**AP Spanish Language 2016-2017**

*Sra. Jessica Pinson B.A. Spanish, MTSU, 2006*

*Central Magnet School, Rm. 208 B.A. Graphic Design, MTSU, 2006*

*615.904.6789 x. 23350 M.A.T. Spanish, MTSU, 2013*

*pinsonj@rcschools.net*

¡Bienvenidos!

Welcome to AP Spanish Language & Culture at Central Magnet School!

**Objetivos:**

* Understand and comprehend a variety of resources in multiple formats including conversations, lectures, oral presentations, newspapers, letters, instructions, internet articles and short stories or poetry.
* Take said resources and not only be able to comment or give opinions, but also synthesize information from what was seen, read or heard.
* Express through both spoken and written mediums by convincing, arguing, inquiring, and describing.
* Express well in a variety of styles and strategies, including those for different audiences.
* Expand knowledge and understanding of the practices, perspectives, and products of the Spanish language and culture.
* Acquire and enrich vocabulary so the student can manipulate, with confidence, a variety of reading and aural materials.

**Materiales**:

*- Abriendo Paso: Temas y Lecturas,* Pearson, 2014.

- Spanish-English Dictionary (Suggested: Harper Collins (printed) or Word Reference FREE app)

- Notebook with dividers (7):

* Homework, Essays, (Country of Choice), Vocabulary, Grammar Notes, Readings, Culture

- Colored Pens/Highlighters (for peer editing and corrections)

*- Suggested Practice Material:*

* **Barron’s AP Spanish with Audio CD and CDRom**
	+ Publication Date: 2/1/14 | ISBN-10:**1438070306** | Edition: **8** I $22.52 on Amazon.com
* **Barron’s AP Spanish Flash Cards**
	+ Publication Date: 2/1/11 | ISBN-10:**1438070527** I $13.00 on Amazon.com

- There are also many websites available for help. Please see my website under “Helpful Links”

**Formato:**

The AP Spanish Language course is conducted completely in Spanish. I encourage all students throughout their Spanish studies to practice the target language consistently outside of class when they can, and I *expect* them to use the target language with myself and their peers during class.

The general set-up of the class will include focus on all 4 areas of the AP Spanish Language Exam, which includes a **written, persuasive essay** and **informal letter/email**, as well as a **spoken formal presentation** over a culture comparison based on given resources and an **informal response**, usually a phone conversation.

* Every unit we will have a formal, persuasive essay assigned which will be both teacher- and peer-edited to help recognize pitfalls and gain understanding. These mistakes will be cataloged to help recognize common problems.
* Informal writing will take place every week, being either an opinion which they must support, answer to a peer question, or pen-pal form.
* We will also have weekly *Charlas*, or chats which will be informal practice as a class over current events, issues, or topics of interest to the students.
* Formal spoken assessments, aligned to the format of the AP exam, will take place 2-3 times per quarter.
* Finally, the formal oral presentations will come from 3 research projects based on each student’s individual country of choice. Topics will be chosen from under the umbrella of the 6 AP Spanish Language themes, which is what our course is based upon. They are:
* *La vida contemporánea* / Contemporary Life
* *Los desafíos mundiales* / Global Challenges
* *La ciencia y la tecnología* / Science and Technology
* *Las identidades personales y públicas* / Personal & Public Identities
* *Las familias y las comunidades* / Families and Communities
* *La belleza y la estética* / Beauty and Aesthetics

These presentations will include a resource (article, radio excerpt, podcast, image, etc.), visual aids, and discussion questions to pull the entire class into the information. More detail will be given later.

* There will also be 3 practice exams: Fall Break, MidTerm, and March. Practice exams are full-length, taken straight from old AP exams, and graded on an authentic AP rubric.

The second semester will focus more on specific test taking strategies and skills, as well as many opportunities for previous exam practice.

**Notas:**

Grading will be on a point system, based on the AP rubrics. There will be very few exams, but rather more focus on participation, presentations, conversations and gaining overall fluency in the language through the activities mentioned above. With this, class attendance is of utmost importance. General outlines for grade point scales:

 Homework - 10 points

 Informal Writing- 15-20 points

 Persuasive Essays - 100 points

 Cultural Presentations - 100 points

Speaking Assessments- 25-50 points

 Participation - 10-15 points

**Late Work:** Late homework will be done along with the class for half credit during the class. Then, a peer tutoring session will be scheduled to make sure content is understood. The format of the AP class is not focused on grammar. However, students needing extra practice in grammatical skills, remediation will be scheduled.

**Quizzes & Tests**: Quizzes are given after every lesson in a Unit. Tests are given at the end of a Unit or Chapter. Students are not allowed to leave class for any reason while they are taking a test or quiz. Take care of all needs before class.

* Quizzes & Tests will be organized by Skill (i.e., Irregular Preterit Tense, Vocab). Students have the option to retake portions of the quiz/test. The retake will be a more challenging version because you have had more time to study. Anyone may retake, but those skills lower than a B will result in automatic retakes.
* In order to schedule a retake with Ms. Pinson, student must prove that he/she has worked to master the skill by choosing from the options below and then bringing the completed activities for her to look over when he/she comes to schedule the retake.
	+ Depending on your score, there is graduated practice.
		- For Cs and higher, you need 3 activities to retake
		- For Ds/Fs, 4 activities

Please come *before class or during study hall* to show the work and schedule the retake. This will give ample time to look over and clarify any problems. See below for possible practice exercises:

1. Make handmade Flash Cards & review
2. Go to [www.quia.com/shared/spanish](http://www.quia.com/shared/spanish). Search the skill and practice. Do 3 activities and screen shot the completion page.
3. Go to a session of peer tutoring with the National Spanish Honor Society
4. Visit [www.studyspanish.com](http://www.studyspanish.com) and read through the skill and then take the quiz.
5. Re-Write your notes for the skill, color coding them, and then write 10 sentences using the skill in different situations/verbs.
6. Write an 8-sentence letter to someone using the skill. Be creative!
7. If verb form, choose 10 different verbs and conjugate them in the t-charts.
8. Find a video on YouTube, TeacherTube, etc. that explains the skill. Watch, and then write a summary of what was talked about.
9. Choose an assignment from class and go through and explain why the answers are what they are.
10. Visit a flash card site ([www.StudyBlue.com](http://www.StudyBlue.com), [www.Quizlet.com](http://www.Quizlet.com)), search for the skill, practice for 10 minutes.
11. Make and use a foldable
12. Other: ?
* Once proof is shown that the student has practiced the material, he/she may schedule the retake with Ms. Pinson during C/D lunch ONLY.

**Attendance**: When absent, per the Handbook, you have 5 days to turn in the missing/late work. I will not come searching for you! It will count as 0% until turned in or after time frame expires.

*I am looking forward to an exciting year full of language, culture, and fluency! Please contact me anytime, email is best. Thanks for your support of your student and their interests!*

Saludos –

Sra. Pinson

Parent, please sign below that you have read through and understand our syllabus. The student will keep this in their folder for easy reference. Thanks!

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

Parent/Guardian Signature Date