spanish Language students will be able to:

- Interpret Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations, via practice using authentic conversations, lectures, oral presentations, newscasts, etc.
- Demonstrate strong oral communications skills, comprehensible to native speakers, in a variety of settings, types of discourse, topics, and registers, in the interpersonal and presentational modes. They will use their oral skills to convince, argue, inquire, and describe.
- Acquire information (main topics as well as supporting details) from authentic written sources in Spanish such as newspapers, magazines, letters, e-mails, instructions, Internet articles, and short stories.
- Demonstrate strong written expression, to include accuracy and fluency, using a variety of styles and settings, types of discourse, topics, registers, and strategies for different audiences.

Course Goals and Objectives:

Listening Skills

- Students will interpret spoken material such as messages, lectures, narratives, dialogues, and other materials spoken by native speakers using a variety of regional dialects. They will become familiar with pronunciation, dialects, and aural syntax.
- From these listening sources, they will be expected to extract main ideas and supporting details. Additionally, they will make inferences, predictions, comparisons, and interpretations of linguistic cues.
- They will be encouraged to take notes, create outlines, complete grids, use graphic organizers &/or make journal entries based on the listening activities.
- They will be expected to write what they believe is the over-arching theme, and are required to provide two to three specific details from the listening exercise

- that support their answer. Students will also verbally share and/or ask questions of their peers over the topics.
- Students will apply the above strategy individually when using audio sources as input to practice for both the essay and formal speaking sections of the AP Exam.
 - Examples of sources for authentic listening activities:
 - Radio Naciones Unidas www.un.org/radio/es
 - BBC www.bbcmundo.com
 - CNN en español www.cnn.com/espanol
 - Radio Exterior de España www.retve.es/me/ree

Speaking Skills

To orally develop rich, precise vocabulary, accuracy in structure, syntax and pronunciation/intonation, and fluency students will:

- Practice the interpersonal mode, by responding to conversational prompts, such as interviews, voice mail, asking directions, advice, etc.
- Practice the presentational mode by giving speeches, relating stories, giving verbal demonstrations, etc.
- Be expected to use their Spanish skills to participate daily in directed and free class discussions.

Reading Skills

- Students will interpret authentic written material. Materials will include, such genre as newspaper and magazine articles, letters and e-mails, and literary (both prose and poetry) pieces.
- They will be expected to extract main ideas and supporting details. Additionally, they will make inferences, predictions, comparisons, and interpretations of linguistic cues.
- They will be expected to write what they believe is the over-arching theme, and are required to provide two to three specific details from the written exercise that support their answer. Students will also share and/or ask questions of their peers over the topics.
- Students will apply the above strategy individually when using written sources as input to practice for both essay and formal speaking sections of the AP exam.
- Examples of sources for authentic activities:
 - La nación
 - Thepaperboy.com
 - Prensaescrita.com
 - El Mundo
 - BBC
 - People en Español (magazine)

- Selecciones (Reader's Digest magazine)
- El Nacional (local newspaper)

Writing Skills

- Informal writing tasks such as writing journal entries, paraphrasing, letters, e-mails, poems, dialogues, abstract writing, creative writing, and writing reactions to written & oral prompts will be included weekly and will often relate to thematic units.
- Formal writing will be assessed monthly. Students will be expected to write well-organized, analytical or persuasive essay of at least 200 words, over a topic currently being studied. Each essay must include a synthesis of audio and/or textual input sources provided them prior to the writing. The essays will be evaluated on their content, organization, range and appropriateness of vocabulary, grammatical accuracy, and synthesis of input materials.

Culture

Culture is integrated throughout the course, connected meaningfully to reading, writing, listening, and speaking activities. Via these activities, students will continue to acquire an awareness, understanding and appreciation of the practices, products and perspectives of the Spanish-speaking world.

Community Service

Students will be expected to perform a minimum of eight hours of community service each semester (4 hours per quarter), thereby “giving back” to their community and utilizing Spanish outside the classroom. The type of service chosen must be associated in some way to the students’ use of Spanish in the community.

Course Outline

1st Quarter

Review summer reading Assignments (Don Quixote & El Cid)

Repaso de verbos; present, imperfect, preterite & irregular

Present progressive

Direct & Indirect Pronouns

Definite & indefinite articles

Ser vs. Estar

Chapters from Tri-ngulo (El Hogar y la Salud)

Ruben Dario “Mis Primeros Versos”

2nd Quarter

More practice with Preterite vs. Imperfect

Subjunctive forms

Por vs. Para

Infinitive & Noun clauses

Chapters from Tri-ángulo (El medio ambiente & El turismo)

Ana Maria Shua “Posadas de las Tres Cuerdas”

Antonio Landaura “La Puerta del Infierno

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3rd Quarter

Imperfect Subjunctive

Conditional; future

Present Perfect Subjunctive & Indicative

Sequence of verb tenses

Chapters from Tri-ángulo (El ocio & Los deportes)

Isabel Allende “de Pula”

Pablo Neruda, “La Tortuga”

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4th Quarter

Preposition placement

Infinitives

Cognates

Gerunds

Chapters from Tri-ángulo (El comercio & De todo un poco)

Alejandro Balaguer, “Valle de Fuego”

Federico Garcia Lorca, “Romance Sonambulo

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Texts

Gatski, Barbara and John McMullan. *Triángulo*, 4th e. Sandwich, Massachusetts: Wayside Publishing, 2006

Dias, José, Margarita Leicher-Prieto and gilda Nissenberg. *AP Spanish Preparing for the Language Examination*, 3rd ed. Boston, Massachusetts: Pearson Education, Inc., publishing as Prentice Hall, 2007

Armen, Judy. *Abriendo puertas: Lenguaje*, Evanston, Illinois: McDougal Littell, 2007