

AP Spanish Language and Culture- Syllabus 2020

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The College Board Advanced Placement Exam for Spanish Language and Culture is on Tuesday, May 12, 2020 at 8:00 a.m. in the Jefferson Academy Secondary School

The three cardinal rules for success:

#1 AVOID ABSENCES

#2 Come prepared to and actively participate in class.

#3 Speak ONLY SPANISH in class.

Course Overview

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication - **interpretive, interpersonal and presentational**. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles, and also a combination of visual/print resources such as charts, tables, and graphs, all with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Central to communication is the following premise from the College Board's Curriculum Framework: "When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (**Connections**), make comparisons between the native language and the target language and between cultures (**Comparisons**), and use the target language in real-life settings (**Communities**). The intensity of the course reflects the demands of the AP exam, and will require consistent effort and commitment on your part! "

To support building communicative proficiency, students are **REQUIRED** to speak in Spanish: between them and me and among the students themselves, at all times.

Learning objectives and Organization

Our goal is for students to develop the skills under the three modes of communication: Interpretative, Interpersonal and Presentational; so that they can meet the six primary learning objectives where they will need to demonstrate ability for the AP Exam in May:

- Audio, Visual, and Audiovisual Interpretative Communication
- Written and Print Interpretative Communication
- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Spoken Presentational Communication
- Written Presentational Communication

The course is organized thematically into **six units**. Each unit targets a **primary theme** but also connects to **recommended contexts**, and **essential questions** of the **Curriculum Framework**.

Unit 1 Families in Different Societies - **Theme 1: Familias y comunidades**

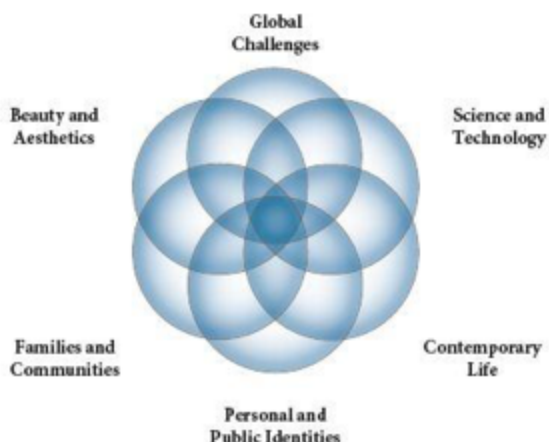
Unit 2 The influence of language and Culture on Identity - **Theme 2: Personal and Public Identities**

Unit 3 Influences of Beauty and Art - **Theme 3: Beauty and Aesthetics**

Unit 4 How science and Technology Affect Our lives - **Tema 4: Science and Technology**

Unit 5 Factors that Impact the Quality of Life - **Tema 5: Contemporary Life**

Unit 6 Environmental, Political, and Societal Challenges - **Tema 6: Global Challenges**



In addition, **culture is central** to content as we explore products, practices, and perspectives of the Spanish-speaking world. Students are guided to develop a deeper understanding of what the people of a particular culture believe and how they view the world. They also make constant comparisons between Spanish-speaking communities of the world and their own home culture in preparation for the presentational speaking exam task.

It is also important to note that, although the text is organized by one thematic unit at a time, we are in fact integrating aspects of many themes and contexts as we explore real life and authentic resources. There is an inherent interconnectedness among the six thematic units; they do not exist in isolation. Moreover, this interwoven nature of the themes is even more obvious as we use the Internet to delve into everyday world events and news through Spanish language websites of organizations and foundations. This is real life: using the lens of the Internet to view what is happening in the world and discussing what we learn. As we do this, we naturally synthesize through comparing and contrasting, evaluating, analyzing, making predictions, inferring, and drawing conclusions. For this purpose, I have fully developed the course in google classroom that provides students with links such resources from throughout the Spanish-speaking world.

Textbooks and Classroom Materials

- **Required text: *Temas - AP Spanish Language and Culture***, Parthena Draggett, Cole Conlin, Max Ehrsam, Elizabeth Millán, Vista Higher Learning, 2020.
- **Required *AP Spanish Language and Culture Exam Preparation***, Jorge Frisancho, Maria T. Redmon, Marta Lucia Restrepo Bravo, Vista Higher Learning, 2020.
- **Teacher resource: *AP Spanish Language and Culture Exam Preparation***, Jorge Frisancho, Maria T. Redmon, Marta Lucia Restrepo Bravo, Vista Higher Learning, 2020.

- **Teacher resource: *Triángulo Aprobado, 5th Edition***, Barbara Gatski, John McMullan, Wayside Publishing, 2013. This will be used for testing purposes.
- **Teacher resource: AP Spanish: Preparing for the Language Examination** (José Díaz, Margarita Leicher-Prieto, Gulda Nissenberg)
- Articles from the internet, newspapers, magazines
- Released Portions of Previous AP exams and other College Board materials
- Listening comprehension materials from various current event internet sites and other video selections (including full-length movies, documentaries, music videos, and commercials)
- **AP Classroom on-line** platform provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.

This course organization is based on the textbook *TEMAS*, through authentic resources that not only provide the major content of the thematic units and sub-contexts, but which also present students with a plethora of cultural content through which to explore products, practices, and perspectives of the Spanish-speaking world. *TEMAS* is the primary resource or anchor for the course. All units and sub contexts begin with *Preguntas Esenciales* (Essential Questions) and are also structured to include six contextual lessons, each reflecting a recommended context of the Curriculum Framework. By both starting and ending with the essential questions, backward design is easily accomplished, thinking first of what it is that I want the students to know and about which I would like them to communicate, as we explore authentic materials within Spanish-speaking cultures of the world in which we live.

Recommended reference material:

- Spanish dictionary application for smartphones: WordRef, SpanDict
- **AP Google Classroom!!!**

Required Materials - BRING TO CLASS EVERY DAY:

1. **YOUR TEXTBOOK** Temas
2. Three-ring binder with sections: 1.diarios/película, 2.vocabulario, 3.gramática/apuntes, 4.AP packets, 5.Chuletas, 6.Old emails/essays/oral feedback
3. Blue or black pens, a highlighter, pencils and erasers, lined paper
4. Spanish dictionary Application(s) for your phone: WordRef, SpanDict
5. Your **computer**.

Cost of the Exam and the Workbook:

Cost of the Exam: **\$85**

Cost of the AP Spanish Language and Culture Exam Preparation : **\$ 39**

TOTAL: \$130.00

Exam Format

Section I

Multiple Choice — 65 Questions | ~ 1 Hour, 35 Minutes | **50%** of Exam Score

- **Part A** — 30 questions; 40 minutes - Interpretive Communication: Print Texts - 23%

- **Part B** — 35 Questions; ~55 minutes - Interpretive Communication: Print and Audio Texts (combined)

AND Interpretive Communication: Audio Texts - 27%

Section II

Free Response — 4 Tasks | ~ 1 Hour, 28 Minutes | **50%** of Exam Score

- **Part A** — Written Tasks; ~70 minutes - 25%

1. **Interpersonal Writing:** Email reply (1 prompt; 15 minutes) - 12.5%

2. **Presentational Writing:** Argumentative essay (1 prompt; ~ 55 minutes total: 15 minutes to review materials plus 40 minutes to write) - 12.5%

Part B — Spoken Responses; ~ 18 minutes - 25%

3. Interpersonal Speaking: Conversation (5 prompts; 20 seconds for each response) 12.5%

4. Presentational Speaking: Cultural comparison (1 prompt; 4 minutes to prepare, 2 minutes to respond) 12.5%

Class Expectations : This is a college level course level course, so behavior is not usually an issue.

1. **Be Punctual.** Arrive to class on time. If you have to get your materials from your locker the one class BEFORE my class, please do so. When the bell rings, your homework has been turned in, **you are in your seat**, and ready to begin. **Please also use the restroom and fill water bottles BEFORE class.** You will get one “freebie” trip to the restroom during class (go only when absolutely necessary, return PROMPTLY, and use the restroom only during individual or group work when you have finished).
2. **Be Prepared.** Come to class **EVERY DAY** with the required materials, including computer, textbook, pen/pencil, and homework assigned from the previous class. Take notes in class on resources provided.
3. **Be a Self-Starter.** Be prepared to learn **AND SPEAK ONLY SPANISH** when you come to class. You should have your homework completed and have questions prepared for discussion. If you are unprepared and therefore unable to contribute, your participation grade will be negatively affected. If you need additional help, I am available before or after school. Remember 25 % of the AP exam is based on your ability to speak both formally and informally; therefore you are required to speak Spanish in class.
4. **Be Respectful.** Treat everyone with respect and consideration. Help to create a classroom environment that enables all students to learn. **Interruptions of your teacher or your classmates will not be tolerated.** Simply raise your hand if you have a question or would like an opportunity to respond to something. Communicating in a new language is difficult for everyone and we must work together to create an environment in which it can happen so **BE KIND!**
5. **Be Involved. SPEAK UP!** Everyone will make mistakes while using Spanish. It's no big deal. You are **required** to speak Spanish in this class! Actively participate in class (that includes **DESCANSITOS!**) and spend approximately THREE TO FOUR hours each week outside of class studying. 85 minutes per day (class) five days per week, during 4 months IS NOT ENOUGH time to practice (and then recall with ease) what you have learned. You **MUST** practice the language and review what you already have learned outside of class in order to be successful. We learn language based on repetition and practice.
6. **No Cell Phones.** This is a basic respect thing. Respect me and the learning environment and do not use your phone during class. Sometimes cell phones are permitted for LEARNING activities, but not for personal use. I will let you know when you can take your phone out for class work.
7. **Food is not allowed, only water.** Please leave this classroom **cleaner** than the way you found it.

Make-up Work

- **Excused Absences:** Absent students have two calendar days for every day absent to make up all work missed for full credit. Students are encouraged to use a pre-arranged absence form whenever possible. **If you know you are going to be absent, make arrangements for content, homework, diarios, announcements, etc. IN ADVANCE! Look at AP Google classroom to see what you have missed or will miss and BE ACCOUNTABLE. It is your responsibility to do ALL make-up work AND turn in the assignments that were due to day that you missed when you return.**
Please make every effort to avoid absences. We need to use every day to the fullest in order to be well prepared for the AP Exam. You should also have at least 2 other classmates' phone numbers so that you have contacts for projects that you will need to do for the class and/or for absence. Also when you return, check the makeup folder.

Grading Scale

Grades are earned, not given. Extra credit opportunities will be available to the entire class. Letter grades follow the JAJAGS grading scale: **A=90-100%, B=80-89%, C=70-79%, D=60-69%, F= 60% and bellow**. Grades can be viewed at any time via the Infinite Campus.

There is no individual extra credit or extra credit at the end of the semester to raise a borderline grade. Please do not ask me to raise your grade for no reason at the end of semester: work hard and do your work all semester long.

As per school policy, the letter grades are based on the following percentage scale:

Grade	Score	GPA Value	AP
A	90-100	4.0	5.0
B	80-89	3.0	4.0
C	70-79	2.0	3.0
D	60-69	1.0	2.0
F	0-59	0.0	0

Course Requirements and Evaluations:

Success in any language is ultimately about your ability to understand and produce language. Homework and class participation are stepping stones to this success. For this reason, writing and speaking tasks and assessments are the largest part of the grade. (60%)

The semester grade will be broken into the following weighted categories:

Homework Assignments	20%
Class Participation	20%
AP Assessments (test)	25%
Quizzes and regular assessments	15%
Final Exam	20%

1. Homework Assignments (20% of Final Grade) – Provides essential practice that enables students to demonstrate and communicate their course understanding.

- The day's homework will be posted every day on the board and should be copied into student planners. Homework assignments can also be found on Google Classroom. Every week on Thursday, the following week's schedule will be posted. All tests and quizzes are announced in class at least one week in advance. If a student needs to see the schedule further into the future, please see me.
- Homework will be collected every day at the beginning of class. To receive full credit student must place homework on the **designated place**; homework will not be accepted late. I do not give partial credit on homework assignments. You are expected to attempt **all** of the homework to the best of your ability. I will not give credit to homework that has been done without appropriate effort. If you do not understand something, you are expected to come and see me before class (before school, after school, during Block C) **PLAN AHEAD, no excuses!**
- *****Most of the time we go over the previous evening's homework in class to clarify and answer questions.** Intermittently, I collect homework to check for correctness and you will

receive a high point grade on that assignment, so always trying your best and coming to me for help are paramount to your success in this class.

- It is the responsibility of the student to obtain assignments/diarios when absent. When students are absent, they are expected to check google classroom for homework assignments and content missed during their absence. Students can also find weekly assignment lists in my classroom on the homework board.
- **NOT ACCEPTED LATE AT ALL:** daily textbook and other homework assignments, diarios de audio, diarios de lectura, Google Voice calls, listas de vocabulario, presentaciones orales, contactos culturales, movie compositions, contactos (PLAN YOUR TIME - DO NOT PROCRASTINATE!!!)

2. Class Participation (20% of Final Grade) – Speaking only Spanish is critical for this grade. Participation points will be lost for speaking English in class. Involvement and appropriate preparation for the class is a crucial part of this grade. If you do not do your homework, it is impossible to participate!

- This grade will be based upon contribution to group activities, completion of warm-up activities, and thoughtful participation in discussion. I am more concerned with your thinking and engagement than with your “correctness”, so raise your hand! **The ONLY way to get better at speaking Spanish is by SPEAKING SPANISH!**
- Speaking and participating in class are **integral** parts of learning to communicate in any language, therefore I expect students to speak up in class FREQUENTLY (**individually**, in pairs, and in small groups). This is a college-level course, you are **EXPECTED to raise your hand and contribute on a regular basis!**
- I ABSOLUTELY EXPECT that all students will participate in **DESCANSITOS** - they are an important part of class :)
- Please also remember: if you are absent from class it is **impossible** to participate! You can make up for absences by participating MORE when you do come to class. If you have missed MANY days due to illness, injury, or travel, please come and see me.

3. AP assessments (25% of Final Grade)

- Approximately once per week (usually on Fridays) we do an AP test task related to the theme and sub-theme we have been studying for the week(s). We will do recorded cultural comparison oral presentations and conversations, and write emails and argumentative essays. These assessments also include the Google Voice calls that you do from home, so it is important NOT TO FORGET THESE!
- These assessments take the place of the “tests” that you have been used to taking in other levels of Spanish, so I fully expect that you are able to incorporate what you have learned (vocabulary, grammar, AND cultural knowledge) into these assessments
- These assessments are all worth 100 points, so NOT doing one, not trying, or purposefully bombing one can really affect your grade

4. Regular assessments (15% of Final Grade)

- These include: ALL weekly vocabulary and grammar quizzes, four debates, any POP quizzes, and all oral presentations
- It is in your best interest to PLAN and PREPARE appropriately for these quizzes/assessments. You can do this by doing what is asked of you **well**, turning in all of your work, and taking time to study and review your vocabulary on a regular basis
- **DO NOT PROCRASTINATE and get into what you are learning!**

5. Final exam and final oral presentation (Approximately 20% of Final Grade)

- Multiple choice final (to mimic that portion of the AP test), final essay, and final oral group presentation -
- Full length Practice AP exam (before the actual)

*****FYI - Daily participation IN SPANISH and homework are 40% of your grade.**

***The most effective way to improve your Spanish is by being well prepared and in class every day, taking part in activities and discussions. **IF YOU ARE NOT IN CLASS, IT IS IMPOSSIBLE TO PARTICIPATE. This is a university level class – you are expected to do all of the work that is assigned to you carefully, on time, and completely.**

Tardy policy:

- If you are not in your seat with your homework when the bell rings, you are tardy
- If you are constantly tardy, it will affect your participation grade

Cheating and Plagiarism:

JAJAGS school holds high academic expectations for all students and academic integrity is an extremely important aspect of those expectations. In this class any student caught cheating on a quiz, test, homework, or any classroom assignment; or found guilty of plagiarism (to pass off the ideas or works of another as one's own without crediting the source); or caught giving work to others will receive a grade of "zero" on that assignment or paper. Consequences for cheating/plagiarism will range from detention to suspension in addition to a zero on the assignment.

- **FYI - using computer translation websites and apps (GOOGLE TRANSLATE) IS CONSIDERED PLAGIARISM.** Looking up one word is different than entire sentences/phrases. It is easy to tell when a student has used one of these websites - **1.** It uses grammar and vocabulary that you do not yet know, **2.** It makes errors, IT IS NOT ALWAYS CORRECT! - I want to see YOUR WORK, what comes out of YOUR HEAD, not something you copied from a computer screen.
- I fully support student collaboration: students working together to help each other on homework assignments. There is a difference between collaboration and cheating (i.e. copying another student's answers into your own workbook before school or at lunch). Be honest with yourself and show integrity and don't waste your or my time.

***some information for this syllabus was taken from AP College Board webpage.

**¡Estoy muy contenta de que hayas
decidido tomar esta clase este
año! ¡Vamos a divertirnos MUCHO!**

