

NORCO HIGH SCHOOL
COURSE DESCRIPTION AND
GRADING CRITERIA FOR
AP 4 Spanish Language

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CLASS/HOMEWORK WEBSITE: <http://www.googleclassroom.com>
GRADES WEBSITE: [Q Parent Connection https://parentconnect.cnusd.k12.ca.us/](https://parentconnect.cnusd.k12.ca.us/)
or Q Student Connect <https://studentconnect.cnusd.k12.ca.us/>

AP[®] Spanish Language and Culture Syllabus

Course Overview

CR1—The teacher uses the target language almost exclusively in class and encourages students to do likewise.

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 [CR1]. 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 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.

Organization

The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed.

Real-Life Language and Culture [CR9]

CR9—The course prepares students to use the target language in real-life settings

Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences. They complete entries that interest them throughout the year for their *Language and Culture Portfolio*. Options include but are not limited to: attending an art exhibit, musical show or play; preparing a meal while following recipes written in Spanish; regular correspondence through email, Skype or Face Time with heritage speakers in a Spanish-speaking country; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence; and visits to university campuses for special events, hosting a student from a Spanish-speaking country; visiting area businesses and learning about opportunities with Spanish; teaching Spanish to area EMS/firefighters as part of their service for the *Sociedad Honoraria Hispánica*, and more. Students must provide acceptable evidence of their engagement as described in the *Language and Culture Portfolio Guidelines*.

A Tool for Students within the Unit

Tabla de noticias:

Ongoing assignment (14 entries turned in monthly) to support all units all the time. (Note: I use two documents (Instructions and Table) available on the AP Spanish Language and Culture Community Site under Resources.) Students regularly connect to authentic resources outside of class which accompany the complete list of themes and recommended contexts, as well as essential questions. This ongoing assignment leads to class discussions exploring themes, contexts, and vocabulary learned once TABLAS are returned.

Resources: [CR2a], [CR2b] & [CR2c]

Text & Published Resources	
Díaz, José, M. <u>AP Spanish Preparing for the Language and Culture Examination, Fourth Edition</u> Pearson Prentice Hall, 2014	Díaz, José, M., Nadel, María F. <u>Abriendo Paso Gramática</u> Pearson Education, 2014
Díaz, José, M., Nadel, María F. <u>Abriendo Paso Temas y lecturas</u> Pearson Education, 2014	<u>Nuevas Vistas, Curso de Introducción, Advanced Spanish</u> , Holt, Rinehart and Winston, 2006.
Movies & Songs	
<i>La misma luna</i> , 2007	www.youtube.com/watch?v=-dnIU1Ip5Vs (La leyenda del espantapájaros)
www.youtube.com/watch?v=FKgLU7udU0M	Ricardo Arjona: <i>El espantapájaros</i>
Websites	
www.bbc.co.uk/mundo/	http://clear.msu.edu/teaching/online/ria/
www.elnuevoherald.com/	www.elpais.com/tecnologia/
www.radioteca.net/	www.nacion.com/
www.masvoces.org	www.unesco.org
www.polleverywhere.com/	www.ciudadseva.com/
www.ivoox.com	http://audiria.com/
www.ver-taal.com/	www.informador.com.mx/
www.lagaceta.com.ar/	http://contenido.com.mx/
http://cadena3.com/	http://imow.org/
www.eluniverso.com	
Other Resources for Student Research	
www.rae.es/rae.html	http://news.bbc.co.uk/hi/spanish/programmes/estudio_834/
http://lab.chass.utoronto.ca/rescentre/spanish/	www.univision.com/
www.abc.es/	www.unmultimedia.org/radio/spanish/
www.un.org/spanish/News/	www.telecinco.es/informativos/
www.lasexta.com/noticias/	www.rnw.nl/espanol/radioprogramme/informativo-internacional
www.spanishnewsnetwork.com/	

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

CR2c—Instructional materials include a variety of authentic literary texts.

Díaz, José, M., Nadel, María F. Abriendo Paso Temas y lecturas Pearson Education, 2014, Díaz, José, M., Nadel, María F. Abriendo Paso Gramática Pearson Education, 2014 promotes cultural awareness through literary selections and interviews, encourages oral/written expression, validates regional vocabulary and authentic expression, supports vocabulary enrichment, and develops students' writing skills with step by step procedural assignments. This book is accompanied by authentic recordings, videos, and assessments. This book also has a workbook with two complete sample exams which give students additional practice and essential exposure to the structure of the test.

Díaz, José, M. AP Spanish Preparing for the Language and Culture Examination, Fourth Edition Pearson Prentice Hall, 2014 provides students with extensive vocabulary building and recycling as well as authentic sources that mimic the AP Spanish Language Test format. The students write an essay every three weeks based on the topics. Students are guided through the writing process from the creation of an outline to the final copy which is graded based on the AP Scoring Guidelines. The book also offers listening and reading comprehension practice with multiple-choice options. Free response activities are available for oral practice. This text is an essential tool due to the immense amount of applicable and tangible vocabulary that it contains and the opportunities it gives the students to interact with the material.

AP Spanish: Preparing for the Language Examination is a resourceful complement to the other books. Each unit represents a section of the test and the exercises have been designed to review, reinforce, and challenge a student's knowledge of vocabulary and grammatical skills. This book allows the students to become familiar with the structure of the test relieving a lot of stress and increasing their confidence. The more the students are exposed to what is expected of them, the more at ease they will be when the actual test is given.

For assessment purposes, I use the exams from *Abriendo Paso Temas y Lecturas* or *Abriendo Paso Gramática for* as well as create exams that resemble the AP Spanish Language Exam. I take one topic within a chapter and develop assessments that match the AP format. By creating such exams, students feel empowered twofold: because they are knowledgeable of the topic and familiar with the AP format. Essay writing reflects those topics as well. I stress a "test like" setting when each and every exam is given so that they become acclimated to the time restrictions, the procedure, and the setting.

FIRST SEMESTER: 18 weeks

Books used: Abriendo Paso Temas y Lectura
Units/Chapters: Colecciones 1-4

SECOND SEMESTER: 18 weeks

Books used: AP Spanish Prep. AP Spanish Preparing for the Language and Culture Examination, Four th Edition
Units/Chapters: Units 1-12 Chapters Several Chapters

Sample Classroom Activities (During class and in remote learning)

Listening Skills

- I select a theme based on the book being used or just a general topic of interest that has been used in past AP Spanish Language Tests (e.g. the university, peer pressure, sports, etc). At the beginning of the year, students are allowed to listen to audio selections more than once. They take notes by utilizing some form of graphic organizer. The audio is discussed in peer to peer interaction in order to compare note taking, then the students engage in a discussion with the teacher on the topic. I usually make clarifications, add on or delete unnecessary information. This process scaffolds students' comprehension. Later in the year, the audio is not replayed and students are not given the opportunity to compare notes with each other nor the teacher. By this time, this activity becomes second nature toward. Students apply this experience to the writing section.

- Students view videos and a variety of internet sources that project authenticity. The objective is to take notes effectively and learn how to develop outlines, grids, or any other graphic organizer that best suits their learning styles. They learn to extract relevant details and main ideas versus every word spoken as well as center their focus on what the prompts are asking of them.

Sources for authentic listening:

www.nuevoshorizontes.org/ Nuevos Horizontes www.cnn.com/español/ CNN en español
www.univision.com Univision www.un.org.radio/es/ Radio Naciones Unidas

Reading Skills

- Students utilize Nuevas Vistas for reading comprehension development. Literature is introduced and utilized effectively to engage students beyond the semantic structure of the language. Stories that overextend their reach through universal themes or specific practices/beliefs expose students to rich cultural perspectives. The wide variety of literature and the authentic language used in context fosters a better comprehension of vocabulary, language usage and interpretation. Students work with the vocabulary as a pre-activity, read the story, discuss, either in writing or speaking, its literary significance. Stories that are covered in the first semester: “Mis primeros versos” por Rubén Darío, “Primero de secundaria” por Gary Soto, “Un cuentecillo triste” por Gabriel García Márquez, “La guerra de los yácares” por Horacio Quiroga, “Platero y yo” por Juan Ramón Jiménez, “Me llamo Rigoberta Menchú” por Rigoberta Menchú, “Posada de las Tres Cuerdas” por Ana María Shua, “La puerta del infierno” por Antonio Landaura, “Gueso y Pellejo” por Ciro Alegría.
- Students use authentic reading sources by accessing the World Wide Web to locate articles in Spanish or newspapers. In the first semester, they are given a set of categories: politics, weather, business, education, entertainment, etc. and obtain a recent article on that specific category, read it and follow an outline structure in order to summarize the information. This activity also benefits speaking practice because they are required to speak about their article in a 2 minute presentation. In the second semester, they are given a topic (from the textbooks) and are required to obtain two articles which they will compare, contrast, and synthesize in order to make a two minute presentation to the class. These are just a few of the many sites students may access to obtain articles in Spanish.

www.nacion.com/ www.cnn.com/espanol/ www.univision.com/ www.bbcmundo.com/

Writing Skills

- Students utilize the articles they obtain in order to formulate an outline of the content. The outline reflects a summary, but also the main points and concrete evidence as support. This helps students extrapolate significant information and effectively communicate their comprehension of the material by paraphrasing in their own words.
- Students utilize the stories in the textbook as a springboard toward writing personal reflections about a character, a situation, or an overall analysis of the content. Students may work in pairs or in larger groups to discuss analytical approaches.
- Students write an essay every three weeks that implements the specific requirement of the AP test by taking two written sources with an audio and creating a 200 word essay. They cite their sources making sure that there is evidence that supports their statements.
- Students have a daily warm-up or práctica where they are required to make a brief entry. The topics vary and students may take a pro or con approach but must support their reasons with examples.
- In order to practice the informal writing section, students write informal letters and then remove one person’s dialogue completely. The letter is then given to another student. The student fills in the gaps with relevant phrases and then reads the letter out loud. The class then makes comments and suggestions in regards to its appropriateness and meaning. As the year progresses, I time them as if it were the AP test and have them practice recording their responses. In addition, students keep a writing journal in order for students to focus on improving, word choice, and control of grammatical structures.
- Students write bi-weekly essays on numerous topics. These include AP style essays and free writing essays.

Speaking Skills

- Students make formal presentations on a topic that is associated with the writing section of the exam. The two-minute presentation requires the student to summarize, compare/contrast, persuade and/or critic the topic. This activity springboards the class to discuss and express their opinions about the topic itself or the presentation.
- They also utilize articles as well as an audio to practice synthesizing information in order to address whatever prompt is given. Sometimes the students are given the audio only in order to practice taking notes within an allocated amount of

time (approximately 2-5 minutes) and then asked to lead a discussion on the topic based on the notes taken. The class then engages in a discussion based on what information is relevant to the prompt and what isn't.

- Students create a skit based on a specific situational setting that utilizes vocabulary and grammatical structures being addressed. The skits allow students to practice pronunciation, allocution, and presence. This activity helps students become more confident and less fearful of speaking in front of others.
- Students are given pictures such as a painting of a famous artist (ex. Salvador Dali) and, by using the 5 senses, write under each category a list of words that best describe what they are experiencing as they observe the picture. Students then explain the picture to another student by using the lists of words accumulated. This can also be used as a writing activity as well.
- Debates are also utilized in order to encourage Spanish in the classroom.

Course Expectations: (During class and in remote learning)

1. Keep up with the homework and other assignments.
2. Seek help if you don't understand or become confused.
3. Aid in your learning by participating in class and being alert and awake in class.
4. Complete all assignments on time and in a quality manner.
5. We will all work hard and have fun!

Behavior Expectations: (During class and in remote learning)

I expect students to work with me to cultivate an atmosphere of kindness and respect. If students admit their own confusion and mistakes freely and with good humor, others will be encouraged to do the same. We have discussed the class rules and they are posted in the classroom. They are the following:

CLASS RULES

- 1 – Students are to be in their assigned seats or location ready to work when the tardy bell finishes ringing.
- 2 – Bring class materials and completed assignments every day.
- 3 – Keep hands feet and objects to yourself.
- 4 – Students need to follow the instructor's directions and conduct themselves in an orderly manner.
- 5 – Always respect yourself, others and our classroom.

Ms. Arias' Class Procedures (During class and in remote learning)

- 1). Seating Arrangement:
 - Assigned Seating (you **MUST** be in your seat when the bell rings)
 - Seating changed only for extenuating circumstances
- 2). Behavior for Entering the Room:
 - Enter quietly (no running)
 - Place personal belongings below desk
 - When the bell finishes ringing, you must be in your seat and be prepared to work
 - Complete the "Warm-up" activity within first 5 to 10 minutes of class
 - **NO: cell phones (except for dictionary use or specific Spanish class use), CD-MP3 players or IPODS**
- 3). Procedure for Using the Bathroom/Getting a Drink of Water/Using locker:
 - Use bathroom and drink water before class
 - No passes will be given except for emergencies
 - You are given 4 emergency passes per semester
- 4). Procedure for Using the Health Office:
 - Emergencies only
- 5). Procedure for Requesting Supplies:
 - Sharpen pencils **before** class starts
 - If you need a pencil, ask a friend
 - If you *still* need a pencil, ask the teacher before class starts (You will be deducted participation points for being unprepared)
- 6). What to do When Tardy to Class:
 - Enter quietly without disturbing others
 - Show teacher a tardy detention slip or a tardy pass.
 - If the tardy is unexcused, write an explanation on your tardy card.
 - Unexcused tardiness will result in Participation Point deduction.
 - If all tardy detentions are served, the next tardy will be a warning.

- If you receive another tardy before serving your previous tardy detention, a longer detention will be issued.
- 7). Policy on Unexcused absences:
- Unexcused absences will result in a loss of participation.
- 8). Policy on Materials:
- You are required to have a book jacket on your text at all times
 - You are required to bring your textbook, notebook, paper, and a pen/pencil, to class on a daily basis or participation points will be deducted.
- 9). Procedures for turning in work:
- All projects and homework assignments are due when the bell rings at the beginning of the period.
 - **NO LATE WORK WILL BE ACCEPTED**
- 10). Procedure for Making Up Work When Absent:
- It is your responsibility to find out about assignments before you are absent and when you return to class. <http://www.cnusd.k12.ca.us/nohs>
 - If you have an unexpected absence, you have **the amount of days** you were absent to make up any work. It is each student's responsibility to come in either **BEFORE** school or **during** lunch to show me all missed work.
 - ***I do not accept unexcused late work***
 - Quizzes and Exams may be made up **BEFORE** school or **during** lunch time by contacting me in advance. (i.e. letting me know when you will be coming in). You have **ONE WEEK** from the date of the exam or quiz to make it up. If you do not come in during that one week time frame you will be given a **"0" (ZERO)** for that/those exam(s)/quiz(es).
- 11). Testing Schedule:
- Expect one quiz for each "Story" (1 per week)
 - 1 Exam for each chapter (1 every 3 weeks)
- 12). How to Ask for Assistance:
- Raise your hand during class
 - See teacher before/after class or before/after school
- 13). Procedure for Answering Questions:
- Think about your response (Try writing it down)
 - Raise your hand and wait to be called on or be prepared when the teacher calls on students randomly.
- 14). Procedure for Leaving Class:
- Last minutes of class are for clean up and for writing homework assignment down
 - Clean up trash under / around your desks. If you can touch the trash with your hands or feet then you must pick it up.
 - Quietly and patiently remain seated at your desk until dismissed by teacher
 - **DO NOT GET UP OUT OF YOUR SEATS BEFORE THE BELL RINGS. WHEN THE BELL RINGS-THE TEACHER WILL DISMISS YOU!**

Assertive Discipline Procedures:

1. I will talk to the student about the concern and they will be given a Verbal warning.
2. If a second warning is necessary, student will be assigned a 30-minute detention and parents and counselor will be contacted.
3. If a third warning is necessary, student will be assigned a 60-minute detention and parents and counselor will be contacted again.
4. If a fourth warning is necessary, student will be issued a referral which will result in a school based consequence.

Incentives:

1. Student recognition
2. Homework passes
3. Grades
4. Playing educational subject related games

Grading: (During class and in remote learning)

Students will be assessed and evaluated on meeting course standards in speaking, listening, reading and writing. Research has shown that **success is based on daily practice and memorization**. If there is no specific homework assignment on a given day, **students should be reviewing notes and vocabulary for the current unit for a minimum of 10 – 15 minutes per day**. Final grades are based on points. There are approximately **2500** possible **points per semester**. Final Grades are determined as follows:

Grading Scale:

97 – 100% A+	87 – 89% B+	77 – 79% C+	67 – 69% D+	
94 – 96% A	84 – 86% B	74 – 76% C	64 – 66% D	
90 – 93% A-	80 – 83% B-	70 – 73% C-	60 – 63% D-	0 – 59% F

Attendance and Participation [5 points per week approx. 100 points per semester]

Learning a foreign language is a skill and involves practice. Your active involvement in all classroom activities is essential. Be alert and ready to participate in group and/or individual responses.

A class participation grade will be based on the following criteria: timeliness, attentiveness, participation (both voluntary and requested), cooperation with the teacher and other students, having all materials in class each day, listening and speaking appropriately in small groups, following directions, staying with the assigned topic/task and use of target language.

****Prearranged absences** need to be arranged with me **in advance**. You must get your work before you leave and it must be turned in the day you come back. Any tests or quizzes must be arranged with me **prior** to leaving. Due to the inability to participate in class when absent, you **will automatically lose your participation point that day**.

Homework [10-25 points per assignment]

Homework is normally assigned on a daily basis. The assignments are written except on days before quizzes or tests. On these days the homework assignment will be to study for the quiz or test. Homework will be checked daily during the warm-up activity. It will be evaluated on the basis of completeness and seriousness of effort. **Save all work in your binder/notebook in case you have to prove your grade.**

Warm-ups/Grammar/Vocabulary & Class work [25 points per week]

Warm-ups will be part of the beginning of the daily lesson. Students will be required to complete the warm-up in their appropriate notebook sections during the first 10 minutes of class. **Each section must be labeled BY WEEKS AND BY DATES.** Following the Warm-up activities students will write all Grammar explanations, Vocabulary and Class work in the appropriate sections of the notebook as well. Notebooks will be collected every two weeks or every month on different days so they must always be ready to be turned in. **Save all graded work in your notebook in case you have to prove your grade.**

Quizzes[Will range in points from 10 – 60 points per quiz]

Quizzes will be taken weekly, on Fridays, at the end of each Paso in the text book.

Ensayos (Essays)[Will range in points from 50 – 100 points per ESSAY]

There will be approximately **1/2 ESSAYS** per unit. This number will increase to 1 per night midway through second semester in preparation for the AP test.

Exams and Projects[Will range from 50 – 100 points]

There will be an in-class written and multiple choice test for each chapter covered. Tests are announced and scheduled on the class calendar. If you fail a test you will be allowed to re-take it for a passing grade.

- Exams include multiple choice, matching, fill in, short answer, and essay (AP format). Exams are quizzes, tests, and final exams which mimic the AP Test.
- Formal writing assessments.
- Projects may include presentations (individual/group), research, class discussions, and debates. Options include reading a novel and presenting on it, community service with a report, researching a specific Latino issue, watching a series of films or television programs, and music exploration.

There will be **one** project per semester. These projects will be discussed in class and scheduled due date will be posted on the class calendar.

MAKE-UP WORK / ABSENCES:

NO UNEXCUSED LATE WORK WILL BE ACCEPTED. **YOU** are responsible for finding out what work was missed.

<http://www.cnusd.k12.ca.us/nohs>

Exceptions on due dates will only be made in case of illness, family emergency, or an extenuating circumstance. It is required and the responsibility of students to complete and turn work in on time. We will build skills daily and falling behind in work will cause

you to fall behind in vocabulary and communication skills. If you do not come in during that one week time frame you will be given a **"0" (ZERO)** for that/those exam(s)/quiz(es).

EXTRA CREDIT:

All students have the opportunity to obtain **BRAVOS**, for extra credit points. **Bravos** will be given out during certain classes for good behavior, participation or at the teacher's discretion. Up to **2 Bravos** can be attached as extra credit on **QUIZZES** and up to **4** on **TESTS**.

All students may also receive 20 extra points per semester, if you **DO NOT USE ANY PASSES** during the semester.

*Other extra credit opportunities will only be offered at the end of the semester.

EXTRA HELP: (Please refer to Remote Learning Schedule)

Students may receive extra help when needed either **BEFORE SCHOOL** or **DURING LUNCH** by contacting the instructor in advance.

YOUR ROLE AS A FOREIGN LANGUAGE STUDENT:

As a learner of a second language, you must come to class on time with a positive and confident attitude, ready to work hard. To be able to come to class confident, you must be prepared and have practiced vocabulary and communication activities. It is also your responsibility to make others feel comfortable when trying to speak a new language and to offer positive peer feedback. Keep an open mind as you learn about new cultures and be respectful of traditions that may be different from your own.

Cut
and
Ret
urn

I have received, reviewed, and understand the content within this course syllabus and class policies.

Print Student Name _____

Print Parent Name _____

Parent Signature _____ *Student Signature* _____

Phone # where parent or guardian can be reached: (_____) _____

Parent or Guardian E-mail address: _____

Please return to Ms. Arias