

ESPAÑOL AP
Great Mills High School
Syllabus 2009–2010
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Rm C-02

Expectations for Learning

All instructional activities guide students to proficiency in Spanish. The students and teacher will speak Spanish exclusively to communicate with one another in class, out of class, and in email communications. The focus is on progressive mastery of skills in oral communication and expression, written expression, listening/reading comprehension and awareness/understanding of cultures. Students will experience the language through classroom activities using authentic language materials (realia) provided in the text and from web-based research, television, radio, podcasts and print materials. They will write essays weekly, read literature and newspapers articles and listen to audio clips. They will discuss, interpret and analyze what they read both orally and in written form. In summary: students will apply critical thinking skills within the realms of target language learning. Students will also develop advanced grammar skills through continuous study of applicable grammar topics.

Primary Text: Triángulo, 4a edición, Barbara Gatski and John McMullan, Wayside Publishing, 2006 This text provides extensive authentic listening and reading activities for the themes within each chapter, and is also an excellent source for practice activities for the AP exam. Students may purchase or borrow this workbook-style text. If borrowed, students must return the text in excellent condition.

Secondary Text: Repaso: A Review Workbook for Grammar, Communication, and Culture, Ronnie Gordon and David Stillman, McGraw-Hill/Glencoe, 2004. This workbook-style text will provide advanced level grammar explanations and exercises. Students may purchase or borrow this workbook-style text. If student chooses to borrow the text, it must be returned in excellent condition.

Example Ancillary Resources for specific study:

Selections from Cervantes' Don Quijote de la Mancha, William T. Tardy, National Textbook Company, 1975

Man of la Mancha, MGM Studios, 1972

Abriendo Puertas: Lenguaje, Judy Armen, McDougal Littell, 2007

Abriendo Puertas: Antología de literatura en español. Tomo I y Tomo II, Bowen & Bowen, McDougal Littell, 2003

Example Ancillary Resources for research, realia, and language experiences:

Television: Telemundo, Univision

Radio: various Spanish radio stations worldwide can be accessed online and will be used for research, listening practice, and cultural experience: www.cope.es, www.ondacero.es, www.rtve.es

Podcast: Students will use Gcast to record and listen to their own speech deliveries in Spanish. Audio podcasts will be shared with the class and introduced this year as part of the oral and listening assessment grade.

Web (these are suggested but students are not limited to these sites):

www.bbcmundo.com, www.nacion.com, www.univision.com, www.msnlatino.com, www.un.org/radio/es/, www.nuevos horizontes.org, www.cnn.com/espanol/, www.elmundo.es/, Google search engine (with Spanish language search requested), Yahoo! Search engine (with Spanish language text requested)

Evaluation Criteria and Assignments Description (percentages given are approximate)

35% for summative assessments (tests/quizzes)

A comprehensive written assessment will be given at the end of each chapter in our Triángulo text. The student's ability to manipulate vocabulary and grammar will be evaluated. Test items may include multiple choice/matching/defining/short answer/directed response question/ECR and/or BCR. Two to three quizzes (one for vocabulary and one for grammar) will be given during the course of the chapter, with similar format to the tests.

25% written assessments (short and long essays)

Every chapter students will write two to three short essays with thematic vocabulary from the text on a provided theme. For this purpose AP Spanish students will be given newspaper articles from the editorial pages of the Spanish papers such as "El País", "Abc", "El Mundo", etc and will be required to discuss, interpret and analyze what they read. These are to be on average 100 words in length.

Also every chapter students will write one long essay which will require students to cite three authentic sources (provided in Triángulo and/or student provided) on a given topic in tune with the theme of the chapter. These are to be on average 200 words in length. These writing assignments emulate the AP exam format, they require students to analyze and synthesize authentic materials in order to expound on a theme in the target language. For at least one writing assignment each chapter, students will be required to obtain an additional source about a theme from the web. We will go the computer lab once a week as a class or they will do the research on their own time and use various search engines to look up articles **in Spanish only**.

All of the writing is scored using AP scoring guidelines.

15% oral assessments

Every chapter students will complete and be assessed on directed conversations from the Triángulo text. Also, students may be required to create simulated conversations (i.e., skits, role-playing, dialogues) to perform for the class. In addition, students will prepare two formal oral presentations each chapter on topics provided in Triángulo that require students to cite two to three sources for their discussion on a particular theme. These presentations will be given to the class and/or tape or podcast recorded (to simulate AP testing). Each

chapter students will be required to provide an additional, authentic, source in Spanish about a particular topic about which they are presenting. It can be a video clip, radio announcement, or article from print media (**Spanish only**).

All oral assessments are scored using the AP scoring rubric for oral assessments.

25% homework, classwork, and participation

Participation in daily discussions on various topics is expected and required in order to further develop listening and oral proficiency skills. It is expected that all AP Spanish students will do their homework and complete their classwork as part of their participation grade. Homework and classwork assignments will include grammar and vocabulary review exercises from Triángulo and our secondary resource text, Repaso.

Outline of course

Generally we will follow the sequence of the Triángulo and Repaso texts, and complete almost all of the exercises included therein. Below is a *general* guideline of the themes of vocabulary and grammar and a sample theme for a formal oral presentation or long essay for each chapter.

Summer assignment prior to the beginning of the school year: Weekly Journal and New Vocabulary.

Prior to students leaving for their summer vacation students are provided with their course syllabi. They are given their assignment as well as my e-mail address for clarifications purposes. For nine weeks of the summer break, an AP Spanish student will be required to write a journal entry in Spanish (nine entries total), as well as list 5 new vocabulary words and define those words (in Spanish also). Each dated journal entry must be a minimum of 125 words and include a reference and commentary/reaction to 2 events that are specific to that week. The student may write about books, sports, news, weather, politics, trips, movies, etc. Failure to do the summer assignment is not an acceptable reason to drop the class. AP Spanish students must avoid plagiarism or any attempt to use the web translators. Dictionary and other references are acceptable.

Chapter 1 El Hogar (1st marking period)

Students will learn/review

- Thematic vocabulary–home/household items/chores
- Subjunctive tense and imperfect subjunctive
- Uses of prepositions, articles, and pronouns

Students will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will write a long essay with the theme “How to maintain equilibrium between wishes and expectations and reality in our search for the ‘good life’”, citing sources from Triángulo.

Chapter 2 La Salud (1st marking period)

Students will learn/review

- Thematic health vocabulary
- Use of the imperative tense

Students will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will present an argument for the reasons to avoid smoking (formal oral presentation), and must cite medical evidence for such avoidance.

Chapter 3 El Medio Ambiente (2nd marking period)

Students will learn/review

- Thematic environmental vocabulary
- Use of the preterite and imperfect tenses

Students will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will present a lecture on ways to reduce environmental hazards in daily life, citing provided sources from Triángulo and those found in their own research of authentic Hispanic materials (online or printed Spanish magazines such as: National Geographic en Español, etc.).

(Tentative) After Chapter 3, we will study **Don Quijote de la Mancha** using an adaptation. We will read and discuss an abridged version of the classic story. After we use the small text for reading, answering questions, and discussion, we will watch “Man of La Mancha” in Spanish. Students will then write an essay in Spanish about the differences between the text and the movie.

Chapter 4 El Turismo (2nd marking period)

Students will learn/review

- Thematic tourism vocabulary
- Use of the present progressive
- Uses of the subjunctive
- Use for “por” y “para”

Student will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will research a Spanish speaking country and then present to the class a mock travel show that visits that country. They will also design a travel brochure to accompany their presentation.

Chapter 5 El Ocio (3rd marking period)

Students will learn/review

- Thematic leisure time vocabulary
- Future and conditional tenses and structures

Students will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will write a mock newspaper editorial, citing sources, discussing society's current need for immediate information and gratification and the role of technology in this social phenomenon

(Tentative) After Chapter 5 we will dedicate a week to read and study Gabriel García Márquez and his short story “Un Señor Muy Viejo con las Alas Enormes” from the **Abriendo Puertas: Antología de literatura en español, Tomo I** book . We will read the story and discuss it. The students will access various websites to include www.wikipedia.com, and www.gabrielgarciamarquez.com to find out more about him and his life and work. At the end of the study, students will take a test about the author and the story.

Chapter 6 Los Deportes (3rd marking period)

Students will learn/review

- Thematic sports vocabulary
- Pronoun sets: direct object, indirect object, reflexive, possessive, etc., subject
- Prepositions

Students will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will give a presentation to their classmates about Special Olympics to gain monetary support for it and to enlist volunteers for the event. They must cite their sources.

Chapter 7 La Educación (3rd marking period)

Students will learn/review

- Thematic education-related vocabulary
- The subjunctive tense

Students will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will write a long essay, citing sources, about if and how education needs differ between the sexes

(Tentative) After Chapter 7 we will study the selection “Dos Palabras” by Isabel Allende, taken from the **Abriendo Puertas: Antología de literatura en español, Tomo I** book (a compilation of works by Hispanic authors and poets). We will read and discuss the story and learn about Isabel Allende. The students will write an essay about what they think the “two words” are and why, they will also take a multiple choice quiz about the author and this work.

Chapter 8 El Comercio (4th marking period)

Students will learn/review

- Thematic business-related vocabulary
- Present and past perfect tenses

Students will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will write and present a business plan to the class. The students will have to market themselves and their product to the class, who are serving as fictitious investors. Students/Investors will vote to determine whom they will support.

Chapter 9 El Próximo (4th marking period)

Students will learn/review

- Thematic vocabulary related to mankind (family, emotions, personality descriptions, etc.)
- Ser/estar differences, subjunctive, present progressive, demonstrative adjectives

Students will do listening, speaking, writing, and reading activities and assignments related to the thematic vocabulary and grammar.

Sample assignment: Students will give an oral presentation to the class acting as if they are child psychologists speaking to a group of parents. They are to discuss how to nurture and educate children to become responsible adults, and cite sources for their thoughts.

During the school year AP Spanish students will have the opportunity to visit the Native American Indian Museum in Washington, D.C. for a tour in Spanish of the museum, with a special focus on the exhibit “Our Peoples: Giving Voice to Our Histories” which has information about native peoples of the southwestern U.S. and Mexico. We will also go out to a tapas-style restaurant or Mexican restaurant as part of the day, with the requirement to speak Spanish exclusively. AP Spanish students will also watch the adapted bilingual production of “Don Quijote” by the National Theater and a flamenco dance performance by “Learning On Stage”. (*Tentative*)

Contact info: emdonahue@smcps.org or evadonahue@hotmail.com

Rules and Restrictions: All students are to follow all rules and policies set forth in the Great Mills High School Handbook at all times.

Make-up work: After an EXCUSED absence, students are required to complete their make-up work. Students will check HAC to find out what they have missed. I will input the agenda everyday on HAC. Students take full responsibility to turn in make-up work within 5 days of the EXCUSED absence.

**Please note that I do not accept LATE work for any reason. LATE work is a zero. If you do not have the assignment on the date due, it counts as a zero. Manage your own time in order to complete all assignments on time.