Course Overview: What will I learn in AP Spanish Language and Culture?

The AP Spanish Language and Culture curriculum consists of 6 themes: **Beauty and Aesthetics**, **Contemporary Life**, **Families and Communities**, **Global Challenges**, **Personal and Public Identities** and **Science and Technology**. Each theme is accompanied by essential questions and recommended contexts. You will study the themes through authentic resources (audio, visual, audiovisual, written and print) and focus on essential questions. You will also be expected to make connections between the themes, orally and in writing, throughout the year. It is essential that you be able to understand and synthesize authentic resources. Essential grammar concepts will be reviewed and you will build new vocabulary daily.

Units and Activities: What will we be learning about and doing in this course?

Throughout this course you will engage with the six course themes to build your knowledge and skills. Each theme is equal to one unit of study. The order and length of units are driven by student interest and current events. All anchor standards and course standards will be assessed during each unit of study.

- Daily whole-class discussions and paired conversation activities
- Reading and interpreting articles, short pieces of literature, letters/emails and advertisements
- Interpreting graphs and charts
- Listening to music, interviews, news reports, conversations, instructions and original presentations
- Watching movies
- Analyzing and synthesizing authentic resources verbally and in *El diario de fuentes auténticas*
- Completing grammar and completing practice activities
- Playing vocabulary review games
- Writing persuasive essays and email responses
- Negotiating simulated conversations
- Making cultural comparisons through oral presentations

**Anchor Standards:** This course will assess the knowledge and skills students build in key Anchor Standards. A student will have multiple opportunities to show their proficiency in each Anchor Standard. Below, each Anchor Standard for this course is named and described.

**COMMUNICATION**

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES
CULTURES

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

COMMUNITIES

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

Course Standards: This course builds student knowledge and skill using the World-Readiness Standards for Learning Languages. The course standards for AP Spanish Language and Culture are:

Communication

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons
- **Language Comparisons**: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

- **Cultural Comparisons**: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**Communities**

- **Lifelong Learning**: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**Assessment Types:**

Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments**: *Formative = Forming my knowledge and skills*. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments**: *Summative = Summation of my knowledge and skills*. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

**Habits of Work for Learning**: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

**Assessment Scoring:**

Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:
**Anchor Standard: Communication:** COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

**Course Standards:** **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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<th>3.0</th>
<th>3.3</th>
<th>3.7</th>
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<td>B+</td>
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<tr>
<td><strong>Beginning</strong> (Intermediate Low)</td>
<td><strong>Approaching</strong> (Intermediate Medium)</td>
<td><strong>Proficient</strong> (Intermediate High)</td>
<td><strong>Distinguished</strong> (Advanced Low)</td>
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<td>I cannot demonstrate treatment of topic, dialogue has limited organization-Recording is partially understandable; errors cause confusion for reader</td>
<td>I can demonstrate suitable treatment of topic, reading and responding to a somewhat organized dialogue -Recording is generally understandable, with errors that may impede comprehensibility</td>
<td>I can demonstrate generally effective treatment of topic, reading and responding to an organized dialogue -Recording is fully understandable, with some errors which do not impede comprehensibility</td>
<td>I can demonstrate effective treatment of topic, reading and responding to an organized dialogue -Recording is fully understandable, occasional errors do not impede comprehensibility</td>
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*scores in the “Beginning range” are well below proficient and thus they are below passing.

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**Communication:**  
**HOWL Scoring:**  
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

**How is my Overall Course Grade Determined?**  
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

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**Communication:**  
**How Do I Know My Grades?**

- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
By reading feedback and scoring returned to students on summative assessments
○ By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
○ By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
● This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
● Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
● If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Materials: The following materials will be provided.

*AP Spanish Workbook: Language and Culture Exam Preparation* By VHL
*Breaking the Spanish Barrier Advanced* By John Conner and Cathy Folts

The following materials are not provided but are required for the course:
● pencils/pens
● Highlighters in multiple colors
● Spiral Notebook, 1-inch 3 Ring Binder

Class Expectations:
Spanish will be spoken by the teacher during class. It is expected that you will speak to your teacher and your classmates in Spanish only. Each student is asked to sign the “Palabra de honor” promising not to speak English in class. ¡Hablemos español!

When you are absent from school because of athletics, field trips or other reasons that do not include illness and family emergencies, you are expected to check Google Classroom, keep up with your work and come back to class prepared. If you are sick or have a family emergency, you will have as many days to make up missing work as you were absent. Please see your teacher to reschedule assessments.

It is expected that all work be turned in on the day in which it is due.
Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook.

Teacher Contact Information:
Maestra O’Neill’s Classroom Extension: 802-457-1317 ext 1234
Maestra O’Neill’s Planing Blocks: D & F.
Maestra O’Neill email address: boneill@wcsu.net
Maestra O’Connell: 802.457-1317 @1230 or co’connell@wcsu.net

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KEEP TOP PORTION FOR YOUR RECORDS AND RETURN THIS PORTION TO
Betsie O’Neill BY Thursday, 9/5/18 (D block) or Friday, 9/6/18 (F block)

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ________________________________

Student Signed: ________________________________ Date: ____________________

Parent/Guardian name (printed): ________________________________

Parent Signed: ________________________________ Date: ____________________