

Bedford High School
Foreign Language Department
Dana Curran, Interim Program Director

COURSE SYLLABUS 2015-2016

Course: 4355 – Advanced Placement Spanish - Language

Periods per cycle: 4

Credit: 5

Level: High Honors

AP Spanish is intended to function as an equivalent of a third year college course. It encompasses advanced writing, conversation, listening, speaking, reading and grammar. While students who have completed four years of Spanish will be ready for this level, those who have taken 3 years will find the course challenging. Conducted only in Spanish, this course develops greater fluency in the spoken language and reinforces advanced grammatical concepts. AP Spanish incorporates authentic language through music, films, radio broadcasts, and Spanish texts hence emphasizing listening, speaking, reading, and writing skills. The student reads and discusses excerpts of literature written in the target language as well as articles on contemporary issues enhancing the study of the Spanish-speaking world. Lessons require such higher level thinking skills as expressing opinion, analyzing, predicting, and comparing and contrasting in Spanish. Language becomes more natural because students are required to speak only in Spanish and are asked to participate in a variety of oral exercises to increase fluency and spontaneous speech.

Prerequisite: ▪Completion of Spanish IV-Advanced (honors) with a final grade of 90 or better; or
▪Completion of Spanish Cinema or Spanish Stories and Culture of the Spanish-Speaking World, (high honors) with a final grade of 90 or better;
▪ AND/OR Teacher and Program Administrator recommendations.

THIS IS A COLLEGE LEVEL COURSE

I. Learning Objectives (A statement of learning objectives is a statement of changes to take place in students.)

By the completion of this course, the successful student will have learned:

- to read, understand, and interpret selections from Spanish and Latin American literature
- to compose expository passages
- to comprehend formal and informal spoken Spanish
- to listen to, interpret, and discuss selections from television broadcasts in Spanish
- to read and present information from contemporary Spanish language periodicals
- to express ideas orally with accuracy and fluency
- to express more complex opinions, ideas, and personal feelings

II. Learning Experiences (A learning experience is the interaction between the learner and the external conditions in the environment to which he/she can react.)

In this course, the student will:

- Listen to recordings and class presentations, take notes, and actively participate in class work using the target language.
- Complete written assignments including comprehension questions, compositions, and projects in the target language.
- Orally review the homework assignments in pairs in order to have constant use of the target language for meaningful blocks of time.
- Work in pairs or groups to practice grammatical constructions, vocabulary, and conversation in order to have constant use of the target language for meaningful blocks of time.
- Read excerpts, short readings, short stories, poetry, and other literary selections and periodicals in the target language.
- Participate in computer lab and language lab activities designed to reinforce grammatical concepts and vocabulary learned in individual units.

- Complete projects related to Spanish and Latin American culture.
- Participate in daily oral activities including spontaneous conversation, paired activities, role playing, and presentations.

III. Course Content and Materials

The course will reflect the intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc...). For the purpose of grammar review and acquisition, students will create a grammar review packet based on what they learned in *Descubre 2*. To prepare directly for the AP exam, students will use the Díaz's *AP Spanish Preparing for the Language and Culture Examination* (Pearson). Materials may also include recordings, films, songs, newspapers, magazines and literature. The purpose of this course is to help students to develop language skills useful in themselves. Also, these skills will apply to various activities and disciplines relevant to the twenty-two countries where Spanish is spoken. Extensive training in the organization and writing of compositions will be an integral part of this course. To score well on the AP exam, students will need to be proficient in Spanish, so outside preparation, practice and exposure are essential for their success.

The AP exam is now based on 6 themes that cycle, recycle, and weave themselves throughout the course. That is to say, while a “unit” might be called “Identity”, two or three of the other units will be interconnected to that overlying theme.

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| • Personal and Public Identities | • Science and Technology |
| • Family and Community | • Contemporary Life |
| • Beauty and Esthetics | • World Challenges |

Additional resources recommended by the AP College Board:

- Vocabulary support: wordreference.com, <http://rae.es/rae.html>
- News programs and current events: www.un.org/radio/es/
www.nacion.com
elmundo.es
www.scola.org
- El Medioambiente: www.ecos-online.de/audio
- La tele: regular viewing of Univisión y Telemundo or any other Spanish speaking program

Extra efforts that can be made at home

Take the initiative to practice Spanish at home. This can be done by:

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| • Listening to music and having the lyrics | • There is an APP called “angry words” (it’s basically Words With Friends) – you can opt for the Spanish version, which ends up being called “apalabrados” |
| • Watching TV | ○ *parent permission is a must, as students might end up playing with people they do not know. |
| • Watching your favorite movies dubbed or subtitled in Spanish | • Other: there are many other ways to practice on their own; this list is most definitely not conclusive! |
| • Watching original movies in Spanish | |
| • Look up topics that interest you on the net and read articles in Spanish | |
| • Reading product labels in Spanish - they are already all over your house ☺ | |

Foreign Language Departmental Essential Questions

- Why is it important to be able to communicate in another language?
- Why is it important to understand and respect other cultures?
- Why is it important to understand the workings of a language?

