



## Damascus High School

### AP Spanish Placement and Culture, 2025-2026

#### Teachers' Contact Information

Teacher: **Sra. Erichson**

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Telephone: 240-207-2400

#### Support and Intervention Opportunities:

Students seeking additional support have the opportunity to do following:

- Meet with the teacher during 'WIN' time (11:35-12:00)
- Before or after school by appointment
- Via e-mail with specific questions
- In class on 'LEARN' days

#### Course Description/Overview

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literature endow language learners with cognitive, analytical and communication skills that carry over into many other areas of their academic studies.

#### Course Units

Semester 1	Semester 2
Tema 1: Las familias en sociedades diferentes Tema 2: La influencia del idioma y la cultura en la identidad Tema 3: La influencia de la belleza y el arte Tema 4: La vida contemporánea	Tema 5: Los desafíos mundiales Tema 6: La ciencia y la tecnología

#### Course Learning Objectives

The three modes of communication (interpersonal, interpretive and presentational) are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K-12 learners. The AP Spanish Language and

Culture course provides high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions) that underlie both practices and products (College Board 2013).

Students will be able to...

- Interpret and respond to various authentic written and aural texts
- Write for a variety of audiences and purposes
- Speak conversationally and in prepared formats

### Grading Expectations

Grades for this class are found in Synergy (Student/ParentVue). Students' academic grades are based on individual academic achievement.

### Grading Scale

A	90-100 Outstanding level of performance
B	80-89 High level of performance
C	70-79 Acceptable level of performance
D	60-69 Minimal level of performance
E	0-59 Unacceptable level of performance

### Grading Categories

- **90% → All Tasks & Assessments:** This category is work evaluated for learning, and means products designed to evaluate the student's mastery of content such as unit assessments, papers, projects, quizzes or tests, and/or performance tasks. There shall be no fewer than nine "All Tasks" assignments, with feedback, each marking period, and 50% of these will align with course-like classes.
- **10% → Preparation & Practice:** Homework for practice or preparation may account for a maximum of 10 percent of the marking period grade. There shall be no fewer than five practice/preparation assignments each marking period.

**Grade Calculations-** A new final grade calculation will be implemented for **all** students in grade 9-12. Beginning school year 2025-2026, the final course grade is determined by calculating the average of the numeric grades from each marking period. Teachers will no longer use grade calculation charts to determine the final letter grade.

- For semester-long courses: the final grade is the average of the two marking period grades, calculated by adding the numeric grades from both marking periods and dividing the sum by two.

- End-of-Course (EOC) exam courses: the grade weight of a Maryland State Department of Education (MSDE) end-of-year assessment in Biology and NSL Gov't is 20% of the semester B grade.
- Every course should have at least 9 All Tasks assignments and 5 Practice / Prep assignments.

### Reassessments

- In all courses, teachers will provide students with **at least two** reassessment opportunities in the All Tasks category per marking period.
- The following assessments **may not** be reassessed: **end-of-course assessments, marking period assessments, required district assessments, end of semester summative assessments, final research papers, projects, or essays; culminating projects or performances**
- When a teacher offers a reassessment, students may be reassessed, regardless of grade on the original task/assessment, if they meet the following requirements:
  - complete the original task or assessment
  - complete re-teaching/relearning activities, as determined by the teacher.
  - The reassessment grade will replace the original grade only if the subsequent grade is higher.
- Teacher PLCs should determine common reassessments, and those assignments should be indicated with an AT-R in the gradebook.

### Due Date/Deadlines

- Assignments in the All-Tasks category have a deadline of **5** school days after the due date. Assignments in the Practice / Prep category may have a shorter deadline.
- Work that is not turned in by the due date will be entered into the gradebook as a "**Z**" and will be calculated as a 0% but can still be turned in before the deadline.
- To ensure timely grade reporting, late work will not be accepted during the final **5** school days leading up to the end of each marking period.
- Late work turned in after the due date but before the deadline **will be** assigned a 10% or one letter grade penalty.

### Assigning a 50%

- Teachers shall not assign a grade lower than 50 percent **if the student's work shows evidence of progress toward attaining the relevant standards that are being assessed.** More information regarding 50% can be [found here](#).
- Students receiving 50 percent may seek, and teachers shall offer, support and/or intervention to improve the accuracy or quality of the student's assessment product.
- The teacher will assign a zero if –
  - i. the student does not seek support or does no work on the task/assessment after the teacher offers support and/or intervention, or
  - ii. the teacher determines the student did not attempt to meet the basic requirements of the task/assessment.
- Assignments in the Practice / Prep category are graded on completion of the assignment.

### Returning Student Work

- Graded work will be returned with feedback to the student within **10** school days.

## **Expectations for Communication, Support, and Intervention**

- Teachers are expected to communicate with parents if a student is struggling in class or is consistently not completing assignments.
- Teachers will encourage students to receive direct support during lunch opportunities.
- Teachers will document 2 communication attempts with caregivers for the major/significant assignments for which a zero will put the student at risk of failing the quarter or semester. Teachers will use Synergy, email, texts, phone calls, or other methods of communication as frequently as possible.
  - If the teacher cannot establish communication following 2 attempts, the teacher will inform their Resource Teacher, the student's school counselor, and assistant principal.

## **Unlawful/Unexcused Absences**

- Students are responsible for making up all work missed when they are absent from class regardless of the legal status of their absence.
- Students should check Canvas for work missed during an absence, and check with their teacher with any questions.

## **Academic Honesty**

Because we value the learning and growing of our students here at Damascus High school, academic honesty is extremely important. If a student is found to have demonstrated academic dishonesty, the following actions will be taken:

- 1st offense: Verbal warning, teacher contact home, documentation in SYNERGY (communication log), and reassessment with a 10% reduction when possible. If the student chooses not to reassess, the student will receive a zero for the assignment.
- 2nd offense: Verbal warning, teacher contact home, documentation in SYNERGY (communication log), and reassessment with a maximum score of 50% when possible. If the student chooses not to reassess, the student will receive a zero for the assignment.
- 3rd offense: Verbal warning, referral to administration, teacher contact home and documentation in SYNERGY (communication log). The student will receive a zero for the assignment.

Please note that instances of academic dishonesty will be recorded cumulatively, not per individual course.

## **MyMCPS Classroom and StudentVue**

Course materials and all assignment submissions will either be in hardcopy or MyMCPS Classroom. All announcements, assignments, assessments, and projects will be posted in MyMCPS Classroom (Canvas). You can easily contact your teacher using the email addresses listed at the top of this syllabus. You can also contact your teacher via the inbox in MyMCPS classroom (Canvas).

Grades can be accessed through **StudentVue** found at <https://md-mcps-psv.edupoint.com/>. Grades will be posted within two weeks of the due date and teachers will update Synergy weekly. Students should check StudentVue to see their most recent grades.

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## **Personal Mobile Device (PMD)**

Refers to any non-MCPS-issued device that sends or receives data via voice, video, or text. Mobile phones, e-readers, tablets, personal computers, smart watches, or other devices equipped with microphones, headphones, speakers, and/or cameras are all considered PMDs.

## Instructional Time & The School Day

We value our instructional time together and are committed to engaging students in student-centered learning experiences daily. Devices may be used during lunch and between classes but must be turned off and out of sight during instruction. Cell phones will not be brought with you to the restrooms during instructional time.

## Away and Out of Sight

As a school, we are adopting a clear and consistent approach to support students from actively using their PMDs during the instructional period. A cell phone management process will be in place in each classroom, such as

- Students will store all PMDs out of sight in their backpacks (NOT on their person).
- Students will deposit their PMDs in a classroom pocket phone holder (or other receptacle).
- Students will follow another approach that is in agreement with an individual staff member.

As a result, there is no need to interrupt instructional time to retrieve a device when a student leaves a classroom for a short period.

## Interventions & Responses - Inappropriate Use of Personal Electronics (802)

Persistently using or displaying a personal mobile device in defiance of school rules, disseminating photos/videos of school misconduct, and continuing to use or display a personal mobile device after the student has been warned.

Based on the duration and repetition between each step, the **most reasonable** lowest step should be considered first. Please collaborate with AP, RT, RJ Coach, case manager, or counselor to determine this.

<b>Step 1</b>	<b>Classroom and Teacher-led Response - Warning</b> <ul style="list-style-type: none"><li>• Classroom level restorative strategy</li></ul>
<b>Step 2</b>	<b>Classroom and Teacher-led Responses - Parent Contact</b> <ul style="list-style-type: none"><li>• Individual conversation with student</li><li>• Two-way communication with parent or caregiver</li><li>• Teacher-level consequence</li></ul>
<b>Step 3</b>	<b>Teacher <i>Synergy Referral</i> and Administrator-led Responses</b> <ul style="list-style-type: none"><li>• Individual conversation with student</li><li>• Two-way communication with parent or caregiver</li><li>• Confiscate PMD for a specific duration</li><li>• Create a support plan specific to student needs when necessary</li></ul>

***More information about [MCPS] School's grading expectations can be found [HERE](#) and click [HERE](#) to read Montgomery County Public School's Grading and Reporting Regulation, IKA-RA.***