

Mill Creek High School AP SPANISH Course Syllabus

Title:	AP Spanish	Teacher:	Velija Causevic
Date:	Fall Semester 2010	Dedicated student:	You!

Course Description:

The AP Spanish Language Course is a rigorous course designed to be roughly equivalent to a mid-advanced level college Spanish course. This course will be conducted completely in Spanish and focus on grammar, composition, and conversation, as well as test-taking skills leading to preparation for the AP Spanish Language Examination. Students taking this course will continue to develop their proficiency by repeatedly practicing the target language in the areas of listening, speaking, reading, writing, and cultural knowledge through interaction in Spanish with the teacher and peers.

Course content may reflect intellectual interests shared by the students and teacher (the arts, literature, sports, etc.) Materials will include authentic audio and video recordings, film and written material including newspapers and magazines. Extensive training in the organization and writing of compositions will be emphasized.

Course Website:

<http://lenguaspanolaap.weebly.com/>

Course Outline:

The goals of the AP Spanish Language courses are as follows:

1. The ability to understand spoken language both formally and in conversation,
2. The ability to speak with accuracy and fluency using appropriate pronunciation and intonation.
3. The acquisition of vocabulary and grasp of structure that enables students to read newspaper and magazine articles as well as literature, with ease and accuracy.
4. The ability to express ideas accurately and fluently in writing.
5. Support opinions and develop persuasive arguments.
6. Produce a variety of writings.

In order to achieve these goals, our schools use the following adopted resources:

- * En Contacto: Gramática; Authors: Gill, Wegmann, Méndez-Faith
(Publisher by Thomson/Heinle – 2003; 7th edition)
- * AP Spanish, Preparing for the Language Examination, third edition
- * Abriendo Paso: Lectura (Heinle&Heinle;1995)
- * Pasajes: Literatura (McGraw Hill; 4th edition)
- * Various reading and listening materials: literary, informative, journalistic, and authentic documents, films, music, recordings, newspapers, etc.

You will need to bring the main text “En Contacto” and the “AP Language” accompanying book to class each day.

Portfolio, 1 ½” binder:

Your portfolio is your opportunity to apply the Spanish you are learning to your own personal experiences, to show your creativity, and to experiment with the language for the purpose of receiving informal and formal feedback. Your effort comprises a major portion of the final portfolio grade. It is very important to keep up with all returned portfolio assignments to include in your final portfolio. You should think of the portfolio as a semester-long project that you add to and improve throughout the semester. Consequently, I need to see the original work with my original comments in order to evaluate your improvement. (See Portfolio. Assemble document in a separate file)

The teacher reserves the right to change and/or adopt course content during the semester.

Essays/Speaking:

There are six essay topics in total (each one has a deadline). You will choose three or four topics and write a 250-350 word essay following specific guidelines. Also, you will be asked to speak either about your essays and/or other topics given to you in class (3-4 in total with specific deadlines). We will use the language lab to complete these tasks, when appropriate. Rewrites of essays will be possible.

Tests/Projects:

For each unit, we will have 8-10 students complete a project, which means that each student will complete two projects for the semester along with the Portfolio, which will make it a third project. In class, you will receive specific instructions on how to complete projects. You should anticipate concise research in and about target culture (or other academically relevant aspects), and a brief presentation on the topic.

Tests will be given over all material covered in class at the end of each unit. Focus will be on grammar, culture, readings, and/or your classmates' project (all students will take same tests).

Quizzes:

Short and brief quizzes over grammar and/or other topics covered in class.

AP Final:

At the end of semester, you will take an actual AP Final Exam.

Daily Work/Lab Work:

The emphasis will be on speaking in Spanish 95-100% in all contexts. This means that your participation, willingness, and readiness to work in class will be crucial. Lab Work will emphasize: reading, speaking, writing and listening to authentic materials. Daily work also includes your homework.

Other materials you will need are:

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|---|----------------------------|
| * Pencils, pens, Spanish/English dictionary | * Plenty of flashcards |
| * 501 verbs book | * Lots of loose leaf paper |

Grading System:

Tests/Projects	30%
Quizzes	10%
AP essays/speaking	20%
Daily Work/Lab work	20%
Final Exam	20%

Grading Scale:

A	90-100
B	80-89
C	74-79
D	70-73
F	69 and below

Class Expectations:

1. RESPECT THE RIGHTS OF OTHERS. Please be considerate and kind to others. We do not criticize or make fun of anyone. Also, please respect the school's property and the property of others. Basically, do not touch anything that is not yours without permission.

2. MAKE UP WORK - As stated in the handbook:

- When a student has an excused absence, he/she has **FIVE (5)** school days to either make up or schedule a plan with the teacher to complete the missed assignment. **No make-up work may be done if the absence is unexcused. The FIVE (5) day rule does NOT apply to long-standing due dates on assignments such as term papers, projects, and on-going reading and in some cases test/exams. A student is always responsible for looking at the teacher's website to see what work has been missed.**

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I abide by all student handbook policies. Make up work is your responsibility. Incompletes will not be given. If a student has missed an assignment due to an excused absence, the grade of zero will be averaged in the place of that grade until the student makes up the work within the prescribed length of time. All PREASSIGNED work for a class will be due on the day a student returns to that particular class after an absence or according to arrangements made with me. Please be sure to see me before coming to make up a quiz/test! ***I may have prior commitments and will not be able to accommodate you. NEVER ASSUME – ASK. If I am not in my room right away, WAIT (I have afternoon duty).*** The student will have 2 full school weeks after the test/quiz was given to make it up. If the make up is not completed by the 2nd Friday, the grade will remain a zero.

3. LATE WORK. I do not accept late work under any circumstances. Late work is defined as any assignment or project not turned in by the specified due date. You will receive a zero if work is not turned in on time. Please be aware of this policy. Please see me BEFORE the deadline if there is a need.

4. COME TO CLASS ON TIME!! Please be aware of the policy dealing with excessive tardiness. I will expect you to be ready to start when the bell rings. You should be in your seat and ready to participate by the end of the third chime. An excess of more than 1 tardy will result in administrative detention and/or further consequences.

5. DETENTION. I will assign detention and/or make parent phone calls for unsatisfactory conduct. If you cannot serve detention during my times, you will need to serve an administrative detention. *Work is not an excuse for missing detention.*

6. ASSIGNMENTS. All assignments turned into me are to be legible and done in pencil. I will deduct 5 points for quizzes and 10 points for tests if a pencil is not used. The only exception where you may use a blue or black ink pen is in your *notes*.

7. FOOD/DRINK/GUM. Due to the amount of speaking we will be doing in this classroom and the fact that Mill Creek is a brand new beautiful school, you are not allowed to eat, drink (except water) or chew gum at any time. If you are caught with any food, drink or gum, you will be asked to throw it away immediately. Repeated offenses will lead to detention.

Course Instructional Plan for the Fall Semester:

Chapter 1:	Diversiones y Fiestas (12 days duration)
Project:	Haga una investigación en línea sobre Madrid o Barcelona con el enfoque en las diversiones y las fiestas y, esté listo o lista para hacer una presentación sobre lo que usted buscó y encontró (5-10 min.). Como una guía, puede pensar en el siguiente grupo de preguntas. I. ¿Qué hace la gente de su edad para divertirse en Barcelona o Madrid? ¿Qué hacen los adultos? ¿Qué ofrecen esas dos ciudades para los turistas? II. También puede tomar en cuenta una cantidad de literatura, arte, música, películas que habla de Madrid y otra que capta aspectos de Barcelona. ¿Qué dicen ellos sobre las dos ciudades? ¿Cómo se representan Madrid y Barcelona?
Essay topic:	Investigue un aspecto festivo de cualquier país hispanohablante y resuma en 250-350 palabras lo llamativo de su búsqueda. Consulte las fuentes en Internet (periódico, revistas, sitios de web dedicados al tema, otros libros) o la biblioteca aquí en nuestra escuela.
Skills mastered:	Present tense, personal a, nouns/articles, reflexives
Additional vocabulary:	AP preparation supplemental text: El Cuerpo
Literature Selection:	“El décimo” por Emilia Pardo Bazán y otros

Chapter 2:	Vejez y Juventud (15 days duration)
<i>Project:</i>	En grupos de dos personas (no más de cuatro) hagan una investigación sobre algún pintor o pintora, el/la cineasta o el/la poeta visualita hispanohablante que trata el tema de la familia. Usen weebly.com (es gratis) y crean un sitio de web dedicado al artista (a la artista) y al tema de la familia. Su interpretación de arte se tomará en cuenta.
<i>Essay topic:</i>	Mucha gente dice que hace una o dos generaciones la vida era mejor. Piense en los “buenos tiempos pasados” (<i>good old days</i>). ¿Es mito o realidad este concepto? Escriba un ensayo de 250-350 palabras sobre este tema, según las siguientes instrucciones. <ol style="list-style-type: none"> 1. En la primera oración, diga si usted está de acuerdo o no con la idea de los “buenos tiempos pasados” cuando, según dicen, la vida era mejor. 2. Describa cinco o seis aspectos de la vida de hoy y compárelos con la vida de sus padres o abuelos. Por ejemplo: <ol style="list-style-type: none"> a. Mis abuelos no fueron a la universidad, pero yo sí voy. b. No había muchos crímenes cuando mis padres eran niños, pero ahora hay muchos. 3. Exprese su propia opinión sobre las diferencias principales entre la vida de ahora y la vida de aquel entonces.
<i>Skills mastered:</i>	Preterite tense, irregular verbs in preterite tense, Imperfect tense, choosing between preterite and imperfect, Hace+time expressions
<i>Additional vocabulary:</i>	AP preparation supplemental text: La Familia
<i>Literature Selection:</i>	“Nosotros, no” por José Bernardo Adolph y otros

Chapter 3:	La Presencia Latina (13 days duration)
<i>Project:</i>	Complete activity 3-36 on page 87 of En Contacto. You will interview a Hispanic person and record his answers to the questions given. Once the interview is complete, compile it into a report. Rubric for grading the report will be given to you in class. (10)
<i>Essay topic:</i>	¿Quién era su mejor amigo en la escuela primaria? ¿Qué hacían juntos? ¿Todavía son amigos? ¿Por qué? o ¿Por qué no?
<i>Skills mastered:</i>	Adjectives, Ser vs Estar, Future and Conditional tenses, Present Subjunctive tense, Use of the Subjunctive
<i>Additional vocabulary:</i>	AP preparation supplemental text: Las Características Personales
<i>Literature Selection:</i>	“El árbol de oro” por Ana María Matute y otros

Chapter 4:	Hombres y Mujeres (13 days duration)
<i>Project:</i>	Make a video for a new student at your school advising him/her what to do in order to achieve a well-rounded life at the school. Be sure to use at least 8 different expressions: 2 adverbial expressions, 2 adjective expressions and 4 expressions of emotions. You may work with a partner(s) for this project.
<i>Essay topic:</i>	TBA
<i>Skills mastered:</i>	Subjunctive vs the indicative, adjectives and noun clauses in the subjunctive, adverbial clauses in the subjunctive
<i>Additional vocabulary:</i>	AP preparation supplemental text: La Ropa
<i>Literature Selection:</i>	“Jaque mate en dos jugadas” por W. I. Eisen y otros

Chapter 5:	Vivir y Aprender (17 days duration)
<i>Project:</i>	TBA
<i>Essay topic:</i>	Vea las páginas 140-141 (act. 5-27).

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Skills mastered: All perfect tenses including future and conditional perfect, sequencing.
Additional vocabulary: AP preparation supplemental text: Profesiones y Oficios
Literature Selection: “Casa tomada” por Julio Cortázar y otros

Chapter 6: De Viaje (10 days duration)
Project: TBA
Essay topic: TBA
Skills mastered: Present and Pluperfect Subjunctive, If clauses, sequencing
Additional vocabulary: AP preparation supplemental text: restaurante
Literature Selection: “Un día de estos” por Gabriel Garcia Márquez y otros

See the syllabus verification form in a separate file