

AP Spanish

Instructors:

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Room 115

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This course provides further refinement of skills learned in previous levels, with emphasis on speaking and writing in Spanish. **Students will prepare to take the AP exam by reviewing grammar constructions, reading from a variety of Hispanic authors, conversing in Spanish on various topics, including discussion of the reading and subjects of personal interest, writing essays, both as homework and in class, viewing authentic video material, and researching information on-line on Latin American history, culture and music in class and as homework.** Students will also prepare an in-depth capstone project on a culture topic of their choosing. **The teacher and students will conduct classroom discussions, activities and presentations in Spanish.**

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.

Students 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1 Zalacaín, el aventurero

Summary **Students learn about the culture of the Basque territories in Spain. They read a simplified version of the novel Zalacaín, el aventurero which portrays the fiercely independent nature of the Basque people.**

Performance Indicators Assessed in Unit Students will be able to:

exchange information and opinions on personal topics, in both written and oral forms, in Spanish.

read authentic texts for understanding.

discuss reading assignments.

relate the themes in reading assignments to their own experiences.

create expository written presentations based on the themes of the novel.

use regular and irregular verbs in the present, progressive, passive voice and imperative mood.

be able to use the verbs ser and estar to differentiate between conditions and characteristics.

Unit 2 Abel Sanchez (boys)

Summary **Students learn about the conflicts within families and about personal passions and their implications for family relations. Students will read *Abel Sanchez* (Miguel de Unamuno); they will share, compare and contrast their readings. They will research background information on the Biblical characters referenced in the text, and compare that information to paintings that depict those Biblical stories. They will connect their readings to the themes of families and communities and personal and public identities.**

Performance Indicators Assessed in Unit Students will be able to:

exchange information and opinions on personal topics, in both written and oral form, in Spanish.

read authentic texts for understanding.

discuss reading assignments.

relate the themes of reading to their own experiences.

create expository written presentations on themes from the novel.

compare the lives of early 20th century Spanish men to their own.

use verbs in several tenses (preterit and imperfect, future, conditional, present perfect, pluperfect,

future perfect, conditional perfect).

Unit 3		Jorge Luis Borges
Summary	Students learn about the life, literature and philosophy of Jorge Luis Borges. They will learn about the life of the Argentine philosopher and will read selected works from his literary collection.	
Performance Indicators Assessed in Unit	<p>Students will be able to:</p> <p>exchange information and opinions on personal topics, in both written and oral form, in Spanish.</p> <p>read authentic texts for understanding.</p> <p>discuss reading assignments.</p> <p>create expository written presentations.</p> <p>use verbs in the four tenses of the subjunctive mood.</p> <p>correctly identify the gender of Spanish nouns.</p> <p>form plurals of nouns.</p> <p>use definite and indefinite articles.</p>	
Unit 4		Ernesto Sábato - <i>El túnel</i>
Summary	Students learn about the literature and philosophy of the Existentialist movement. They will read Sabato's novel <i>El túnel</i>	
Performance Indicators Assessed in Unit	<p>Students will be able to:</p> <p>exchange information and opinions on personal topics, in both written and oral form, in Spanish.</p> <p>read authentic texts for understanding.</p> <p>discuss reading assignments.</p> <p>create expository written presentations on topics related to the text.</p> <p>Students will compare this text with other international texts that present existentialist philosophy (<i>The Stranger, The Little Prince</i>)</p> <p>use personal pronouns, including reflexive and objects.</p> <p>use possessive adjectives and pronouns.</p> <p>use demonstrative adjectives and pronouns.</p>	
Unit 5		Gabriel García Márquez
Summary	Students learn about the culture of Colombia and the writing style and subject matter of García Márquez. They will read several short stories and the novel <i>Crónica de una muerte anunciada</i>. They will connect these readings to the theme of families and communities. Their discussions of two of the main characters will center on the theme of esthetics and beauty (the stereotypical ideal of the young girl and the macho young man). They will view and discuss the film version in Spanish of this novel.	
Performance Indicators Assessed in Unit	<p>Students will be able to:</p> <p>exchange information and opinions on personal topics, in both written and oral form, in Spanish.</p> <p>read authentic texts for understanding.</p> <p>discuss reading assignments.</p> <p>create expository written presentations on topics related to the text.</p> <p>form exclamations.</p> <p>use relative pronouns to form complex sentences.</p> <p>use interrogative pronouns.</p> <p>use indefinite and negative pronouns.</p> <p>make negative statements.</p>	
Unit 6		Me llamo Rigoberta y así me nació la conciencia
Summary	Students learn about the culture of Guatemala and the political and social repression of the indigenous people there. They will connect this reading to the themes of families and communities, personal and public identities, and global challenges, esthetics and beauty. They will view and discuss a variety of on-line reports related to the text and to the life and work of Rigoberta Menchú. They will investigate the challenges to contemporary Central American political and economic stability as a result of technological and demographic changes (theme of science and technology)	

Summative Assessments Retake

Students have the opportunity to retake summative assessments.

The student must submit a retake form to the teacher within five (5) days of the date that the summative assessment score is reported to the student.

The highest score a student can receive on a retake or late assessment is 75.

The score achieved on a retake will replace the current score (even if the score is lower).

If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

Formative assessments will count 40% of the grade.

Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.

The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.

The method of scoring of formative assessments will be determined by assignment.