

AP Spanish IV Language

Course Overview:

Students develop a strong command of the Spanish language through integration of the four language skills at a level commensurate with a college level course. Listening abilities are developed through the use of various authentic auditory materials. Speaking skills appropriate to different settings, topics, registers, and types of discourse are developed through daily opportunities for speaking in the target language. Reading skills are developed through the use of a variety of authentic written text. Writing skills are developed through frequent opportunities to write with the focus on grammatical structures and the ability to write succinctly. A broad array of resources is utilized to encourage, facilitate, foster, and reinforce the learning process.

Course Objectives:

- To develop and enhance student listening comprehension skills:
 - Students will listen and take dictation from authentic materials to improve their listening skills. From the dictation students will be able to use this information in responding to writing or speaking prompts.
- To develop fluency in speaking:
 - Students are expected to speak only Spanish in the classroom. Discussion of material presented in class provides ample opportunity for students to express his/her own views and challenge others views. Students will present projects orally throughout the year. Emphasis will be placed on correct pronunciation and intonation when speaking. Spoken grammar will also be emphasized.
- To develop effective reading strategies:
 - Students will gain comprehension skills by learning to interpret, paraphrase, predict, and retell information. They will master the ability to understand the main idea of material such as short stories and other authentic texts. Students will be able to apply the required knowledge from texts by

producing and constructing presentations for the class. Students will be able to analyze and evaluate various texts.

- To develop writing skills:
 - Students will arrange ideas in a format that demonstrates fluency in writing. They will be able to express themselves in a variety of writing styles. In order to create well written essays, students will enrich their vocabulary and demonstrate a high level of proficiency in grammatical rules.
- Students will connect what they learn in this class with what they learn in other classes through the topics/themes that are studied.

Classroom Procedures & Teaching Strategies:

- Class is conducted in Spanish and students must speak Spanish in order to earn their participation points. All students in the AP[®] Spanish program are encouraged to use Spanish in speaking to teachers and peers, both in and out of class.
- Teacher conferences with students to identify areas of improvement in written compositions so that students will be able to self correct.
- Manipulatives and PowerPoint[®] presentations are used to stimulate oral production in the creation of situations and telling of original stories.
- Oral exams are given in class and one-on-one with the teacher.

Student Activities:

- **Reading:** Students read short stories and other authentic texts to learn vocabulary and other linguistic features. Critical thinking skills will be improved by following the levels in Bloom's Taxonomy. .
- **Listening:** Students will listen to auditory stimuli throughout the year. As they listen they are extrapolating information in the form of note taking etc. Afterwards students then use their notes in order to delineate between details and the main idea. Students are expected to listen to radio and television broadcasts outside of

class on a regular weekly basis. This should continue during breaks from school.

- **Speaking:** Students must speak only Spanish in class. Students will present Discursos (formal presentations over a previously selected topic). These Discursos give the student the opportunity to articulate their position and opinions on the selected topics. Students will also converse with each other about texts and topics presented in class.
- **Writing:** Students make weekly journal entries. Students will be provided text from an authentic source and be required to read the information. After reading students will write their opinions on the debatable topics. Students are also required to write well organized formal and informal compositions addressing writing prompts. The prompts will be based on 2 authentic sources, 1 auditory and 1 written, and are given at least once every six weeks.

Assessments: Grades are weighted to reflect the emphasis on the AP[®] exam. Sections of release AP exams are given for semester exams.

35% Oral and written exams

35% Listening and reading exams

20% Quizzes

10% Homework

Classroom Texts: The following materials have been chosen for their ability to provide ample opportunity for vocabulary acquisition, listening and reading comprehension, oral and written opportunities and development, and/or exercises structured like the AP Exam.

Adey, Margaret & Louis Albin. *Tesoro Literario*. Mission Hills, CA: Glencoe/McGraw-Hill 1997. (Provides literary selections using authors that will also be studied in Spanish AP[®] Literature for reading comprehension and vocabulary building)

Couch, James et al. *Una vez mas*. New York: Longman, 1993. (Provides a strong grammar review and practice exercises)

- Diaz, Jose, Margarita Leicher-Prieto, & Gilda Nissenberg. AP[®] *Spanish: Preparing for the AP[®] Spanish Language Exam*. New Jersey: Pearson Prentice Hall, 1996, 2007. (Provides examples and practice exercises like those on the AP exam.)
- Diaz, Jose & Stephen J. Collins. *Abriendo Paso Gramática*. New Jersey: Pearson Prentice Hall, 2005. (Provides excellent grammar exercises to promote communication)
- *Abriendo Paso Lectura*. New Jersey: Pearson Prentice Hall, 2005. (Provides authentic readings to develop proficiency in the four skills)
- Gatski, Barbara & John McMullan. *Triángulo*. 4th Edition. Massachusetts: Wayside Publishing, 2006. (Provides extensive vocabulary building and recycling as well as authentic materials in the same format as the AP exam)
- Nassi, Robert J., Bernard Bernstein, & Theodore Nuzzi. *Workbook in Spanish Three Years*. New York: Amsco, 1966, 1989. (Provides excellent grammar exercises in areas like prepositions and idioms)
- Springer, Alice G. *Barron's How to Prepare for the AP[®] Spanish Exam*. 4th Edition. New York: Barron's, 2005.

Supplemental & Outside Resources:

QUIA vocabulary games and exercises

PowerPoint[®] presentations

Various music CDs, newspaper articles in Spanish for dictation and listening comprehension, movie and tv video clips for listening comprehension

Online:

www.quia.com,

www.colby.edu/~bknelson/exercises/index.html,

www.trinity.edu/mstroud/grammar/index.html,

www.studyspanish.com,