AP Spanish Syllabus

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**PLC Tutoring Schedule:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Serrano |  |  |  | Tutoring | Testing |

**COURSE DESCRIPTION AND AIMS:**

The AP Spanish Language and Culture course is a fast paced, intense – rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication - interpretive, interpersonal and presentational. Students’ are expected to use exclusively Spanish in class. 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, and a combination of visual/print resources such as charts, tables, and graphs, all 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. Central to communication is the following premise from the College Board’s Curriculum Framework: “When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). Due to the interactive nature of a language class, active participation in class activities and good study habits are essential to success.

The aims of AP Spanish are to:

∙ Communicate through reading, writing, listening and speaking at the appropriate level of proficiency;

∙ Incorporate the afore-mentioned pertinent vocabulary and structures into their communication, developing the ability to speak Spanish fluidly;

∙ Compare and contrast this vocabulary and those structures with those of the English language;

∙ Demonstrate an understanding and appreciation of the cultural concepts, ideas and perspectives of the Hispanic world as they are presented within the curriculum;

∙ Be able to compare and contrast these cultural concepts on their own;

∙ Be able to make connections to other disciplines, especially science, English, Social Studies, history, art and music.

**CURRICULUM OVERVIEW:**

The AP Spanish class is taught ***completely*** in Spanish except for the occasional grammar class. In this class we learn how to use the language in a variety of contexts and skills to discuss themes and topics in class.

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|  | **Description** |
| **Receptive Skills** | Students understand a range of written and spoken authentic personal, professional and mass media text on topics of interest. They understand descriptions of events, feelings and wishes; they understand comparisons and recognize a straightforward, linear argument. They use context to deduce the meaning of sentences and unknown words and phrases. |
| **Productive Skills** | Students write texts for a variety of purposes and make oral presentations on topics of interest. They write descriptive texts and personal correspondence; they make comparisons, narrate stories, provide detailed accounts, and express their thoughts and opinions on abstract or cultural topics. |
| **Interactive Skills** | Students initiate and maintain the flow of conversations and discussions. They express and respond to opinions and feelings on a variety of topics. They use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language. Students use a variety of strategies to negotiate meaning and foster communication. |

**SEQUENCE AND ALIGNING OF THEMES AND TOPICS (***Subject to change)*

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.

The AP syllabus approaches the learning of language through meaning. Through the study themes, plus and literary works , students build the necessary skills to reach the assessment objectives of the AP course through the expansion of their receptive, productive and interactive skills.

These units are organized based on the themes, recommended contexts, and essential questions of the Curriculum Framework. I also focus on integrating the six primary learning objectives of effective communication as I prepare students for the AP® Spanish Language and Culture Exam in May of next year. In addition, culture is central to content as we explore products, practices, and perspectives of the Spanish-speaking world. Students are guided to develop a deeper understanding of what the people of a particular culture believe and how they view the world. They also make constant comparisons between Spanish-speaking communities of the world and their own home culture in preparation for the presentational speaking exam task.

*(See table in next page)*

|  |  |
| --- | --- |
| **AP Course Themes and Sub themes** | |
| **Los desafíos mundiales** | **Los fenómenos naturales**  **Medio ambiente**  **Bienestar social,**  **Población y la demografía**  **Temas economicos** |
| **La ciencia y la tecnología** | **Tecnología, individuo y sociedad**  **El cuidado de la salud y la medicina**  **La ciencia y la ética** |
| **La vida contemporánea** | **La educación y carreras profesionales**  **El entretenimiento y la diversión**  **Los viajes y el ocio**  **Las relaciones personales** |
| **Las identidades personales y públicas** | **La autoestima,**  **El interés personal,**  **La enajenación y la asimilación** |
| **Las familias y las comunidades** | **Tradiciones y los valores**  **La geografía humana**  **Las comunidades educativas** |
| **La belleza y estética** | **Las artes visuales y escénicas**  **El lenguaje de la literatura**  **La moda y el diseño** |

**MATERIALS NEEDED**

Students will need a notebook and a folder with sheet protectors. Please remember you will need your notes til exams. The pencil is the choice of writing utensil. This way, if you should change your mind about an answer you want to submit, you can cleanly erase it and start over. If you must use pen you can use any color as long as it is not red, of a similar hue, or any color that is light or hard to see. Index cards and tab separators are optional.

**DUE DATES**

Major assessments will be announced at least five days ahead of time. Most assessments are announced at the beginning of the unit and will be posted in the classroom calendar. Missed exams need to made-up the first Friday after the absence unless a prior appointment has been made with the teacher. If there is any homework, it will be due at the beginning of class on the day it is due.

**CELL PHONE POLICY**

Electronic devices should not be seen or heard except during approved times. These include before and after school, during lunch, between classes. Students may use devices in common areas. Once students enter a classroom, devices must be put away unless given direct permission from the teacher to use to support instruction. Students must turn over devices if the teacher collects them at the beginning of the class period. All devices must remain in silent mode. No phone calls are allowed during school hours on personal devices. All items being used outside of these acceptable use times will be confiscated with parent pick up only.

**ACADEMIC HONOR POLICY**

Each student will use an Honor Statement to reflect his or her commitment to abide by this policy. Students are expected to know the Honor Policy, which can be found on the North Mecklenburg web page.

**ONLINE TRANSLATORS POLICY**

The use of translators in the class is not permitted and is considered a form of plagiarism. In the foreign language classroom, it is easy to find ways to cheat yourself out of learning. It is very easy to find translators online. These are detrimental to your learning. There are several ways that these are often incorrect and will not get you the grade you think you deserve. Also, once your teacher knows your ability, your teacher will be able to easily detect when you are using one.

* They translate one word at a time without proper placement.
* They do not correctly translate common idioms or choose the right word you need.
* They do not correct your misspellings.
* They do not correct your improper grammar.
* They often do not use correct tenses or complex tenses needed in Spanish.
* They do not make allowances for your slang.

If it is suspected that you are using a translator, you will complete an alternative assignment in the presence of a teacher, with your cell phone turned in.

***Using translators inappropriately:***

1. Alternative assignment given during class, cell phone turned in, no technology allowed.

2. Above assignment standards followed, parent called.

3. No credit recovery for assignment and parent conference.

4. Office referral for academic dishonesty.

**COURSE WORK EXPECTATIONS:**

All outside class work (readings, vocabulary studying) will be expected to be completed before class.  The in-class activities will revolve around these outside works, and the assessments will reflect the students’ outside of class efforts.

**CLASSROOM RULES AND EXPECTATIONS**

**1. Be PREPARED**

When the bell rings, have your Spanish materials (composition notebook and folder) and writing utensil on your desk. The daily plan is always on the board. Also, utilize your peers, the Spanish class website, and your teacher for help if you will be / have been absent. (See Late Work, Make-up Policy and Rules sections for more details.)

**2. Be ENGAGED**

You will often work in pairs and groups. Each activity is designed for your growth in the language and culture. Your involvement is often as important for others as it is for yourself, and you will receive a bi-

weekly grade based on your active participation and I can quizzes (See participation rubric for details.)

**3. Be RESPECTFUL and POSITIVE**

Each member of our class will be consistently using Spanish to share about themselves, their ideas and beliefs. Each of us has something valuable to bring to the class. Respect them as they talk and they, in turn, will respect you.

**4. HABLA ESPAÑOL**

Speaking is an essential skill you need to develop in a language class, and it can only happen if you speak up. Therefore, use of Spanish will be expected for any type of communication -including interactions with your classmates and teacher. Use the Phrase “**Me permite hablar inglés**” is the phrase you will use to speak English. Remember that mistakes are part of the process. Outside of class, explore other ways to come into contact with the language, like Spanish/Latin American television (available free through the Internet), music, and native Spanish speakers to converse with. This will help your language acquisition tremendously.

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| --- | --- | --- | --- | --- |
| 1. **Criteria** | | | | |
|  | **10-9 (Excelente)**  **100-89** | **8-7 (Bien)**  **88-79** | **6-4 (Suficiente)**  **78-60** | **3-1(Insuficiente)**  **59-0** |
| **Amount**  **of**  **Spanish**  **used** | You use **Spanish almost exclusively** in class and ask before speaking in English | You **frequently** use **Spanish** in class and usually ask before speaking in English | You **occasionally** use **Spanish** in class and sometimes ask before speaking in English | You **rarely** or **never** use Spanish in class |

**Speaking only Spanish is critical for this grade. Participation points will be lost for speaking English in class. If points are lost you will need to do a speaking activity to recover lost points. Also, involvement and appropriate preparation for the class is a crucial part of this grade. If you do not do your homework, it is impossible to participate! CHECK WEEBLY FOR FURTHER INFORMATION on point recovery.**

* This grade will be based upon contribution to group activities, completion of warm-up activities, and thoughtful participation in discussion. I am more concerned with your thinking and engagement than with your “correctness”, so raise your hand! The ONLY way to get better at speaking Spanish is by SPEAKING SPANISH!
* Speaking and participating in class are integral parts of learning to communicate in any language, therefore I expect students to speak up in class FREQUENTLY (individually, in pairs, and in small groups). This is a college-level course, you are EXPECTED to raise your hand and contribute on a regular basis!
* I ABSOLUTELY EXPECT that all students will participate in DESCANSITOS HABLADOS- they are an important part of class :)
* Please also remember: if you are absent from class it is impossible to participate! You can make up for absences by participating MORE when you do come to class. If you have missed MANY days due to illness, injury, or travel, please come and see me.

Students will come to class prepared to learn each day just as the teacher will be prepared to teach each day. Students will follow all school rules and CMS rules according to the Students Rights and Responsibilities handbook. Students will not be allowed to eat, drink, or sleep in class. Electronic Devices will only be allowed during appointed times for use to enhance learning. In addition, students will follow the following expectations:

1. No talking during instructional or independent practice time.
2. No use of personal electronic devices during class without teacher permission. If an electronic device is out during class without permission, school procedures will be enforced.
3. No disruptive or disrespectful behavior, no profanity.
4. No eating, drinking (except for water) with the exception of those who have a doctor’s note.
5. No littering.
6. No hats, caps or hoods on in class.

If a student chooses not to follow these rules there is a hierarchy of consequences, including but not limited to, a warning, reflection on actions in written form, separation from other students, or removal from class with an administrative referral.

**TUTORING**

Tutoring is available to those students who have been working hard in class and have attempted all classwork and homework. Tutoring will be held on Thursdays from 2:20 PM to 3:30 PM. Students should not arrive after 2:45PM unless they make an appointment. Test make-ups and retakes will be offered on Fridays from 2:20 PM to 3:30 PM.

**WEBSITE, CANVAS, GOOGLE CLASS, AND REMIND:**

Most class information will be pushed out over Canvas. Announcements will be made through Remind, so install the app on your phone. Parents who want to stay connected to the classroom happenings can also sign up for communications through Remind. All general information will be available through my website: [www.serranoteach.weebly.com](http://www.serranoteach.com)

**COMMUNICATION, CONCERNS, PROBLEMS, TEACHER CONFERENCES**

If you have any problems or concerns, please speak with me about them. This is a designed as a college-level class and you will be treated as such. As in college, the student will be expected to address the instructor with concerns. If a resolution to your concerns cannot be reached, we can then set up a parent/teacher conference or a conference with your principal. Communication is key; please do not hesitate to let me know if you have questions or concerns.

The fastest way to contact me, is through ([**johanna.serrano@cms.k12.nc.us**](mailto:johanna.serrano@cms.k12.nc.us)**)** email or in my webpage ([www.serranoteach.weebly.com](http://www.serranoteach.com)) under our Tutoring Form. Students are required to write professional emails to Sra. Serrano, in Spanish, if possible. If the email is not written in a professional manner there is no expectation for a reply. Please check PowerSchool for grades. If it is not in PowerSchool I will not be able to tell you either.

**ASSESSMENT / GRADING**

Assessments will primarily be designed to prepare the students for the IB oral and written production and will include but are not limited to the following activities and exercises:

1. Test and quizzes that will prepare the students for future IB examinations, as well as reviewing grammar concepts.
2. Communicative activities- debates, group or individual presentations, interviews with teacher,

interviews with other students, role-play, newscasts, projects etc.

1. Listening and Video Activities- songs, movies, documentaries, news bulletins, commercials, etc.

If there is any homework, it will be due at the beginning of class on the day it is due.

4. Rubrics provided by the International Baccalaureate Organization will be used to assess writing and speaking proficiency. These will be posted in Canvas and in Google Classroom.

5. All grading procedures will follow the CMS grading policies.

30% of quarter grade: Classwork/Informal Assessments/Homework

70% of quarter grade: Formal assessments, major projects

All assignments will have a different value within the categories.

Grades will be calculated using the following:

Formal – Exams

Informal – Class work, homework, quizzes, labs, projects, papers

Grades will follow the North Carolina Grading Scale:

A – 90-100

B – 80-89

C – 70-79

D – 60-69

F – 59 and below

**Semester 1:**  
Quarter 1: 40%  
Quarter 2: 40%  
Midterm: 20%  
  
**Semester 2:  
​**Quarter 3: 50%  
Quarter 4: 50%  
  
**Final grade:  
1st semester: 40%  
2nd semester: 40%  
Final exam: 20%  
​**  
 Grades will follow the North Carolina Grading Scale:   
A – 90-100                                                                             
B – 80-89  
C – 70-79  
D – 60-69  
F – 59 and below  
   
**LATE, MISSED WORK AND RETEST POLICY**  
**Homework Policy**: Homework is due on its due date. **I will not accept late homework**because you will be unable to participate, and complete class work based on homework.  If you do not understand the homework, please ask me in class.  I will otherwise assume that you understand what you are supposed to do.   
   
**Absences and Make-up Work**: It is the responsibility of the student to contact the teacher before or after class to discuss any assignments or schedule make up work. Make-up work is to be completed outside of class time. Students have **five**school days to return all make-up work for full credit. If a student is absent the day of a test review, they should expect to take the test as scheduled.  Any previously announced assignments/tests prior to absence(s) will not be moved or rescheduled. Arrangements to make up missing quizzes or tests need to be made within 5 days of the absence.  
                                                                                                                     
**Late Assignments**: Students will be responsible for turning in assignments on time. Work that is received after the due date will be considered late. Late work will receive a deduction of 5 points per day for 5 days. (Work that is less than 50 points will receive a 5% deduction per day instead). After 5 days, students will not receive credit, but may submit work for feedback.   
   
Per our school policy, if you are absent on the day an assignment is due, you will be required to turn it in on the day you return to class. If you are absent on the day an assignment is given, you will have 5 days to turn in the assignment from the day of your return.   
   
Students who score less than an 79% will have the opportunity to retest after completing an intervention such as tutoring. The maximum score on the retest is an 79%. Retests must be taken within two weeks of the day the test is returned. **If a student retakes a test, then the second grade is entered into PowerSchool even if it is lower than the original score.**  
   
**One** formal assessment retest a quarter will be given after the following prerequisites have been met: Students will have the opportunity to retake any formal assignment on Friday the week following the assessment grading, and after fulfilling the following prerequisites:  
a.Completed and corrected homework for that objective or assessment  
b.Presentable class notes are present for that objective or assessment  
c.Test corrected   
d.Error analysis  
e.Tutoring was attended  
Please be aware that the school policy states that the retest will be different than the original assessment and that the second score is the one that goes into the gradebook, even if it’s lower than the original score. 

**ATTENDANCE RECOVERY:**

In accordance with CMS policy, students that miss more than 10 days of class are required to do recovery time for those days or they will fail based on absences. Students are expected to make up any missed work due to any absence from class. The process for recovering time is 90 minutes per absence/one to one recovery with the teacher. Recovery cannot be completed during the school day. Teacher is not responsible to schedule or modify their after-school schedule to accommodate attendance recovery. Student can also attend attendance recovery when offered on Saturdays or after school.

**NMHS 15 MINUTE RULE:**

No students will be allowed to leave class during the first or last 15 minutes of class.

**BATHROOM POLICY:**

Unless it is an emergency or a student who has a medical note, students will only be allowed to leave the classroom during non-instructional time.

**CLASSROOM TIPS FOR SUCCESS:**

Here is some useful feedback from previous years’ IB Spanish students for you to ponder on:

* ✓  DO NOT PROCRASTINATE! You will hate your life if you do. Manage your time wisely
* ✓  Take the IB assignments seriously as they are meant to prepare you
* ✓  Take initiative and be proactive and review, even when no formal homework is assigned. 5-10

minutes daily is better than zero minutes.

* ✓  Don’t rely on Google translate or similar electronic translators, you won’t be able to use them on exams
* ✓  Immerse yourself in Spanish-language media (TV shows, movies, podcasts, radio, songs/music, Twitter accounts, blogs, books, podcasts, newspapers, etc.)
* ✓  Speak in Spanish as much as possible with your classmates in class and also with friends who are native Spanish speakers
* ✓ Take the participation grade seriously and don’t wait until the last minute. Not only does it help you practice, it also helps your grade.
* ✓  Think positive and don’t give up! Ask for help when you need it. Don’t think less of yourself if you need help. The teachers always help when you ask them, but it’s your job to ask.

Please sign and return to class by the end of the first week of school.

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and discussed with my teacher the contents of this class syllabus. I understand that if I don’t follow rules and meet the expectations stated and explained by my teacher, I won’t be successful in the completion of this course. Also, I am committed to be prepared for every class and with all my materials, binders and other school supplies which will enhance my performance in this course. I will keep this syllabus in my binder as a reminder of the IB Spanish policies and procedures.

Also, I recognize by signing here that I acknowledge the fact that I have willingly signed up for a challenging college-level course. I should expect to encounter a more vigorous work load and I take full responsibility for my actions and my grade. If I miss school or misunderstand an assignment, I will check the website or ask the instructor for clarification and I am fully responsible for meeting the deadlines that are set forth. I also acknowledge that if I have any problems with the course, that it is my responsibility to approach the instructor about these concerns. I also understand that my teacher is available for tutoring and that there are also other study/tutoring options available to me in school after school.

I understand the Classroom Language policy, that it is used in the Language Department, that I can recover any points lost according to the instructions and that this is a formal grade designed to help me master the language in the long run and help me overcome any fears I have over the use of the language. I also understand that I am not expected to use perfect grammar or vocabulary, but the better I get, the easier I am to understand and the more confidence I will then gain.

I understand that at this level I cannot reach my potential if I procrastinate and I will put my best effort into the success of my studies.

I have read and fully understand the class objectives and expectations for the Spanish IB courses. I understand that I am expected to abide by the objectives and expectations at all times.

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

Student’s name (print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s name (print)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s e-mail  
(Please differentiate zero and O, one and L)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s e-mail  
(Please differentiate zero and O, one and L)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s daytime phone

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/guardian’s daytime phone

Parents, I am very excited about having your son/daughter in my class this year. It is my commitment to help your son/daughter with reaching and accomplishing his/her goals in Spanish. You can help me on this endeavor by making sure your son/daughter complete his/her assignments in a timely manner and to practice his/her Spanish skills. Thank you for your help on this matter.

Respectfully,  
Johanna Serrano