*How to head your papers:*

**River Johnson**

**P.2**

**REASON IT’S LATE (if applicable)**

*All other info. is optional*

# **AP SPANISH LANGUAGE AND CULTURE 2023-2024**

# **Teacher:** **Carrie Owen** Helena High School

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AP Testing Date: Thurs, May 16 8AM. Students must register and pay the fee by the start of November.

**I.- COURSE OVERVIEW** (del AP Spanish Language and Culture Course and Exam Description)

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The students will further develop their proficiency in the four basic language skills--listening, reading, speaking and writing-- through a variety of materials and topics. The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish (200-300 level). Students should expect 2-3 hours weekly of coursework outside of class.

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Description automatically generated]()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 cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Course units focus on the integration of the six major themes of the AP Exam. In lieu of unit assessments, students are evaluated based on various assignments graded according to the AP World Language and Culture Scoring Guidelines available in the AP Spanish Language and Culture Course and Exam Description.

1. Unidad 1 - Familias en sociedades diferentes
2. Unidad 2 - La influencia de lengua y cultura en la identidad
3. Unidad 3 - La influencia de la belleza y el arte
4. Unidad 4 – Cómo ciencias y tecnología afectan nuestras vidas
5. Unidad 5 - Los factores que impactan la calidad de la vida
6. Unidad 6 - Los desafíos medioambientales, políticos y sociales

**University Credits and the Global Seal of Biliteracy**

 Many students are successful on the AP Spanish Language and Culture test.  In the Montana University system, you can get up to 12 credits (a several thousand-dollar savings) depending on the university and your score of a 3, 4, or 5. Use [this link](https://apstudents.collegeboard.org/getting-credit-placement/search-policies/course/29) to see how many credits your future university will give you depending on your potential score.<https://apstudents.collegeboard.org/getting-credit-placement/search-policies/course/29>

The Seal of Biliteracy is an award given worldwide in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Students who score a 3 or more on the AP exam will also earn the Seal of Biliteracy on their diploma. This may be used to increase employment opportunities as well as support college admissions.

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| **Exam information**   1. **Part A** Interpretive communication: print texts: Multiple-choice, 30 questions, 40 min. 23%   **Part B** Interpretive communication: Print and audio text combined, Multiple-choice: 35 questions 55min 27%  2. Free response questions: 50%, 88 minutes   * Written – weighted 25%   + Email reply - 15 minutes, read and respond to a *formal* email correspondence   + Argumentative Essay - 55 minutes, 1 prompt integrating 3 related sources (an article, table or graph, and audio) * Spoken – 18 minutes total, weighted 25%   + Informal Conversation - five 20 second turns in a recorded “interpersonal” conversation   + Cultural comparison – 1 prompt, 4 minutes to plan, 2 minutes to record comparing a community or country to your own experience. |

**Rutinas y normas de la clase**

1. Cuando entras en la clase, saluda a tu profe y a tus compañeros en español y continúa usando español durante la clase entera. Esta hora es tu oportunidad de practicar y sumergirte en el idioma. Inglés es solo para emergencias.
2. Llega a tiempo, por favor, para que podamos empezar la clase juntos. Es una cortesía a todos.
3. Trae un lápiz o bolígrafo, un cuaderno de composición, tu computadora, y una carpeta a la clase todos los días.
4. Durante la clase, sigue las normas de la clase.
5. Es necesario **que** **estés** **presente y que participes** al máximo que puedes durante la hora que tenemos. Usa la tecnología solo cuando es necesario para completar las tareas (see writing guidelines, below). Por favor, no hagas ni traigas distracciones.
6. Cuando has estado ausente, consulta el canal “estuve ausente” en TEAMS. Esta es tu responsabilidad. Prefiero que lo hagas antes de regresar a clase o por lo menos al empiezo de la próxima clase. Hazme preguntas si no entiendes las instrucciones.
7. Buena comunicación es importante en todos los aspectos de nuestras vidas. When there is an issue I should know about (grades or another private matter), set up an appointment with me or email me politely in Spanish. I can be flexible and I make mistakes all the time (wish I were perfect, but no such luck), and it is OK to ask about something that does not seem right. *cowen@helenaschools.org*, TEAMS messaging.
8. Al fin de la clase, todos nos vamos a despedir en español. Después de despedirse, puedes salir.

**Consecuencias de no seguir las rutinas, normas, y expectativas universales de respeto y responsabilidad:**

No están necesariamente en orden—todo depende de la situación:

recordatorio (puede ser sutil), advertencia, removimiento de celular/distracción, conferencia, referencia a la oficina, email o llamada a los padres, conferencia con el director en su oficina

**Evaluación y notas**

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| --- | --- |
| Cuatrimestres: | Semestres: |
| Interpersonal – 20%  Presentacional – 30%  Interpretiva --- 45%  Otro – 5% | Cuatrimestre 1: 40%  Cuatrimestre 2: 40%  Examen final: 20%  Cuatrimestre 3: 50%  Cuatrimestre 4: 50% |

Tareas diarias – 5 puntos Actividades medianas – 10 puntos Tareas cumulativas – 20 o 30 puntos

**Tareas tipicas**

* Interpersonal:
  + Conversaciónes simuladas (in AP Classroom or in class)
  + Participación en conversaciones en la clase
  + Respuestas a correos electronicos\*
* Presentacional:
  + Noticiero – presentarás un resumen del artículo, tu reacción, 2-3 preguntas para estimular conversación los otros estudiantes
  + Dichos y frases – presentaciones pequeñas con una grafica para ayudarnos con lengua idiomática
  + Comparaciones Culturales\*
  + Ensayos argumentativos \*
* Interpretiva:
  + Actividades de leer y escuchar en AP Classroom\*
  + Anotaciones en lecturas
  + Apuntes de podcasts y programas de televisión
* Otras:
  + Pruebas de vocabulario y gramática
  + Boletos de salida (a veces)
  + Actividades que no caben en las otras categorías

¡Fíjate! No voy a dar puntos para cada actividad que hacemos. Tu participación en clase es una expectativa y, al nivel AP, creo que ya sabes que las actividades de la clase te van a ayudar en sacar buenas notas en tareas formales y el examen AP.

**Reglas y policías**

* + All homework should be **handwritten** (same as the AP test) unless specified otherwise.

ABSENCES

* + **When you are ill**, check the absent work channel in TEAMS as soon as you are able. It will generally be updated by noon. If you are able to do the work from home, have it ready the next day. Absent work is due within **one week** of your return to school.
  + **Absent work** is accepted for full credit when turned in within **one week** of returning to school (arrange a due date with me if you are absent for an extended time). If you need to make up a test or quiz, you will need to arrange time outside of class to do so.
  + **Requesting homework** in advance of **PLANNED** absences (particularly when they are extended) is a responsible action. Whether you request the work via email or in person, it is DUE THE DAY YOU RETURN or on the date set on your planned absence sheet. You may also choose to follow our class progress daily on the TEAMS absent work channel, in which case the usual absent and late work policies apply.

LATE WORK

* + - * Communicate proactively if you have a legitimate issue completing work on time. I will often be able to provide flexibility if you contact me in **advance**.
      * As a rule**, late homework** will be accepted without penalty once per QUARTER within **one week** of the due date. This is known as a “gratis” or “free” assignment. Write GRATIS at the top of your paper. **You must still complete and turn in the assignment**.

If additional late homework is submitted, it will be corrected and entered as a maximum letter grade of a C submitted *prior to the end of that unit*.

* + **Late oral presentations**/**projects** receive a letter grade deduction for each class day past due. If you miss the day of an oral presentation, you are expected to give your presentation the class day you return. If you are absent due to a school-sponsored event, you will need to arrange to give your presentation on the class day you return.

UNHAPPY WITH GRADE

* + **Extra credit** will not be a part of your grade. Show up, do your work, ask questions, and study. You will do great!
  + **Retakes/redos** are available within **one week** of receiving a grade of C or lower. Depending on the assignment, you will need to arrange to do the retake/redo outside of our regular class time.

***Writing Guidelines and Rules:***

The following are the guidelines for use of dictionaries, computer translators, AI services, siblings, friends, parents, etc. on writing assignments for HHS AP Spanish Language and Culture course.

**Acceptable:**

• Use language learned in class or by personal experience whenever possible, with emphasis on new and current vocabulary from class.

• Simplify or restate complex ideas in ways that are within your current linguistic abilities.

• Include only one new word from a dictionary or translation source per sentence if necessary.

• When using a dictionary or translator, use grammatical knowledge to select the appropriate word (noun, verb, infinitive, adjective). Wordreference.com is a preferred resource.

• Follow grammar rules studied in class to incorporate any new word used. Often the word will need modification (i.e. gender, verb form). Verb conjugations are usually necessary as well.

• Depending on the assignment, online translation services may occasionally be helpful to ***check*** *your work* on a sentence or word level only. However, avoid developing dependence and remember that IT IS OK to make some mistakes--they are expected/encouraged in our class.

• Collaborating and brainstorming together to help one another is encouraged, but all written answers must be your own. If it goes through your own brain and comes out your hand, it will never be identical to someone else’s.

**Unacceptable:**

• Do not copy a phrase, sentence, or paragraph from a translation or AI program or service. The teacher knows your ability and will be able to tell immediately. Translate single words only using the guidelines outlined above.

• Do not copy a paragraph or passage from an outside source and paste it into your work (unless incorporating and citing it appropriately). This is plagiarism.

• Do not use grammatical structures you do not understand and cannot reproduce orally when asked. If you do not understand it and cannot reproduce it, it is not your work. Use vocabulary and grammar studied in class to create meaning.

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