**AP SPANISH LANGUAGE SYLLABUS**

**Instructor:** Sheldon Ormsby  
**School:** Mililani High School

**COURSE OVERVIEW**

This AP Spanish Language course is conducted completely in Spanish. Students are expected to converse with each other as well as myself completely in Spanish. A participation grade is given as incentive to maintain conversation in Spanish while in class. This will better prepare students for their free response section of the AP Spanish Language Examination where they will be expected to speak using the Spanish they know. Besides classroom and general conversation with peers and teacher, students will be exposed to a wide range of speaking, reading, writing, and listening opportunities that will prepare them for the AP Spanish Language Examination at the end of the course. These opportunities will be explained in greater detail in the course outline. All students who take this course are required by school AP course requirements to sit the AP Spanish Language Examination at the end of the course.

**COURSE OUTLINE**

Students prepare for the AP Spanish Language Exam by studying from the following AP recommended textbooks:

**AP* SPANISH PREPARING FOR THE LANGUAGE EXAMINATION THIRD EDITION**

Students will each have a personal copy of this text. It has activities very similar in format and difficulty to real AP Spanish Language problems. These activities will be evenly distributed throughout the year to familiarize students with the test question formats (see course matrix). They increase in difficulty as student’s progress in grammar competence and knowledge throughout the year. This third edition of the text is the most up to date and has adopted its contents to the changes that have occurred to the exam from previous years.

**ABRIENDO PASO: LECTURA**

Abriendo Paso: Lectura is designed for high school students in Level IV or higher, definitely appropriate for students preparing for an AP Spanish Language Exam. It contains a selection of short stories, a play, poetry selections, and printed media articles by writers from Spain, Latin America,
and the United States. Because of the large selection of readings I have chosen 15 readings beginning with those of a lower difficulty level and gradually moving to a higher difficulty level as the course progresses. The readings I have chosen expose students to a range of different authors, writing styles, vocabulary, and themes. I picked readings that will interest students and cause them to think about the message being conveyed by the author, exercising their critical thinking skills. Each reading is preceded and followed by activities that will exercise students’ proficiency in the 4 skill areas: reading, writing, speaking, and listening. Below is a brief explanation of the different activities:

*Antes de leer* – This includes pre-reading exercises that range from group discussions of stimuli related to the reading, personal writing reflection on the theme of the reading, exposure to advanced vocabulary contained in the reading, and additional exercises that enhance student’s experience with the topic of the reading.

*El autor/La autora* – This gives students historical background of the author’s personal life and other works.

*Lectura* – This is the actual reading that is accompanied by vocabulary clues that encourage students to determine meaning of foreign vocabulary from contextual clues.

*Comprensión* – This includes a variety of reading comprehension exercises that come from the reading. They range from true/false questions, sentence completion, fill in the blank, or regular question and answer.

*Para conversar* – Provides students with a variety of realistic contexts to encourage them to share observations, thoughts, and feelings with the class. These exercises promote speaking but may also be used as writing exercises.

*Para escribir* – Students do exercises that teach them to develop their ideas into a well organized essay as will be required of them in the AP Spanish Language Examination.

*Informal Writing* – This activity is similar to the Informal Writing section in the AP Spanish Language Exam having students write a short paragraph on a given topic in the form of an e-mail, short note, post card, etc.

*Comprensión auditiva* – This activity is also similar in format to the AP Spanish Language Exam where students will listen to an excerpt spoken by a native Spanish speaker on the subject of the reading and answer questions from the listening in a multiple choice format.

*Stimulated Conversation* – This task is also similar to the AP Spanish Language Exam format. It offers students practice doing simulated dialogues with 20-second intervals to respond to a role-play conversation.

*Un poco más de práctica* – This section also is in AP Spanish Language Exam format. It gives students practice in the Formal Writing and Formal Oral Presentation section. Providing two reading selections and an audio selection to write a formal essay and give a 2-minute oral presentation.
These activities will be distributed throughout the course according to my discretion, some done individually or in groups in class, and others to be completed at home before coming to class.

**ABRIENDO PASO: GRAMATICA**

Abriendo Paso: Gramática is an independent grammar book that emphasizes conversation. It is a companion text to Abriendo Paso: Lectura which provides relevant reading, writing, listening, and speaking activities that compliment the grammar contained in the readings contained in Abriendo Paso: Lectura.

See the below matrix for a quarterly breakdown of the sections in each textbook:

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## 2ND QUARTER

### AP SPANISH – EXAMINATION PREP.

**UNIT I: Listening Comprehension**
- Part A – Short Dialogues 7-12
- Part B – Short Narratives 4-6
- Part C – Long Dialogues 3-4
- Part D – Long Narratives 3-4

**UNIT II: Reading Comprehension**
- Sections 12-22

**UNIT III: Writing**
- Part A – Paragraph Completion With Root Words 9-17
- Part B – Paragraph Completion Without Root Words 10-18
- Part C – Informal Writing 9-16
- Part D – Formal Writing (Integrated Skills) 5-8

**UNIT IV: Speaking**
- Part A – Informal Speaking (Simulated Conversation) 6-10
- Part B – Formal Oral Presentation (Integrated Skills) 6-10

### ABRIENDO PASO LECTURA

**CUENTOS:**
- Capítulo 8
  - No oyes ladrar los perros
  - Juan Rulfo
- Capítulo 9
  - El árbol de oro
  - Ana María Matute

**POESÍA:**
- Capítulo 17
  - Proverbios y cantares, XXIX
  - Antonio Machado

**DE LA PRENSA:**
- Capítulo 26
  - Los indios kunas
  - César A. Yunsán M.

### ABRIENDO PASO GRAMATICA

**Unidad 3: La narración y la descripción en el presente**
- El presente
- El progresivo

**Unidad 4: Como expresar deseos y obligaciones**
- El imperativo
- El presente de subjuntivo
- El presente perfecto de subjuntivo

**Paso 4: Relative pronouns**

**Paso 5: Interrogatives and exclamations**

**Paso 6: Numbers**

## 3RD QUARTER

### AP SPANISH – EXAMINATION PREP.

**UNIT I: Listening Comprehension**
- Part A – Short Dialogues 13-18
- Part B – Short Narratives 7-10

### ABRIENDO PASO LECTURA

**CUENTOS:**
- Capítulo 10
  - Jaque mate en dos jugadas

### ABRIENDO PASO GRAMATICA

**Unidad 5: La narración y la descripción en el futuro – como expresar emoción, duda, negación, probabilidad o conjetura**
### 4TH QUARTER

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<td><strong>UNIT I : Listening Comprehension</strong>&lt;br&gt;Part A – Short Dialogues 19-23&lt;br&gt;Part B – Short Narratives 11-14&lt;br&gt;Part C – Long Dialogues 8-10&lt;br&gt;Part D – Long Narratives 8-10</td>
<td><strong>CUENTOS:</strong>&lt;br&gt;-Capítulo 6&lt;br&gt;Jacinto Contreras recibe su paga extraordinaria&lt;br&gt;<em>Camilo José Cela</em></td>
<td>Paso 10: <em>Por and para</em>&lt;br&gt;Un poco más de práctica –&lt;br&gt;Part A: Paragraph Completion (With Root Words)&lt;br&gt;Part B: Paragraph Completion (Without Root Words)&lt;br&gt;Part C: Informal Writing&lt;br&gt;Part D: Informal Speaking-Simulated Conversation&lt;br&gt;Part E: Formal Oral Presentation (Integrated Skills)</td>
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<td><strong>UNIT II: Reading Comprehension</strong>&lt;br&gt;Sections 34-44</td>
<td><strong>DE LA PRENSA:</strong>&lt;br&gt;-Capítulo 23&lt;br&gt;La fiesta de San Fermín&lt;br&gt;<em>Carmen Roman</em></td>
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<td><strong>UNIT III: Writing</strong>&lt;br&gt;Part A – Paragraph Completion With Root Words 27-35</td>
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Aside from the activities done in the main 3 texts students will also be required to complete the following activities that will prepare them for the AP Spanish Language Examination:

**CURRENT NEWS PRESENTATIONS**

Every quarter students will make a formal presentation on a current new headline in the Spanish-speaking world. They must paraphrase the information in the news article into a 2-minute presentation. By limiting students to 2 minutes they will be able to practice presenting orally the most important and relevant information on a given subject that will be required of them in the AP Spanish Language Exam formal oral presentation section. They must also prepare a 5-question quiz in Spanish for the rest of the class to complete as they listen to the 2-minute presentation. Students will be able to practice their listening comprehension as they to a presentation on authentic material. The student giving the presentation may not use notes and must present their presentation to me the day before class as to work on any aspects of their grammar, syntax and pronunciation. Students may choose a news article from any Hispanic country. Below is a list of websites students can choose an article from:

- [www.elmundo.es](http://www.elmundo.es)
- [www.bbcmundo.com](http://www.bbcmundo.com)
- [www.nacion.com](http://www.nacion.com)
- [www.prensaescrita.com](http://www.prensaescrita.com)
- [www.abc.es](http://www.abc.es)

**MOVIE ESSAYS**

Every quarter students will watch a Hispanic movie in class while take notes on the movie. The period after having viewed the movie students will be given 45 minutes to write a 200-word response to a question posed to them about the film. This activity is similar in format to the Formal Writing
section of the AP Spanish language Examination. The films I have selected are also from different Hispanic countries as to expose students to the different Spanish dialects with their unique pronunciation. Following is a list of the 4 films that will be shown through out the course:

1. Macario (1957)

QUARTERLY EXAMS

The last week of every quarter will be dedicated to AP format testing. Students will be given past years AP test questions that they will take in sections over the last week of the quarter. They will be in a simulated AP test environment with the same time allocations for each section, and the same testing expectations as if taking a real AP examination. Student will also be graded according to the same grading rubrics used by AP Spanish Language proctors. By simulating an AP examination for these quarterly finals students will be better prepared to succeed on the 2009 AP Spanish Language Examination. They will become familiar with the testing format, they will be able to better judge their time available for each section, and they will be able to know which areas of the exam they need to work on by having taken 4 legitimate AP Spanish Language examinations over the year and reviewing their proficiency on those exams before they sit the real examination. So when students go to take the real examination the test environment and the test format and expectations will be less foreign to them.