**Course Syllabus: Advanced Placement Spanish Language and Culture.**

**[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwiwzJLHr6rOAhUHWx4KHZohD8gQjRwIBw&url=http://www.latribuna.hn/2016/04/06/lanzan-honduras-concurso-descubre-cervantes/&bvm=bv.128617741,d.dmo&psig=AFQjCNF25GejdtYaR0Vw1FXNFNZfF8w3PA&ust=1470489770600969&cad=rjt)**

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**Course Syllabus: Advanced Placement Spanish Language and Culture.**

**Course Description:**

AP Spanish Language is intended for students who wish to develop proficiency in all four language skills: listening, speaking, reading and writing. The main objective of this course is to develop student’s three communicative modes (interpersonal, interpretive and presentational) and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century *(communication, cultures, connections, comparisons and communities*). Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing. This course is equivalent to a 3rd year college Spanish course and will be conducted entirely in Spanish.

**Claims:**

-The student has strong communicative ability in Spanish in the interpersonal, presentational and interpretive modes.

-The student has a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability.

-The student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations.

-The student produces Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics and registers.

-The student acquires information from authentic sources in Spanish. The student is aware of some cultural perspectives of Spanish-speaking people.

**Evidence:**

-Identify and summarize main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the Spanish speaking world. Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media or an interview on a social or cultural topic related to the Spanish-speaking world. Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt. Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue, with control of grammar and syntax. 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. Use information from sources provided to present a synthesis and express an opinion.

-Recognize cultural elements implicit in oral and written texts. Interpret linguistic cues to infer social relationships. Communicate via formal and informal written correspondence. Initiate, maintain, and close a conversation on a familiar topic. Formulate questions to seek clarification or additional information. Use language that is semantically and grammatically accurate according to a given text.

-Listening Comprehension Students will listen to taped passages from the AP Spanish Preparing for the Language Examination book as well as podcasts and vidcasts from a variety of internet sources including extensive use of BBC Mundo. The passages cover a wide variety of situations and topics and are similar to what will be encountered on the AP exam. Students will also listen to a variety of other sources of native speakers telling stories, selling products (commercials), acting in plays, movies, television or radio shows, singing or reading poetry. Students are expected to understand the language when it is spoken at the normal native speed using a wide range of vocabulary.

-Speaking Student will work independently and in small groups to practice drills and prepare oral presentations, conversations, podcasts, skits and videos. Students will participate in conversations that depict normal, real-life situations. Students will record themselves speaking in response to written and audio sources by analyzing, comparing, contrasting and synthesizing the information verbally. Students are expected to: Use correct pronunciation, intonation and rhythm. Show control of the Spanish sound system. Know idiomatic expressions. Know multiple meanings of the same word. Recognize familiar vocabulary and grammatical forms and apply them to new situations while using the proper pronunciation and intonation in a manner that would be acceptable to a native speaker.

-Writing Students will write in response to audio and written sources in a variety of situations including presentations, journal entries, summaries, reactions, comparisons, postcards, emails, notes, letters, and formal essays. They will write at least two 250 word formal essays each month.

-Grammar Students coming into the AP Spanish Language course have different levels of mastery of grammatical concepts. Therefore, the teaching of new concepts and the review of ones already covered must happen simultaneously. We’ll use the Breaking the Spanish Barrier book and exercises to guide a comprehensive review of Spanish Grammar.

**Reading**

Students will read from a wide variety of sources including novels, short stories, newspapers, magazines and websites. Students will participate in guided and full class reading activities. Students will also choose outside of class reading and share in book discussion groups and give book reports both orally and in written format. Students will participate in a variety of activities to increase their ease of understanding and to allow them to derive from context meanings of words with which they are unfamiliar.

**Semester 1**

**Themes:**

Current Social Issues, Culinary Arts/Nutrition, Mass Media/Technology Abriendo Paso Lectura: Capítulos: 1, 5, 8, 15, 18, 27 AP Spanish: Preparing for the Language Exam: Short Dialogues 1-12, Short Narratives 1-7, Long Dialogues 1-5, Long Narratives 1-5, Reading Sections 1-22, Informal Writing Sections 1-16, Formal Writing 1-8, Informal Speaking 1-10, Formal Speaking 1-10, Vocabulary: pp. 267-278 Grammar: Review of Present, preterit, imperfect, future, commands, present subjunctive, direct and indirect object pronouns, demonstrative adjectives, por/para, orthography and punctuation, how to write an essay, how to give a speech, idiomatic expressions

**Semester 2**

**Themes:**

Fine Art, The World of Work, The Environment “Abriendo Paso Lectura”: Capítulos: 19, 20, 22, 23, 24, 25, 26 AP Spanish: Preparing for the Language Exam: Short Dialogues 13-23, Short Narratives 8-14, Long Dialogues 6-10, Long Narratives 6-10, Reading Sections 23-44, Informal Writing 17-32, Formal Writing 9-16, Informal Speaking 11-20, Formal Speaking 11-20, Vocabulary: pp. 279-290 Grammar: Conditional, imperfect subjunctive, Pluperfect subjunctive, all perfects, relative pronouns, the se impersonal, prepositions, idiomatic expressions

**Weekly Plan:** Although a variety of activities will take place every day, each day has a basic designation so that students will know what the primary focus of that day is:

**Mondays:** Reading days. Students will participate in guided reading activities, free reading, book/article discussions, reading from their own work Tuesdays: Students will do guided speaking practice, role plays and pair or small group speaking activities Wednesdays: Students will do listening practice from guided sources as well as podcasts, videos, television programs, and movies, Students will also have a vocabulary quiz. Thursdays: Students will do guided writing practice, reactive writing, expository writing, persuasive writing, summative writing and creative writing. Fridays: Students will engage in debates as either debaters or judges, do free reading, have individual conferences with the teacher or work on projects

**Projects**

Students will engage in a variety of projects throughout the year including: Research/present on current events, topics of interest Oral Presentations on a theme Article writing/creation of a publication Research/presentations for field trips Designing a trip Book presentations/podcasts Community outreach

**Resources Texts:**

José M. Díaz; Maria Nadel; Stephen J. Collins. Abriendo Paso: Lectura. Pearson Prentice Hall. 2005 José M. Díaz. AP Spanish Language: Preparing for the Language Exam. Pearson Prentice Hall. 2006 John Connor, Kathy Fultz. Breaking the Spanish Barrier: Advanced. Breaking the Barrier, Inc. 2007

Print Media Reader’s Digest Selecciones. Magazine People en Español. Magazine Sports Illustrated en Español. Magazine. El Nuevo Herald. Newspaper. El País. Newspaper.

Literatura Federico García Lorca. La casa de Bernarda Alba. 1945. Sergio Vodanovich. El delantal blanco. 1964.

Internet BBC Mundo Current podcasts Newspaper websites Cultural/Educational websites Websites of interest

Cinema El Norte. Movie. 1983. Bajo la misma luna. Movie. 2007 Como Agua Para Chocolate. Movie. 1992. Goya en Burdeos. Movie. 1999. El milagro de Marcelino. Movie. 1955. Volver. Movie. 2006. La casa de Bernarda Alba. Movie. 1987.

Parents may reach me by email or contacting the school at 727 893 2780.

Student’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_