

2013 AP Spanish Language Summer Institute Syllabus

July 22 – 25, 2013

Institute Overview

This workshop is designed to familiarize teachers with the new AP Spanish Language and Culture Course and Exam. The course will provide sample materials and classroom activities relating to the 2013 exam. Participants will be asked to actively participate and share best practices with the entire group on a daily basis.

Topics

- Foundations of Advanced Placement
- Developing and integrating the three modes of communication; Interpretive, Interpersonal and Presentational.
- Teaching AP Spanish Language and Culture across themes. Using the recommended contexts, developing new ideas.
- Putting the Curriculum Framework into practice.
- Teaching and Developing Culture in the AP Spanish Language and Culture Course.
- Building an AP Program, how to involve all teachers, developing an AP Vertical Team.
- Instructional Design and Management
- Using authentic resources.
- Building proficiency across modes of communication.
- Developing vocabulary skills.
- Integrating authentic literature in the AP Spanish Language and Culture course.
- Using project-based learning a way to integrate and develop language skills.

Consultant Background

Laura Zinke, a native of Arizona, has been an AP Spanish teacher for 28 years. Laura has a Bachelor's degree from Northern Arizona University and a Masters from Middlebury College and is a Gifted Endorsed teacher in the State of Arizona. She has served as a reader and a Table Leader at the AP Spanish Reading and currently serves as a Question Leader. Laura was a member of the AP Spanish Test Development Committee for six years and currently serves as a member of the AP Spanish Curriculum Development and Assessment Committee. Laura has been an Advanced Placement Faculty Consultant since 1994 presenting both weekend workshops and summer institutes; she has been a presenter at various regional and national Foreign Language and AP conferences and is a former Fulbright Teacher exchange participant to Córdoba, Argentina.

- McClintock High School
- 1830 E. Del Río Drive
- Tempe, Arizona 85282
- laura_zinke@yahoo.com

What Participants Should Bring

- 30 copies of a new idea or activity used last year in their course. Electronic copies are encouraged.
- A copy of your textbook for the 2013-14 school-year.
- A laptop computer or an iPad.

Institute Schedule

Monday: Review of AP* Spanish Language Exam and Course.

- ❖ Introductions: Warm-up activity.
- ❖ A preview of the Course Description and Teacher's guide
- ❖ A preview of the Curriculum Framework
- ❖ A preview of the curriculum modules currently available and sample syllabi.
- ❖ An introduction to the AP Program, foundations of AP. Understanding the modes of communication and how to build proficiency across modes.
- ❖ Funding the AP Program
- ❖ Addressing special- needs students.
- ❖ Test-day administration/proctors/equipment/language labs.
- ❖ Understanding the National Standards and the 5 C's; Communication, Comparisons, Communities, Cultures and Connections
- ❖ Building an AP Program on your campus; developing a vertical team, Pre-AP, departmental articulation. Building support for your program.
- ❖ Using the AP Themes to develop instructional units of study that integrate the modes of communication.
- ❖ An introduction to the Audit; teachers will work on developing a syllabus before the end of the APSI.
- ❖ AP Central and the AP Community. Finding and using authentic resources in the classroom.
- ❖ The AP Spanish Language and Culture Format for 2013.
- ❖ Developing Essential Questions.
- ❖ Understanding the cultural component.
- ❖ Reflection, questions, homework assignment: Syllabus Development.

Tuesday: Developing and integrating the modes of communication; a focus on interpretive communication.

- ❖ Warm up activity.
- ❖ Questions regarding homework assignment, share out some ideas.
- ❖ Working with Essential Questions to develop units of study that integrate the new AP Spanish Language and Culture Themes.
- ❖ Working with thematic units.
- ❖ Developing Written and print interpretive communication; strategies for success.
- ❖ Developing Audio, visual and Audio Visual communication, strategies for success.
- ❖ Using graphs, charts and maps.
- ❖ Using graphic organizers and mind maps.
- ❖ Using authentic literature in the AP Spanish Language and Culture Classroom; reading comprehension strategies.
- ❖ Adapting and scaffolding the AP Literature reading list for Spanish language and at the lower levels.
- ❖ Using video in the classroom to enhance thematic units.
- ❖ Understanding the cultural component.

- ❖ Reflection, questions, homework assignment: A sample lesson plan.

Wednesday: Developing and integrating the modes of communication; a focus on interpersonal communication.

- ❖ Warm up activity.
- ❖ Questions regarding homework assignment, share out some ideas.
- ❖ Developing ***interpersonal speaking skills***, activities, assessments, scoring criteria.
- ❖ Developing ***interpersonal speaking skills***; strategies for success, building proficiency.
- ❖ Developing ***interpersonal writing skills***, activities, assessments, scoring criteria.
- ❖ Developing ***interpersonal writing skills***; strategies for success, building proficiency.
- ❖ Using and integrating connector words.
- ❖ Lesson planning; how, what?
- ❖ Understanding the cultural component.
- ❖ Reflection, questions, homework assignment: Putting it all together; an outline of a sample unit.

Thursday: Developing and integrating the modes of communication; a focus on presentational communication.

- ❖ Warm up activity.
- ❖ Questions regarding homework assignment, share out some ideas.
- ❖ Developing ***presentational speaking skills***, activities, assessments, scoring criteria.
- ❖ Developing ***presentational speaking skills***; strategies for success, building proficiency.
- ❖ Developing ***presentational writing skills***, activities, assessments, scoring criteria.
- ❖ Developing ***presentational writing skills***; strategies for success, building proficiency.
- ❖ The persuasive essay; strategies.
- ❖ The cultural comparison.
- ❖ Selecting the textbook/using authentic resources.
- ❖ Evaluations
- ❖ Final Words of Wisdom

Graduate Credit Option

Participants may also earn three graduate education hours for any of the AP Summer Institutes from Washburn University for a reduced tuition rate the successful completion of an academic assignment.

Additional Information

Timothy W. Peterson, Ph.D.

Dean of Academic Outreach

Washburn University

1700 College Avenue

Topeka, KS 66621

tim.peterson@washburn.edu

(785) 670-1399 voice

(785) 670-1028 fax