

Advanced Placement Spanish Language and Culture
Shepaug Valley School
2021-22

Instructor: Sr.Nolan

E-mail: nolanm@region-12.org

Course Description: The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (interpersonal, presentational, and interpretive). The course focuses on the integration of authentic resources including online, print, audio, and audiovisual resources, as well as traditional print resources that include two novels, essays, and magazine and newspaper articles 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.

The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those culture connections in mind. Throughout the majority of the course, the six AP Spanish themes are embedded in the study of *Como agua para chocolate*, a novel by Laura Esquivel. In the final unit of study the students independently read a novel and must identify the AP themes and complete tasks on their own.

Resources:

- *Como agua para chocolate*, a novel by Laura Esquivel
- Voces Advanced Placement Curriculum (online textbook)
- Web and print materials
- Feature length movies
- Popular Latin American and Spanish music
- www.wordreference.com - Online interactive Spanish Dictionary

Materials Required:

- Binder with loose leaf paper and dividers labeled as follows:
 - Notes & Classwork
 - Homework
 - Assessments
- Pen/Pencils
- Highlighter
- A Spanish-English dictionary is highly recommended but not required

Major Activities:

- Acquisition of new vocabulary through personalized questioning and frequent reading assignments
- Daily discussions in Spanish

- Interpersonal communication with native Spanish speakers both in Shepaug and in the community (including Skype and Google Hangout meetings)
- Assessments: weekly vocabulary and reading quizzes, unit tests
- Daily homework assignment (posted on Google Classroom)
- Writing, including essay composition
- Reading, including novels, articles,
- Culture-based AP Spanish test preparation activities (interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening practice)
- Projects, individual and group

Academic Commitment Credit: Students have the opportunity to be recognized for their “strong commitment” to academic studies. At the end of each marking period, teachers determine which students have exhibited strong commitment to their studies. For that marking period, a student recognized for his/her strong commitment in a class will receive “Academic Commitment” recognition on the report card.

Requirements for Academic Commitment Credit in World Language:

1. The student arrives on time and is prepared for class.
2. The student has completed all homework and written assignments on time.
3. The student participates in partner and group work and in class discussions enthusiastically, thoughtfully and generously.
4. The student prepares thoroughly for tests, quizzes and other daily assignments seeking help when needed.

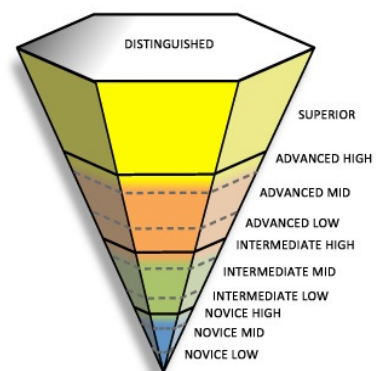
Assessment:



What is language proficiency?

Language proficiency is the degree to which an individual is able to function in a language within the three different modes of communication: interpretive, interpersonal, and presentational as well as the four skills of language: listening, reading, speaking, and writing. The figure on the right shows how a student’s proficiency level grows over time.

The American Council on Teaching Foreign Languages (ACTFL) has developed proficiency guidelines that allow teachers to provide valuable



feedback to students about their path to language proficiency. By aligning assessment practices, and therefore grades, with these proficiency guidelines and benchmarks, a student’s grade will be more reflective of their progress towards proficiency as well as their performance in specific skill areas. The grade will serve as an indicator of what the student can do within the target language.

Figure from ACTFL Performance Descriptors For Language Learners ©2012

What goes into the grade?

The use of formative and summative assessment practices will continue as they are rooted in sound instructional methodology. Assessments will continue to be delivered in the formats that students are familiar with: decoding, visual representation of understanding, responding to questions, etc.

In PowerSchool, the following categories will be used to highlight student performance: listening, reading, speaking, and writing. The weight of each category will be dependent on the course level and proficiency level of the students. This will allow all students, teachers, and families to easily identify skills that are students strengths and skills that should be targeted for improvement.



Progress towards Proficiency Benchmarks

The chart below shows the proficiency benchmarks for each course level. While the proficiency benchmark may remain the same, the content will increase in difficulty throughout the year.

	Benchmark
Level I (*and MS courses)	Novice Mid
Level II / II Honors	Novice High
Level III / III Honors	Intermediate Low
Level IV Honors	Intermediate Mid

Time as a critical component for developing language performance

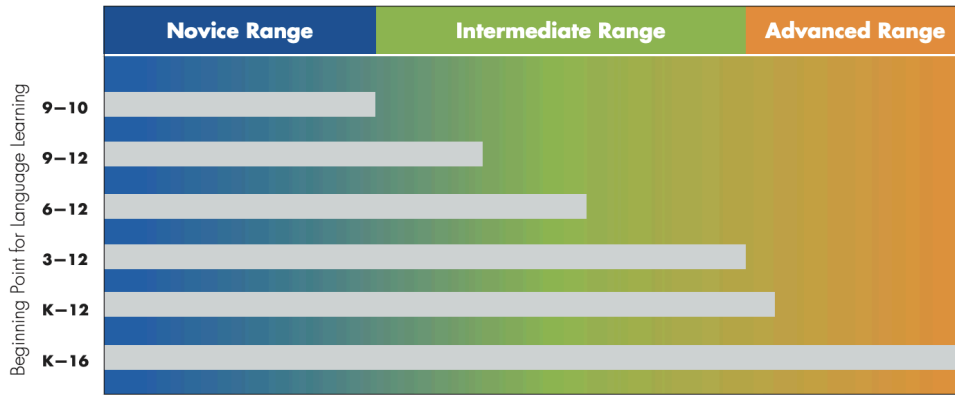


Figure from ACTFL Performance Descriptors For Language Learners ©2012

Letter Grade	Performance Descriptor
A	Student independently and consistently exceeded progress towards proficiency expectations.
B	Student met progress towards proficiency expectations.
C	Student met progress towards proficiency expectations, though consistency and/or independence were below expectations for this level.
D	Student met progress towards proficiency expectations, with notable need for improvement in consistency and independence,
F	Student did not meet progress toward proficiency expectations/Insufficient evidence of meeting expectations.

(+ and - added for work above, below, or between descriptors)

Grading Structure

In each course there will be three grading categories: Interpretive, Interpersonal, and Presentational. Within these categories will be listed assignments of varying point values that allow students to demonstrate the achievement of these different skill sets. Please view the chart below for information about the weighting of the different categories in each level. The weighting has been determined using the ACTFL Proficiency Guidelines and Can-Do statements in alignment with the goal of representing the development of skills along with proficiency growth.

	Listening	Reading	Speaking	Writing
Level I (*this includes MS courses)	40%	40%	10%	10%
Level II	35%	35%	20%	10%
Level III	30%	30%	20%	20%
Level IV	25%	25%	25%	25%
AP Language & Culture	25%	25%	25%	25%

Assessments that are aimed at measuring student progress towards proficiency will be evaluated using rubrics from ACTFL and modified for student use so that students may receive helpful feedback in the development of their proficiency skills.

Resources

[ACTFL Performance Descriptors for Language Learners](#)

[ACTFL Proficiency Guidelines](#)

[NCSSFL - ACTFL Can-Do Statements](#)

[Shepaug Valley School Revised Grading Practices](#)

Beginning in Q3 and continuing in Q4 - we will transition to targeted Advanced Placement Spanish Language and Culture activities. These include:

- Multiple Choice Reading
- Multiple Choice Listening
- Interpersonal Speaking - Simulated Conversation
- Presentational Speaking - Cultural Comparison
- Interpersonal Writing - Email Reply
- Presentational Writing - Essay

Student grades in Q3 and Q4 will be based on their portfolio of work that includes the above AP Spanish test practice activities. The following rubric will be used, which emphasizes student growth over time.

		Extending	Proficient	Developing	Emerging
AP Test Prep Student Work Portfolio Self-assessment	Progression of Written work (Essays, Emails)	My work shows a progression of improvement over time in multiple areas	My work shows a progression of improvement over time	My work shows improvement in 1-2 areas over time	My work shows little or no improvement
	In class work habits	I was focused on learning and preparing for my AP test at all times and took the initiative to improve my work	I was focused on learning and preparing for my AP test at all times	I was focused on learning and preparing for my AP test 70-80% of the time	I was focused at times, but at other times was distracted an/or distracted others
	Peer assessments - speaking	I carefully listened to my partner's audios and gave them actionable feedback	I listened to my partner's audios and gave them feedback	I listened to my partner's audios and gave them some feedback	I did not use this time wise/socialized
	Overall Work Completion	I completed all assigned AP Spanish Practice	I completed most assigned AP Spanish Practice (1-2 missing assignments)	I made up some assigned AP Spanish Practice work	My AP Spanish portfolio is missing work/I did not make up missed work

All Advanced Placement Spanish students must take the AP Spanish Language and Culture exam in May.

Classroom Policies for Sr. Nolan

In addition to the Shepaug Valley School policies (you may find the Student Handbook at www.region-12.org), the following policies are upheld:

1. **Speaking Spanish:** Speaking Spanish is of vital importance to the learning/acquisition of the language. Therefore it is required that each student speaks as much Spanish as possible (taking their level of ability into consideration) during the class period. Failure to do this will be reflected in the Class Participation grade.
2. **Late Work:** Late work will be deducted 5% for each day that it is late.
3. **Technology:** Plan ahead! Due dates apply regardless of technological difficulties. You must plan your work accordingly. Do not email print assignments.
4. **Make-Up Work:** Make-up work can be found on Schoology. IT IS THE RESPONSIBILITY OF THE STUDENT to look at the site and make up work missed due to the absence. This includes homework, class work, quizzes and tests. **You have ONE day for each day absent to make up the missed work and turn it in.** However if this is **a planned absence** (i.e. school field trip, family vacation, etc) it is the responsibility of the student to continue to look on the Web site and work will be due when the student returns to class. Additionally, if the student is absent for the class period but present earlier/later in the day, it is the responsibility of the student to get the work and hand it in on the assigned due date.
5. **Plagiarism Policy:** Please note that it is the policy of the **World Language Department** that any use of an online translation system is considered plagiarism and will receive a score of 0, with no opportunity to make up the credit.