

## AP Spanish Language Syllabus 2014-2015

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AP Test date (all students are required to take the test): **Thursday, May 7 at 8:00 AM** (Hawken Library)

### Course overview

The AP<sup>®</sup> Spanish Language and Culture course is a rigorous, college-level course taught exclusively in Spanish that helps students improve proficiency in the interpretive, interpersonal and presentational modes of communication in order to prepare students to use Spanish throughout their lives in various contexts. This 5<sup>th</sup> year course builds upon skills and content studied in the previous four years, where the six course themes have previously been studied in order to prepare students for the AP<sup>®</sup> experience. Our school believes that a well-articulated language program is key to our students' success.

Our principal textbook, *Temas*, is full of authentic resources culled from a variety of sources in the Spanish-speaking world. Additional authentic resources such as literature, essays, magazine and newspaper articles, current websites, podcasts, video and other current audiovisual resources are used to help students explore different cultural elements from the Spanish speaking world and compare them to their own experiences in order to understand target cultures and thus communicate more richly and effectively. As a result of the learning experiences from this course, students should be able to do the following tasks using Spanish:

- Understand spoken and written Spanish in authentic dialogues, lectures, oral presentations, newscasts, newspapers, letters, essays, podcasts, Internet articles, instructions, short stories, novels, poetry and other mediums.
- Speak on a wide variety of formal and informal topics through presenting, convincing, arguing, inquiring and describing with accuracy and fluency.
- Write formal and informal compositions in a wide variety of styles (e-mail, creative writing, presentation, analysis, synthesis) with appropriate grammatical structure, rich vocabulary use and proper use of register to differentiate between audiences.
- Discuss interdisciplinary topics, building on knowledge acquired from other courses (Connections)
- Understand the cultural similarities and differences (products, practices and perspectives) between students' native cultures and target cultures of the Spanish-speaking world and use new knowledge to understand unique perspectives and communicate more richly and effectively. (Cultures)
- Take the AP<sup>®</sup> Spanish Language exam in May.
- Use Spanish to communicate authentically in the local (Cleveland) and International communities during the course and throughout the rest of their lives (Communities) using the three modes of communication: interpretive, interpersonal and presentational.

### Primary Materials

- Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millán. *Temas: AP<sup>®</sup> Spanish and Culture*. Boston: Vista Higher Learning, 2014. (You may purchase this for \$105.60 or rent it from the school for the year for \$22.00. Failure to return the book in usable condition will result in you being charged a replacement cost)

- Frinsancho, Jorge, María T. Redman, Marta Lucía Restrepo Bravo. *AP® Spanish Language and Culture Exam Preparation*. Boston: Vista Higher Learning, 2014.
- Esquivel, Laura. *Como agua para chocolate*. Nueva York: Vintage Español, 1992.
- Teacher-provided and student-discovered authentic sources from the Internet, native speakers and other reliable sources

## Grading

It is my sincere hope that every student earns a course grade correlating AP grade that reflects their desire and effort. In most cases, these will both be very high.

Students earn points in three categories, outlined below:

### Participation (10% of overall grade)

All class participants (students and teachers) **will speak only Spanish during class time**. To help accomplish this goal, everyone will participate in a daily “Spanish declaration” to ensure that only Spanish was spoken. Up to 5 participation points may be earned daily for exclusively speaking Spanish. Risk-taking is rewarded. The goal is communication, not grammatical accuracy. Students speaking English, mis-using technology or working on other homework during class will not receive any points on that specific day.

### Mechanics (50% 1<sup>st</sup> semester; 40% 2<sup>nd</sup> semester)

This category covers the basic building blocks of what students should know in the language in order to later perform in the three modes of communication. It includes daily homework, in-class quizzes and announced journal entries. The following are examples of assignments and assessments that fall under *mechanics*. Some mechanics assignments are simply awarded points for completion (especially during the first semester). During the second semester, points are awarded for correctness, originality, richness of expression, topic development and fluency (according to guidelines developed by the College Board).

- Daily quizzes (vocabulary, grammar review, reading or listening comprehension, cultural understanding, oral quizzes, etc.). Most quizzes are unannounced although usually expected. Cultural questions are graded on a scale of 1-3, where 3 represents a deep understanding with unique insight and pertinent connections, 2 represents basic understanding with some insight and 1 represents familiarity with the concept at a superficial level.
- Journal entries. Students complete 1-3 journal entries for each 6-day cycle. These are marked using a correction key. Students then need to correct errors prior to turning in the journal for the next entry. Sample journal entries include reflections on classroom discussions, opinion statements, e-mails, informal letters, short creative works, questions, hypothetical conversations, etc.
- Practice interpersonal conversations or 2-minute charlas (prior to formally graded situations)
- Reflective assignments completed at <http://www.vhlcentral.com>. This is the website which accompanies our two principal textbooks. Common activities on the website deal with comprehension, summary activities, practice interpersonal conversations and writing, analysis of audio and written selections, orthography, grammar review, vocabulary building activities, etc.
- Cultural presentations. Throughout the year, students engage in a series of cultural interviews with native Spanish speakers in their home towns as well as with our sister school in Chile.

Students check their knowledge and understanding of what they are learning through readings, podcasts, videos and the Internet against the practices and perspectives of living people. Points of agreement and disagreement are synthesized through in-class presentations, discussions and informal journal entries.

- Daily conversation points. During some class discussions, students earn points for making original, salient points. These conversations include debates, free-answer sessions, Socratic circles, think-pair-share activities, brainstorming sessions, etc.
- Google doc/Blog participation. All students are required to contribute to the class Google Docs, in which materials for each unit are organized, reflected upon and developed.
- Practice multiple choice passages (reading, listening and combined). Many of these come from the course workbook or online resources provided by the textbook company.

### Performances (40% first semester, 50% second semester)

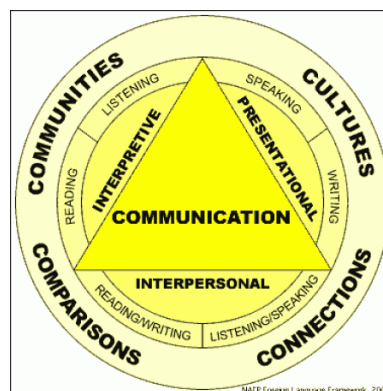
This category covers what students should be able to do using the language, including but not limited to the tasks required on the AP<sup>®</sup> exam. Types of performances are listed below.

- Directed response (multiple choice) exams in the format of the AP Exam.
- 2-minute charlas. Each class period, 2-3 students present a formal 2-minute charla on a topic related to the unit being studied. Some of these are announced previously and others are given on the day of the charla. Students are required to use outside sources for the majority of these topics and may be required to prepare and use visual aids for certain cultural topics. These are graded on a sliding scale (see tables below) using the presentational speaking guidelines provided by the College Board.
- Other formal presentations. Students also have the opportunity to present in other contexts such as debates, original class projects (videos, Prezi documents, cultural capsules, etc.), current-event news stories, skits and review presentations.
- Interpersonal conversation practice. Students perform interpersonal conversations with partners, small groups, students from our sister school in Concepción, Chile, using Google Voice, through the voice recording capabilities of <http://www.vhlcentral.com> or one-on-one with one of the Spanish teachers. These are graded on a sliding scale (see tables below) using the interpersonal speaking guidelines provided by the College Board.
- In-class or at-home interpersonal writing activities. These are all done for 15 minutes during class time (about once per 6-day cycle). Many of these come from prompts similar to the e-mail response on the test, always based on the theme or literary work being discussed. Many of these are written in the course reflection journal, but some topics are written in the class blog or via google docs. In such cases, students are to respond to the writings of their peers. These are graded on a sliding scale (see tables below) using the interpersonal writing guidelines provided by the College Board.
- Formal essays. Once a month, students get the chance to write a formal essay (persuasive, expository, synthesis) based on authentic sources (documentaries, news reports, interviews, newspaper and magazine articles) and related to the essential questions of the unit. These are graded on a sliding scale (see tables below) using the presentational writing guidelines provided by the College Board.

## Grade conversion charts for free-response (performance) tasks

Points earned	1st semester converted %	2nd semester converted %	AP range
25	100%	100%	5 range
24	98%	96%	
23	96%	90%	
22	94%	88%	4 range
21	92%	86%	
20	90%	84%	
19	88%	82%	
18	86%	80%	
17	85%	78%	3 range
16	83%	76%	
15	81%	74%	
14	78%	72%	
13	75%	70%	
12	73%	67%	2 range
11	70%	63%	
10	67%	60%	
9	64%	57%	
8	60%	53%	
7	55%	50%	1 range
6	50%	45%	
5	45%	40%	
4	40%	30%	
3	30%	20%	
2	20%	10%	
1	10%	5%	
0	0%	0%	

Points earned	1st semester converted %	2nd semester converted %	AP range
15	100%	100%	5 range
14	97%	95%	
13	94%	90%	
12	90%	87%	4 range
11	87%	84%	
10	84%	80%	3 range
9	80%	75%	
8	75%	70%	
7	70%	65%	2 range
6	65%	60%	
5	60%	55%	
4	55%	50%	1 range
3	50%	40%	
2	40%	30%	
1	30%	20%	
0	0%	0%	



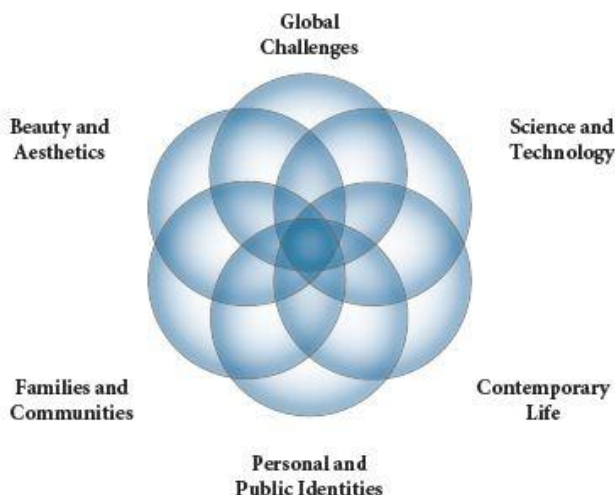
**Behavior expectations:** All students are expected to treat themselves and others with respect, refrain from interfering with others' learning, be honest in the classroom and with course work and arrive on time and prepared. Those able and willing to comply with these requests will be allowed to participate with the class in all activities throughout the year. I adhere to all school-wide regulations including behavior, discipline, attendance policies and plagiarism. *As a language department, we consider the use of Google Translate or any other electronic, online or in-person translation services when completing homework or classwork to fall under plagiarism.* All such cases will be referred to the HIC. Please review the Hawken Integrity Code.

*As a member of the Hawken community,  
I am a person of integrity striving to be my better self.  
My words and actions reflect my belief in  
justice, compassion and fair play.  
I respect the rights, work, ideas and dignity of all.*

## Basic course outline

Through the study of the following AP topics, students build the necessary skills to reach the assessment objectives through the expansion of their receptive, productive and interactive skills.

**AP themes to be covered include:**



## Unit 1

**Theme: Families and Communities / *Las familias y las comunidades***

### Contexts covered

- Education communities / *Las comunidades educativas*
- Social networking / *Las redes sociales*
- Human Geography / *La geografía humana*
- Customs and Values / *Las tradiciones y los valores*
- Global citizenship / *La ciudadanía global*
- Family structure / *La estructura de la familia*

### Overarching Essential Questions

1. *¿Cómo se define la familia en distintas sociedades?*
2. *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
3. *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

Connections also to the themes of: *Los desafíos mundiales, La vida contemporánea, La belleza y la estética, Las identidades personales y públicas, La ciencia y la tecnología*

## Unit 2:

**Theme: Science and Technology / *La ciencia y la tecnología***

### Contexts covered

- Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*

- Health Care and Medicine / *El cuidado de la salud y la medicina*
- Science and Ethics / *La ciencia y la ética*
- Natural Phenomena / *Los fenómenos naturales*
- Access to technology / *El acceso a la tecnología*
- Innovations / *Las innovaciones tecnológicas*

### Overarching Essential Questions

1. *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
2. *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
3. *¿Qué papel cumple la ética en los avances científicos?*

Connections also to the themes of: *Los desafíos mundiales, La vida contemporánea, Las familias y las comunidades, La belleza y la estética, Las identidades personales y públicas*

## Unit 3: ¿Cómo se define la belleza?

**Theme: Beauty and Aesthetics / La belleza y la estética**

### Contexts covered

- Architecture / *La arquitectura*
- Defining Beauty / *Definiciones de la belleza*
- Defining Creativity / *Definiciones de la creatividad*
- Fashion and Design / *La moda y el diseño*
- Language and Literature / *El lenguaje y la literatura*
- Visual and Performing Arts / *Las artes visuales y escénicas*

### Overarching Essential Questions

- *¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- *¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*
- *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

Connections also to the themes of: *Las identidades personales y públicas, La vida contemporánea, La ciencia y la tecnología*

## Unit Four

**Tema: Contemporary Life / La vida contemporánea**

### Contexts covered

- Education and Careers / *La educación y las carreras profesionales*
- Entertainment / *El entretenimiento y la diversión*
- Travel and Leisure / *Los viajes y el ocio*
- Relationships / *Las relaciones personales*
- Lifestyles / *Los estilos de vida*
- Social Customs and Values / *Las tradiciones y los valores sociales*

### Overarching Essential Questions

- *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*

- ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?
- ¿Cuáles son los desafíos de la vida contemporánea?

Connections also to the themes of: Los desafíos globales, Las identidades personales y públicas, La ciencia y la tecnología, Las familias y las comunidades, La belleza y la estética

## Unit Five

**Tema: Global Challenges / Los desafíos globales**

### Contexts covered

- Economic Issues / *Los temas económicos*
- Environmental Issues / *Los temas del medioambiente*
- Population and Demographics / *La población y la demografía*
- Social Welfare / *El bienestar social*
- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
- Social Conscience / *La conciencia social*

### Overarching Essential Questions

- ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?
- ¿Cuáles son los orígenes de esos desafíos?
- ¿Cuáles son algunas posibles soluciones a esos desafíos?

Connections also to the themes of: La vida contemporánea, Las identidades personales y públicas, La ciencia y la tecnología, Las familias y las comunidades

## Unit Six

**Tema: Personal and Public Identities / Las identidades personales y públicas**

### Contexts covered

- Alienation and Assimilation / *La enajenación y la asimilación*
- Self-Image / *La autoestima*
- National and Ethnic Identities / *La identidad nacional y la identidad étnica*
- Personal Interests / *Los intereses personales*
- Personal Beliefs / *Las creencias personales*
- Heroes and Historical Figures / *Los héroes y los personajes históricos*

### Essential Questions

- ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?
- ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?
- ¿Cómo influyen la lengua y la cultura en la identidad de la persona?

Connections also to the themes of: Los desafíos mundiales, La vida contemporánea, Las familias y las comunidades, La belleza y la estética, La ciencia y la tecnología