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| AP® SPANISH LANGUAGE AND CULTURE |

# About the Advanced Placement Program® (AP®)

The Advanced Placement Program® enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher’s course syllabus.

# AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses).

In today’s global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* and described in more detail in the *ACTFL Performance Descriptors for Language Learners,* are foundational to AP World Languages and Cultures courses.

# AP Spanish Language and Culture Course Overview

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

# Course Themes

The AP Spanish Language and Culture course is structured around six themes:

* Beauty and Aesthetics
* Contemporary Life
* Families and Communities
* Global Challenges
* Personal and Public Identities
* Science and Technology

# World Languages and Cultures Learning Objectives

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the *ACTFL Performance Descriptors for Language Learners*.

Students are expected to:

* Engage in spoken interpersonal communication;
* Engage in written interpersonal communication;
* Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
* Synthesize information from a variety of authentic written and print resources;
* Plan, produce, and present spoken presentational communications; and
* Plan and produce written presentational communications.

# AP Spanish Language and Culture Exam Structure (3 hours)

Exam questions are based on the six learning objectives and assess all themes. As much as possible, students read and listen to authentic texts from the Spanish-speaking world throughout the exam.

# Format of Assessment

**Section I:**  Multiple Choice | 65 Questions | ~ 95 Minutes | 50% of Exam Score

Part A: (30 questions)

* Interpretive Communication: Print Tests

Part B: (35 questions)

* Interpretive Communication: Print and Audio Texts (combined)
* Interpretive Communication: Audio Texts

**Section II:** Free Response | 8 Prompts | ~ 80 Minutes | 50% of Exam Score

* Interpersonal Writing: Email Reply (1 prompt)
* Presentational Writing: Persuasive Essay (1 prompt)
* Interpersonal Speaking: Simulated Conversation (5 prompts)
* Presentational Speaking: Cultural Comparison (1 prompt)

**AP Spanish Language and Culture (2018-2019)**

Dr. Tiffany A. Hamilton, NBCT (hamiltt@gcsnc.com)

Tutorial - Mondays after school until 4:45

***\*The prerequisite for A.P. Spanish is to have passed Spanish IV with at least a C+ average.***

* **RULE #1 is to RESPECT YOURSELF**
  + Don’t miss out on any learning by being late to class. Be in your seat working on the bell-ringer by the time the bell rings.
  + Display how smart you are by making sure your homework and classwork are complete to the best of your ability.
  + Keep your good reputation by doing your own work. Using online translation services or others who are more proficient than you in Spanish must be avoided. It in no way benefits you!
  + Since how you speak demonstrates your intelligence, make sure your language is appropriate for school and keep it IN SPANISH!
* **RULE #2 is to RESPECT OTHERS**
  + Allow for others to learn by letting them focus on the teacher and not you.
  + Share only positive comments about others. Edify!
  + Don’t create extra work for others by not cleaning up after yourself.
  + Value other people’s property as you value your own.
* **SPECIAL NOTES**
  + You will only be allotted up to 3 bathroom passes per quarter.
    - The procedure is to ask the teacher, without interrupting her instruction.
    - Turn in your cell phone at the teacher’s desk.
    - Return to class with the bathroom pass and sign back in with the time.
    - Retrieve your cell phone.
  + "...electronic devices (IPODS, MP3 Players, phones, etc.) will not be displayed or utilized during class time unless they are incorporated by the teacher into the daily instructional plan.... Students are not allowed to charge their cell phones in classrooms, gyms or hallways....Students who violate the teacher’s policy will be sent to SI and assigned the appropriate consequence." (Grimsley Student Handbook)

**Violations of these rules and procedures may result in the following consequences:**   
 1st – Warning and parent contact   
 2nd – Lunch detention in Room 100 (S.I.) with Mr. Rigsbee and parental communication   
 3rd – After School Detention in Room 860 with Dr. Hamilton and parental communication   
 4th – Office Referral/Removal from Class

\*There may be the rare instance when one or more consequence must be skipped due to the severity of the offense.  
   
**Tardy Policy (per quarter)**    
   
1st unexcused tardy – Warning to student   
2nd unexcused tardy – Warning to student and parent/guardian communication   
3rd unexcused tardy – Lunch detention in Room 100 (S.I.) with Mr. Rigsbee and parental communication  
4th and beyond unexcused tardy – Referral to administration and parent/guardian communication

**Class activities**

This is an advanced Spanish course that can be rigorous in its pace. Many of our class assignments are timed. It is imperative that students remain focused and on task. It is rare that tasks not completed in class be taken home for completion. This is also why it is so important to arrive to class on time, ready to work.

**Late Work/Make-up Work**

If you are absent on the day that an assignment is ***due***, you are expected to turn it in or to give your presentation upon returning to class. Any time that you are absent, it is your responsibility to find out what was missed. You will have up to 3 days after an absence to complete make-up work. Due to the nature of certain tasks or assessments, it may be required that you attend a tutorial session to complete the missing work. For any extenuating circumstances, please make sure that you speak with me.

**Late Policy for all AP and I.B. teachers this year:**

**First day late = 15 points off**

**Second day late= 10 more points off**

**Third day and subsequent days late= 10 more points off**

**The assignment in question will be recorded as a zero that cannot be undone after 10 days.**

**Further requirements**

AP and IB classes are college level classes in a high school setting; they should not be mistaken for high school level classes. Students choosing to take AP classes are looking for a challenge that they are not necessarily getting from Honors level courses. The expectations are higher and the work load is greater. Additionally, students are expected to complete all components of assessment for the AP Spanish and Language exam. Students who do not meet this requirement will have to pay a portion of the examination fee ($15). Please note that oversleeping, forgetting about an exam, getting in traffic delays, and feeling ill without a doctor’s note are not accepted reasons for missing an exam or taking a late AP exam. If illness occurs, please contact Ms. Dickerson within 24 hours with a doctor’s note so she can order a make-up AP exam.

**Academic Honesty**

**Instances of academic malpractice will be taken very seriously. Malpractice includes the following:**

a. Plagiarism

b. Collusion

c. Duplication of work

d. Any other behavior that gains an unfair advantage for a student or that affects the results of another student

**If a teacher discovers evidence of student malpractice, they will first discuss the issue with the student. If evidence of malpractice is found, the following will occur:**

**First Offense:**

1) The parent will be contacted, and a formal administrative write-up will occur. This write-up will serve as warning and will remain on file as documentation if any other instances of malpractice occur.

2) The teacher, parent, and student will discuss the seriousness of malpractice and the resulting effect on the class grade. If the student is an IB student (either in Grimsley’s Diploma Programme or as a Grimsley Pre-IB student), the IB Coordinator will be notified and the malpractice will be placed in the student’s file.

3) The student earns a 0 class grade for the assignment that cannot be replaced later.

**Second Offense:**

1) The parent will be contacted, and a formal administrative write-up will occur. This write-up will result in disciplinary action.

2) The teacher will notify the IB Coordinator, if applicable. The IB Coordinator will contact the student and his/her parents and decide if the student will be allowed to continue in the IB Diploma Programme at Grimsley High School.

**Grading Policy** Your quarterly grade will be determined as follows:

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| Interpretive Skills | Listening  proficiency:  20% | \*The student will synthesize information from a variety of authentic video, audio, and audiovisual resources. |
| Interpretive Skills | **Reading**  **proficiency**:  20% | **\*The student will synthesize information from a variety of authentic written and print resources.** |
| Productive Skills | **Writing**   **proficiency**:  20% | **\*The student produces a variety of creative writings.**  **\*The student retells or summarizes information in narrative form, demonstrating a consideration of audience.**  **\*The student produces persuasive essays.**  **\*The student uses and cites sources appropriately.**  **\*The student self-edits written work for content, organization, and grammar.** |
| Productive Skills | **Oral**  **proficiency**:  20% | **\*The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).**  **\*The student retells or summarizes information in narrative form, demonstrating a consideration of audience.**  **\*The student creates and gives persuasive speeches.**  **\*The student expounds on familiar topics and those requiring research.**  **\*The student self-monitors and adjusts language production.**  **\*The student demonstrates an understanding of the features of target culture communities and can compare/contrast them to U.S. culture.** |
| Cultural and Linguistic  Integration | **Integrated**  **Skills:**  20% | **\*The student will synthesize information from a variety of authentic audio, visual, and audiovisual resources.**  **\*The student will demonstrate some intercultural engagement with the target language and culture(s). Vocabulary and grammar are also scored as Integrated Skills.** |

**Grading Scale**

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| A | **90-100** |
| B | **80-89** |
| C | **70-79** |
| D | **60-69** |
| F | **less than 60** |

***Dr. Hamilton’s Syllabus, Rules and Expectations***

**CODES FOR CONTACT and SUBMISSION OF ASSIGNMENTS DUE BY FRIDAY, 8/31/2018...**

**GoogleVoice: 336-338-8980. (Instructions for your first graded recording were provided in class).**

[**www.edmodo.com**](http://www.edmodo.com/)**: Join the class "2018 AP Spanish (3a hora)" and complete the first assignment. The join code is: dcefrh**

[**www.remind.com**](http://www.remind.com/)**: Students should send the text message, @3doctora, to the number 81010. Caregivers are asked to join via the website so that communication is easily handled.**

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| Student initials here once task is completed: | Communication tasks... | | Parent/guardian initials here to confirm task completion. | |
|  | **GoogleVoice** | |  | |
|  | **Join Edmodo** | |  | |
|  | **Student joined Remind** | |  | |
|  | | **Caregiver joined Remind** | |  | |

**Parents/guardians & students: Please read and complete the information on this page. It is due by Friday, August 31*.***

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*Student’s Full Name (please print))* have read, do understand, and agree to uphold all the expectations for AP Spanish Language and Culture as provided in this syllabus. In addition, I promise to live up to the standards of the Grimsley High School Honor Code.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Student Signature Date*

I have read, understand, and agree to support all the expectations for my child as outlined in this course.

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*Parent/Guardian Signature Date*

***Dr. Hamilton’s Syllabus, Rules and Expectations***

**CODES FOR CONTACT and SUBMISSION OF ASSIGNMENTS DUE BY FRIDAY, 8/31/2018...**

**GoogleVoice: 336-338-8980. (Instructions for your first graded recording were provided in class).**

[**www.edmodo.com**](http://www.edmodo.com/)**: Join the class "2018 AP Spanish (5a hora)" and complete the first assignment. The join code is: zvt7bh**

[**www.remind.com**](http://www.remind.com/)**: Students should send the text message, @5doctora, to the number 81010. Caregivers are asked to join via the website so that communication is easily handled.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student initials here once task is completed: | Communication tasks... | | Parent/guardian initials here to confirm task completion. | |
|  | **GoogleVoice** | |  | |
|  | **Join Edmodo** | |  | |
|  | **Student joined Remind** | |  | |
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*Student Signature Date*

I have read, understand, and agree to support all the expectations for my child as outlined in this course.

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*Parent/Guardian Signature Date*

SEMESTER 1 PACING GUIDE

Textbook ISBN: 978-1-61857-222-6

Textbook name: TEMAS AP Spanish Language and Culture

Publisher: Vista Higher Learning

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| SEPTEMBER | TEMA #6 LAS IDENTIDADES PERSONALES Y PÚBLICAS  CONTEXTO #2 pgs. 363-375 “La autoestima”  CONTEXTO #4 pgs. 397-409 “Los intereses personales”  CONTEXTO #5 pg. 412 “Las creencias personales”  \*Complete two current events that correlate to the September theme and upload them into your Edmodo account. |
| OCTOBER | TEMA #1 LAS FAMILIAS Y LAS COMUNIDADES  CONTEXTO #1 pgs. 4-16 “Las comunidades educativas”  CONTEXTO #2 pgs. 17-30 “Las redes sociales”  CONTEXTO #6 pg. 65 “La estructura de la familia”  \*Complete the “ensayo formal” pg. 277 and upload it into Edmodo. |
| NOVEMBER-DECEMBER | TEMA #4 LA VIDA CONTEMPORÁNEA  CONTEXTO #1 pgs. 210-222 “La educación y las carreras profesionales”  CONTEXTO #3 pgs. 241-254 “Los viajes y el ocio”  CONTEXTO #4 pgs. 255-267 “Las relaciones personales”  CONTEXTO #5 pg. 272 “Los estilos de vida”  CONTEXTO #6 pg. 273 “Las tradiciones y los valores sociales”  \*Complete the “ensayo argumentativo” pg. 277 and upload it into Edmodo.  \*Complete two current events that correlate to the November/December themes and upload them into your Edmodo account. |