

AP Spanish

Instructors:

Janice Clain
Room 115
clainj@hermon.net

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 Latin American history, culture and music. Students will also prepare an in-depth capstone project on a culture topic of their choosing.

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.

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

Unit 1 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 *Crónica de una muerte anunciada*. They will connect these readings to the theme of families and communities.**

Performance Indicators Assessed in Unit Students will be able to:
exchange information and opinions in Spanish on personal topics.
read authentic texts for understanding.
discuss reading assignments.
relate the themes in reading assignments to their own experiences.
create expository written presentations.
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 Como agua para chocolate (girls) / Abel Sanchez (boys)

Summary **Students learn about the conflicts within families and about personal passions and their implications for family relations. The girls in the class will read *Como agua para chocolate* (Laura Esquivel) and the boys will read *Abel Sanchez* (Miguel de Unamuno); they will share, compare and contrast their readings. They will connect these readings to the themes of families and communities and personal and public identities. They will view and discuss a film version of the Esquivel text.**

Performance Indicators Assessed in Unit Students will be able to:
exchange information and opinions in Spanish on personal topics.
read authentic texts for understanding.
discuss reading assignments.

relate the themes of reading to their own experiences.
 create expository written presentations.
 compare the lives of early 20th century Mexican women to their own.
 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 **Eva Luna**

Summary **Students learn about the culture and history of Venezuela and the writing style of Isabel Allende as they read *Eva Luna*. They learn about the social and political conflicts in mid-twentieth century Latin America. They will connect this reading to the themes of families and communities and personal and and public identities. They will view the film *The motorcycle diaries* and will compare the themes of the movie to the written text. They will research the life and political interests of Che Guevara, including his connections to the political conflicts of 20th century Cuba.**

Performance Students will be able to:
 Indicators exchange information and opinions in Spanish on personal topics.
 Assessed read authentic texts for understanding.
 in Unit discuss reading assignments.
 create expository written presentations.
 compare the themes in the novel *Eva Luna* and those in the film *The motorcycle diaries*.
 compare the picaresque style of *Eva Luna* to the American novel *The Adventures of Huckleberry Finn* (which they read for their AP literature course).
 use verbs in the four tenses of the subjunctive mood.
 correctly identify the gender of Spanish nouns.
 form plurals of nouns.
 use definite and indefinite articles.

Unit 4 **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. They will view a variety of -on-line reports related to the text and to the life and work of Rigoberta Menchú.**

Performance Students will be able to:
 Indicators exchange information and opinions in Spanish on personal topics.
 Assessed read authentic texts for understanding.
 in Unit discuss reading assignments.
 create expository written presentations.
 compare social situations described in the text with those currently in practice.
 use personal pronouns, including reflexive and objects.
 use possessive adjectives and pronouns.
 use demonstrative adjectives and pronouns.
 form exclamations.
 use relative pronouns to form complex sentences.
 use interrogative pronouns.
 use indefinite and negative pronouns.
 make negative statements.

Unit 5 **El Lazarillo de Tormes**

Summary **Students learn about the culture of medieval Spain through the study of the classical account of the life of Lazarillo, the prototype of a picaresque hero. They will connect the reading to the themes of families and communities and personal and public identities.**

Performance Students will be able to:
 Indicators exchange information and opinions in Spanish on personal topics.

Assessed read authentic texts for understanding.

in Unit discuss reading assignments.

create expository written presentations.

Students will know...

about the culture of medieval Spain as portrayed in the fictionalized biography of Lazarillo and his interactions with various representatives of that culture.

Students will review the following:

use adjectives, and adverbs to make their statements more colorful and precise.

state comparisons and make superlative statements.

use prepositions, including por and para.

use a verb infinitive as a noun.

use conjunctions to link ideas and statements.

use certain verbal idiomatic expressions.