

Español V: Advanced Placement

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5th Period - Trimesters 1 & 2

Office Hours: Upon Request

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. The course focuses on the integration of authentic resources with the goal of providing a vibrant, diverse learning experience. Students communicate using expressive, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students have the opportunity to take the AP Exam in May.

Texts:

TEMAS - AP Spanish Language and Culture

Draggett, Conlin, Ehram, Millán

Vista Higher Learning 2014

AP Spanish Language and Culture Exam Preparation

Vista Higher Learning 2014

Organization:

Two Major Components:

1. Content Structure: Themes/*Temas* (6, vocabulary)
2. Primary Learning Objectives Areas (6, performance)

I. Content Structure: Themes/*Temas*:

- Global Challenges/*Los desafíos mundiales*
- Science and technology/*La ciencia y la tecnología*
- Contemporary Life/*La vida contemporánea*
- Personal and Public Identities/*Las identidades personales y públicas*
- Families and Communities/*Las familias y las comunidades*
- Beauty and Aesthetics/*La belleza y la estética*

II. Primary Learning Objectives:

The AP Spanish Language and Culture Curriculum Framework presents six primary learning objective areas within the three modes of communication described by the Standards for Foreign Language Learning in the 21st Century: Interpersonal, Interpretive, and Presentational. These six primary learning objective areas identify

what students should know and be able to do across the three modes.

Six Primary Learning Objective Areas:

- Spoken Interpersonal Communication (Conversational activities)
- Written Interpersonal Communication (Reading and responding to an email, text message, letter, etc.)
- Audio, Visual, and Audiovisual Interpretive Communication (Podcast, graphics, charts, YouTube, video, etc.)
- Written and Print Interpretive Communication (Readings of an essay, article, story, play, newspaper articles, etc.)
- Spoken Presentational Communication (Speech, formal presentation to group of any size)
- Written Presentational Communication (Essay, persuasive essay, personal narrative, multimedia presentation, etc.)

Real-Life Language and Culture:

Within the AP Spanish course we will utilize material produced by native speakers for a native-speaking audience that reflect the linguistic and cultural diversity of native speakers. Authentic materials will allow students to develop their proficiency expectations to those of an intermediate college-level course.

Through authentic materials students will be able to:

- Identify the theme and purpose of the material as well as the point of view of the writer or speaker;
- Identify main ideas and some supporting details in the material;
- Demonstrate understanding of cultural products, practices, and perspectives in the material;
- Use contextual clues to deduce the meaning of unfamiliar words;
- Make inferences of implied meanings and draw conclusions;
- Connect the content of the message to existing knowledge.

Grading Categories:

Grading Categories Trimester A:

- Interpretive Skills (25%)
- Interpersonal Skills (25%)
- Presentational Skills (25%)
- Grammar Structures and Vocabulary (15%)
- Final Exam (10%)

Grading Categories Trimester B:

- Interpretive Skills (22%)
- Interpersonal Skills (22%)
- Presentational Skills (22%)
- Grammar Structures and Vocabulary (14%)
- Capstone Project (trimester B) - 20%

Teacher Practices

Missing work: All missing work is expected to be turned in by the teacher-posted end of the trimester deadline.

Late work: Late work may be subject to a deduction/penalty of up to 10%.

Re-Learning and Retaking Assessments: As noted above, formative assessments may be retaken ONE time. The highest score will stand. The deadline for retakes will be three days before the unit's exam date. This is to reinforce the idea that the purpose of the formative assessments is to provide the student feedback on his or her performance in class PRIOR to higher stakes testing (summative) that are NOT subject to retakes. Process to retake:

1. If applicable, arrange a time to meet with teacher to go over your assessment before/after school.
2. Arrange a date and time with teacher for retake-THIS CANNOT BE ON THE SAME DAY YOU JUST COMPLETED A REVIEW/RELEARNING SESSION.
3. Retake assessment.

***Grading modifications may be made for students with IEP or 504 plans.

Extra Credit

Extra credit will not be offered unless it is offered to the entire class. Students should focus on course expectations.

Academic Dishonesty

Cheating: Consequences for academic dishonesty, which includes copying others' work or allowing others to copy your work, engaging in unauthorized collaboration on academic work, use of online translators, use of resources not allowed during an exam or quiz, and plagiarism.

Consequences for academic dishonesty:

1. A call will be made to a parent/guardian.
2. Assistant Principal will be notified in writing.
3. Student must retake assessment under direct supervision of the teacher to receive credit.

Guidelines for Student Success

Practice outside of class: Using a language is much like playing a sport or an instrument: one must practice it if one wants to use it. Therefore, nightly practice is required and expected. Students will receive a practice tracking form where they will record the type of practice they do. This will be periodically collected and also used as a tool to assist in the process of targeting areas for improvement.

Behavior: Students will adhere to the rules and codes of conduct established by Andover High School and the Anoka-Hennepin School District.

Participation: This class requires students to participate in the target language at all times unless the teacher grants explicit permission for the use of English.

Student Self-Reflection: Students will be given multiple opportunities to reflect and self-assess so as to track personal growth and progress made towards learning outcomes.

Absences: When a student does not receive an assignment due to an absence, it is the student's responsibility to find out what he/she missed that day. This should be done prior to coming back to class. If a student is absent on the day of an assessment, the student must come in outside of class within two weeks of missing the original quiz/test/presentation date to complete it.

Help: Please email me if you are in need of help with the content of the course and we can build a plan together.