

AP Spanish Language

Sra. Harris

Room 1212

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Overview and Objectives: This course focuses on the preparation for the Advanced Placement Spanish Language exam in May. The course is designed for students who wish to attain proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication), and Presentational (productive communication). The course is meant to be comparable to fifth and sixth semester college and university courses that focus on speaking and writing in the target language at an advance level. **This course will be taught completely in Spanish.** It is expected that students interact with each other in Spanish at all times during the class period. Spanish IV is a prerequisite for success in this course. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and **should have attained a reasonable proficiency in using the language.** The students who demonstrate the skills and knowledge required to receive an AP grade of 3, 4, or 5 can:

1. communicate effectively in Spanish in the interpersonal, presentational, and interpretive modes;
2. communicate in Spanish with a strong command of linguistic skills, including **accuracy and fluency**;
3. comprehend Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations;
4. produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers;
5. acquire information from authentic sources in Spanish; and demonstrate an awareness of some cultural perspectives of Spanish-speaking peoples

Materials Needed:

1. 3 Ring Binder with dividers *Note: I would suggest the following sections to stay organized: 1st section: General documents that include syllabus, AP rubrics, the most current homework stamp sheet, review list of verbs learned in previous years. I would then create tabs for the next 8 units listed below where you will keep vocabulary lists, grammar reviews, and unit activities.*
2. 501 Spanish Verbs Fully Conjugated (strongly recommended) or easy online access to verb charts at www.wordreference.com
3. Spanish to Spanish Dictionary (strongly recommended) or easy online access to www.wordreference.com (select Spanish to Spanish definition to build circumlocution skills)
4. AP Spanish Language Exam study aid (available at Barnes and Noble, Amazon, etc.) Barron's AP Spanish is a good one. Disregard the section for "paragraph completion." This part has been removed from the newest version of the test.

Exam: The AP Spanish Language exam will be given on Tuesday, May 7, 2013 at 8:00 am. The fee for each AP exam is \$87. There may be a fee reduction available for students with free or reduced lunch. A complete description of the exam can be found at www.collegeboard.com. (Select the AP tab and navigate to the Spanish Language course homepage.) Many class activities will resemble parts of the exam. Students will take 3 full-length AP practice exams in December (midterm), March, and April.

AP Spanish Language Exam Format:

Section	Item Type	Number of Questions and % Weight of Final Score	Time	
Section I	<i>Multiple Choice</i>	70 questions	50%	80 min.
Part A: Listening	Short and Long Dialogues and Narratives	34 questions / multiple choice	20%	35 min.
Part B: Reading	Reading Comprehension	36 questions / multiple choice	30%	45 min.
Section II	<i>Free Response</i>		50%	Approx. 95 min.
Part A: Writing	Interpersonal Writing - Letter or Email	1 prompt (10%) 10 minutes	30%	Approx. 65 min.
	Presentational Writing - Synthesis Essay (Integrated Skills)	1 prompt (20%) 55 minutes		
Part B: Speaking	Interpersonal Speaking - Simulated Phone Conversation (Integrated Skills)	5-6 response prompts (10%) 20 seconds to respond to each prompt in conversation	20%	Approx. 30 min.
	Presentational Speaking - Oral Presentation (Integrated Skills)	1 prompt (10%) 2 minutes to respond		

Student Assessment: Students will be regularly assessed using the writing and speaking rubrics found on the AP College Board website. We will evaluate the rubrics as a class so that students will have an understanding of the overarching benchmarks that determine one's grade. When a student receives a grade of 1-5 on a particular assignment, he or she can interpret the rubrics to refocus and improve. I will generally use the following scale to transfer the rubric grade into a number grade. This is subject to change pending the activity, level of difficulty, and current experience with the task.

Example Conversion Scale:

5=100(A+)

4=95(A)

3=88(B)

2=75(C)

1=70(C-)

0=failing grade due to complete lack of production or irrelevant work

Grading Calculations:

Course Average = **50%** First Semester Course work + **50%** Second Semester Course work

Course Work = **75%** Summative + **25%** Formative

Grading Policy:

A = 90 - 100

B = 80 - 89

C = 70 - 79

Failing = Below 70

Types of Assessments:

Unit Tests (Summative): At the end of every unit, students will have a test that mirrors some sections of the AP exam. Sections include multiple-choice reading and listening, and a free response writing activity. In addition, students will have a vocabulary and grammar section.

Oral Assessments (Summative): Every unit, students will have an oral assessment of some type. This includes small group skits or individual oral presentations. Individual oral presentations could be anything from reporting on an article most recently read, making comparisons and contrasts based on 2 different articles, or telling stories. During the presentation, students will be required to take notes as they listen and respond to their presenter's questions.

Small and Large Group Discussions: For large group discussions (**formative**), we will discuss as a class items read or other conversation starting questions related to our thematic unit. Everyone's input is valuable and appreciated. For small group discussions (**summative – student leader / formative – participant**), each student will lead a small group in discussion at least once during the school year. Discussions generally last 45 minutes. Students will be required to sign up for a discussion topic of their choice, bring in a visual (article / poem / photo), write at least 15 questions of interest, create a list of 30 useful vocabulary, make copies for small groups, and meet with the teacher prior to the discussion.

Formal In-Class Writing Assessments (Summative and Formative): Every unit, students will be required to write a formal essay where they read two authentic sources and listen to one audio source. Students have 50 minutes **in class** to write their responses without any additional resources. The essays are graded based on the Presentational Writing AP scoring guidelines.

Projects (Summative): There will be two or three major projects assigned throughout the course of the year.

Los Diarios Mensuales (Monthly Diaries - Summative) Journals will be due the last class of the month and completed outside of class. See angel calendar for dates and angel for downloadable forms, writing prompts, etc.

A. Reading and Listening Portion: Students are expected to spend minimum 5-7 hours per month reading and listening to Spanish outside of the classroom using authentic sources. Students are required to submit a monthly log of this time. The forms are downloadable from Angel. Students who are able to spend more than this time will only better their chances of passing the AP exam in May. Immersion into the language is the best way to improve your receptive and productive skills in second language learning.

B. Writing Portion: There will be 3 writing journal entries per month due: a letter (based on an exam format), reading and comparing a cultural aspect abroad and to that of the states and free response typically utilizing the grammar that was reviewed in the unit. The comparison question is geared to help prepare you for the oral presentation where you will likely make a comparison of some type. Practice using comparison words with this activity to build your repertoire. Up to 10 points extra credit can be earned by including bonus words of the month in the writing portion of the journals. The extra credit for the bonus word is only awarded if the sentence containing the word is perfect. Edit carefully!

Quizzes (Formative): Students will have a vocabulary quiz about once per unit based on the theme of the unit. The most common way you are assessed vocabulary is via matching Spanish vocabulary to Spanish definition. Students may also have a grammar quiz about once or twice per unit based on any grammar topic recently reviewed.

Homework (Formative): Students should spend around 1 hour per night studying Spanish, doing assigned homework, studying vocabulary or verbs, completing time for the *diarios*, or practicing in your AP preparation book. General homework assignments will be graded upon completion using a stamp sheet. Stamp sheet will be collected after 10 assignments. This sheet is downloadable from Angel. Late homework will only receive half credit.

Participation / Use of Spanish in Class: All students are expected to participate in class. Students will receive summative extra credit points for participating in Spanish. Extra credit points will be awarded during the small group and class discussions and also during review of literary works, class activities, and discussions of daily news videos. Absolutely **NO ENGLISH** will be tolerated once the student enters the classroom. Any student caught speaking English in class will receive a multa or police ticket. If you receive a multa, I erase your summative extra credit points. If no one receives a multa at the end of the 9 weeks, everyone will receive a special treat. ☺

Textbooks: *We will use the following texts in this course:*

- 1) **Triángulo: A propósito**, Gatski and McMullen, Wayside Publishing, 2006. Fourth Edition: Chapters 1-7
- 2) **AP Spanish. Preparing for the Language Examination**, Díaz, Leicher-Prieto y Nissenberg, Pearson Prentice Hall, Third Edition, 2007.
- 3) **AP Test Prep**, Duhl and Mercado, EMC Publishing, 2008.
- 4) **Abriendo Paso Lectura**, Diaz and Collins, Prentice Hall, 2001.
*Additional handouts and authentic resources will be supplemented.
- 5) **Abriendo Paso Gramática**, Diaz, Prentice Hall, 2005.
*Due to lack of textbooks, I will generally make copies of these activities for you.

Websites for Listening and Reading Sources:

www.un.org/radio/es/	Online radio from the UN
www.nuevoshorizontes.org	Online Radio
www.cnn.com/espanol	CNN en español (news, videos, radio)
www.thepaperboy.com	Online Newspapers worldwide
www.prensaescrita.com	Online newspapers worldwide
www.elmundo.es	Online news from Spain
www.bbcmundo.com	Online news in Spanish (news, videos, radio)
www.audiria.com	Free podcasts sorted by topic with activities
www.notesinspanish.com	Free podcasts (click on advanced podcasts)

Pacing Calendar: Although the AP language exam does not assess specific content, but rather general language ability through integrated reading, writing, speaking, and listening, we will prepare for the exam through a thematic study of 8 overarching themes and develop language skills that can be applied to any subject matter.

Fall Semester:

Unidad	Sub-Temas
1 – El Hogar	Comparación de casas, las comidas, la inmigración
2 – La Salud *proyecto	Cuidar el cuerpo, la medicina
3 – El Medio Ambiente	animales, tiempo, problemas ambientales con foco del calentamiento global
4 – El Turismo	ciudades de interés, costumbres diferentes

Midterm: elements from an AP Spanish Language Exam from previous years

Spring Semester

Unidad	Sub-temas
5 – El Ocio	arte, música, escritores, etc.
6 – Los Deportes	Atletas
7 – La Educación *proyecto	Evaluación de educación de otros países
8 – El Comercio	La tecnología, economía global

1-2 Practice Exams will be completed in the Spring prior to AP exam in May. There will also be a summative, end of course project **after** the AP exam in May. Our exam is usually one of the first so we will have a couple weeks to work on it in class. Students without an A average will also have to complete a final exam for the class at the end of the school year.

Classroom Procedures:

Classroom Behavior: Students are expected to adhere to South Forsyth's Code of Conduct at all times. Any student who interferes with the learning of other students in the classroom will face disciplinary consequences, including but not limited to temporary removal from the classroom, before-school detention, parent conference, and administrative referral. Students may have a water bottle in class, but no other food or drink is allowed in the classroom.

Tardies: If you arrive late to class, pick up and complete a tardy slip from the tardy folder located on the end of the table at the front of the classroom. I should not have to remind you to do this. For the first tardy, you will receive a warning. Subsequent tardies result in a phone call home and morning detention. Five tardies result in an administrative referral.

Bathroom: Use the bathroom before or after class. If an emergency arises and you have to leave the room during class to use the bathroom, write yourself a pass on your own paper with your name, destination, and time. After writing your pass, you may ask me if you may go and if so, I will sign your pass.

Daily Routine: *You must be in your assigned seat when the bell rings.* Upon entering class, immediately get out your homework and homework stamp sheet. Read your daily objectives from the front board and copy down any homework assignments into your agenda. Next, be prepared to do your opening class activity. This is a short activity that you work on while I take roll and check homework. For AP, your activity may be a news cast video in Spanish, a short cultural article in Spanish, etc. Be prepared for discussion afterwards. We will then have our normal lesson.

Makeup Work: All missed work and assessments are the responsibility of the student when they are absent from school. When you are absent, please check the Angel calendar for missed assessments and homework. **If you are out one class**, please see me at the beginning of class when you return. I will give you any missed handouts and also schedule an appointment for you to take any missed assessments. Any assessment given prior to absence will still be due at the regular scheduled time. **If you are out more than two consecutive days**, please see me before or after school to receive your missing work. You will be given (5) school days to make up any assessments and/or other assignments (homework). This does not include projects, diaries, or any other planned activity where the deadline has been posted well in advance. The teacher has the discretion to grant additional time to make up work if there are extenuating circumstances.

ANGEL: Please check Angel daily. The calendar in Angel will always have upcoming tests and quizzes listed. You will also find helpful test preparation materials and unit materials. On occasion, you may have to print your homework assignments from the unit folders on angel and bring them in to class. Projects will also be submitted in drop boxes on angel.

Technology Policy: Bringing your own technology is encouraged in my classroom for certain activities. I will tell you before an activity if technology is permitted. The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school. When abused, privileges will be taken away. Students must abide by the Forsyth County Schools acceptable use policy and Bring Your Own Technology contract on the South Forsyth School homepage. It located under the student services tab.

Retake policy: Formative assessments may be retaken once in preparation for the summative assessment of the unit and must be completed *prior* to the summative assessment of the same unit. Formative assessment retakes will only be allowed if a student has attended a minimum 30 minute tutoring session. Retakes of summative assessments will not be allowed.

Tutoring for upper level Spanish courses will be offered daily by upper level Spanish teachers. Please check Angel or the announcement board in my classroom for the upcoming schedule. Please don't hesitate to talk to me if you need extra help.

Sra. Harris

Signature Form

Dear Parents and Students:

Please sign below confirming that you have reviewed and understand the information on the Syllabus. If you have any questions or concerns, please write them below and I will contact you asap. You are also welcome to contact me. My email is amharris@forsyth.k12.ga.us. My phone number is 770-781-2264 ext. 101212. I look forward to working with you, your son/daughter this year. My door is always welcome for parents and students.

Best wishes to a new and exciting school year!

Sincerely,
Amy Harris
Spanish Teacher II & AP
Junior Class Sponsor, Prom Sponsor

Student Signature: _____

Parent Signature: _____ Date: _____

Parent Email: _____

Parent Contact Phone Number(s): _____

Question/Concern/Comment:
