

AP Spanish Language and Culture

The goal of the Fulton County Schools World Languages department is to guide students in their mastery of the ACTFL national performance standards, adopted by the State of Georgia.

For Modern Languages, these standards consist of "The 5 Cs":

Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.

Culture – students will learn about target culture products, practices and perspectives.

Connections – students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.

Comparisons – students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.

Communities – students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.

Course Description

The goal of AP Spanish Language is to prepare students for success on the AP Spanish Language Exam. AP Spanish Language is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students complete a thorough review of grammar and conjugations and building their proficiency in the areas of speaking, listening, writing, and vocabulary recall.

Curricular Requirements:

<http://apcentral.collegeboard.com>

The teacher uses Spanish almost exclusively in class and encourages students to do likewise. All classroom interaction is in Spanish.

The course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.

Instructional materials include authentic written texts, such as newspaper and magazine articles, literary texts, and other non technical writings that develop students' reading abilities.

The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.

The course provides instruction and frequent opportunities to write a variety of compositions in Spanish.

The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

During the year, we will be discussing many topics; some of them are controversial. All opinions are to be respected. Many different viewpoints will be examined. The teacher's goal is not to persuade or change opinions, but to expose students to culturally relevant themes, such as religion, art, family customs, etc.

Student Goals:

<http://apcentral.collegeboard.com>

The successful AP Spanish Language student can:

- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the Spanish speaking world.
- Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish speaking world.
- Identify and summarize main points and important details and make appropriate inferences and predictions from a written text

such as a newspaper or magazine article or contemporary literary excerpt.

- Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural or social issue, with control of grammar and syntax.
- Describe, narrate, and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two to three minutes.
- Use information from sources provided to present a synthesis and express an opinion.
- Recognize cultural elements implicit in oral and written texts.
- Interpret linguistic cues to infer social relationships.
- Communicate via formal and informal written correspondence.
- Initiate, maintain, and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Use language that is semantically and grammatically accurate according to a given context.

In order to achieve these goals, various methods of instruction will be employed, including but not limited to:

Lecture	Informal Writing
Group / Individual Activities	Formal Speaking Assessments
Large Group Discussion	Informal Speaking Assessments
Small Group Discussion	Formal Listening Assessments
Readings (Literature, newspaper and magazine articles)	Informal Listening Assessments
Formal Writings	Use of Technology

Technology

Use of Renaissance Language Lab with LCD projector
Use of Chromebooks/Internet
Use of VHL Supersite

SAMPLE CLASSROOM ACTIVITIES

LISTENING:

- Spanish only is the rule in the classroom. Both students and teacher will address each other entirely in Spanish. New vocabulary is acted out, drawn or defined in Spanish.
- News as appropriate and interesting is presented in audio and visual formats.

- Students will view videos that relate to the themes selected.
- Listening comprehension activities.

READING:

- Selections from a variety of media will build on the students' preparation for using context clues to decipher vocabulary, tone, bias and theme.
- Selections for literary criticism will be made from a variety of genre based on the themes chosen for the class.
- Students will predict endings, answer multiple choice questions, and write critical analyses and personal opinions about the readings.

SPEAKING:

- Students will address each other and the teacher in Spanish during the class period.
- Activities to develop skills will be practiced on the language laboratory equipment.
- Students will participate in activities to illustrate mastery of vocabulary or grammar as suggested by their needs and the themes of the class.
- Students will make visual presentations to share information with the class.
- Debates and discussions on issues and themes presented by movies, news articles and current events will be held.

WRITING:

- Students will write formal, well-organized essays of at least 200 words, on an appropriate topic, in reaction to a text or information discussed or viewed, which is evaluated for its content, organization, range and appropriateness of vocabulary, and grammatical accuracy.
- Students will write short informal essays on an appropriate topic to be evaluated based on organization, range and appropriateness of vocabulary, and grammatical accuracy.
- Students will regularly write informally based on topics discussed in class.

Texts:

Draggett, Conlin, Ehram, Millán. *Temas*. Vista Higher Learning 2014
 Frisncho, Redman, Restrepo Bravo. *AP SPANISH Language and Culture Exam Preparation*. Vista Higher Learning 2014
 Díaz, José M., Collins, Stephen J. *Abriendo Paso Lectura*. Pearson Education 2001 (with audio)
Repaso A Complete Review Workbook for Grammar, Communication, and Culture National Textbook Company. Lincolnwood, Illinois; 1997

Batski, Barbara, McMullan, John. *Triángulo A Propósito*. 5th Edition. Wayside Publishing. 2014 (with audio)

Supplementary Materials

National Spanish Exams

Previous AP exams

Videos, multimedia presentations, audiotapes, CDs, teacher made materials, transparencies, visual aids, newspapers, periodicals, workbooks and other materials as appropriate.

Assessment methods and/or tools

Assessment methods include formative assessment. These methods include but are not limited to:

- Contextual vocabulary assessments
- Contextual grammatical assessments
- Selected response (Multiple choice, true/false, matching and short answer fill-in items).
- Writing assessment (essays, letters, journals).
- Oral assessments (interviews, conferences, direct response questions, situations).
- Student created projects, performance and presentations.
- National Spanish Exams (listening and reading assessment).
- Practice Spanish Language Advanced Placement Exams in all skill areas (Listening, Speaking, Reading, and Writing).

Grading Scale and Evaluation

A = 90-100

C = 70-79

B = 80-89

F = 69 and below

Quizzes	25%
Tests	25%
Homework/Class Participation	10%
Performance Based Assessments	25%
Final Exam	15%

Recovery Policy

1. Recovery is for students who, despite a conscientious effort and communication with their teachers, have failed to demonstrate satisfactory understanding of course standards. It is not for the student who has been failing for many weeks and then wishes to recover during the final days of the course. Opportunities for students to recover from a 74 or below *cumulative* average will be provided when all work

required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements. *Students who have not attempted to complete all course requirements are not eligible for recovery.*

2. Students may initiate recovery on major assessments starting with the second major assessment of the semester as long as they have made a legitimate effort to meet all course requirements including attendance. Unexcused absences may prevent this opportunity.

3. So that students stay focused on the content at hand and don't become overwhelmed and fall too far behind, they must initiate recovery on a major assessment within five school days of being informed of the grade on that assessment. Recovery work must be completed within ten school days prior to the end of the semester. The nature and type of recovery assignment is given at the discretion of the teacher.

*** It is the responsibility of the student to fully understand the grading guidelines/highest possible score for completed recovery work.***

Make-up Work: Should you be absent on a test day, make-ups will be arranged with the teacher. You have an equal number of days to make up the test as days you were absent.

If you are absent for an extended period of time, you need to set up a time with me to go over what you have missed. Do not just show up and expect to have a long meeting without prearranging it.

It is your responsibility to turn in any homework assignments that have been checked on your first day back. All assignments will receive a grade of "0" until work is made up. This must all be done in a timely manner.

World Languages Late Work Policy

Assignments other than daily homework exercises

Grade will be reduced by 10% per day late until 50%. This will also apply to oral assignments due to be presented in class. After that, students may turn in completed assignment for maximum 50% credit until the end of the current six-week grading period. After the six-week grading period, students are encouraged to complete the work and turn it in for no credit for learning and recovery purposes. All late work to be turned in at the latest 10 days before the end of the semester.

Daily homework

No credit will be given for daily homework once it has been reviewed and corrected in class. However, students are encouraged to complete the work and turn it in for no credit for learning and recovery purposes.

The Northview High School Honor Code:

As explained in the student handbook, cheating is defined as “the giving or receiving, in any form, information relating to a gradable experience.” Violations of the honor code will result in a zero for the assignment, plus an honor code violation form placed in the student’s disciplinary file. Read the handbook carefully to fully understand what constitutes a violation.

**** *In addition to offenses outlined in the Student Handbook, the use of Internet online translators, other translation programs, and/or the use of the services of a native speaker will be considered cheating in this class.***