

Franklin
High School
Portland, Oregon

2019-20



Course Syllabus: Advanced Placement® Spanish Language

Instructor: **Tod Grobey**

This syllabus provides:

- Course Description
- Evaluation Criteria
- Academic Policies
- Thematic Topics of Study
- Materials
- Contact Information

Contact Info

For parents

Tod Grobey
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Web Page:
my name under Teachers & Staff

<https://www.pps.net/Domain/116>

This is also a convenient place to access StudentVUE/ParentVUE, the online gradebook. Please contact the Franklin main office for access details.

Course Description

Advanced Placement® Spanish is a university level course. The main emphasis is on communication skills in all modes [speaking, writing, reading & listening] through the exploration of themes & essential questions. To reach this end we concentrate on building vocabulary, refining structural accuracy and encountering authentic materials such as literature, music, and various resources available over the internet. Spanish will be spoken in class almost exclusively. The course themes are derived from the AP course structure & is not driven by an official textbook, though the current text with the same themes is used. We will also review grammar to refine accuracy.

Performance of language skills is the foundation for a student's grade in class. Students are evaluated in this

class by demonstrating their knowledge and skill in the language. In other words, it is not enough to know about the language, but they must also apply this knowledge. This corresponds well to the elements of the AP exam. Most of the grading will also indicate a level on the AP rubric so students can clearly see a performance target.

Students are expected to take the AP exam. It is not only an objective of the course to prepare for the exam, but as a rigorous exam it can provide helpful indicators of a student's abilities. To prepare for such an exam, and to maintain university level study, students can also expect challenging tasks and regular homework. We will be reading more and writing more. Advanced language study can be challenging and a joy at the same time.

For students

Tutorial: **S-214**

Students wishing to contact the teacher to submit work or to ask questions about coursework should use:

Google Classroom

Franklin High School



Themes

Themes for the course may be adjusted more specifically, but generally conform to these broad areas.

- Global Challenges
- Science & Technology
- Contemporary Life
- Personal & Public Identities
- Families & Communities
- Beauty & Aesthetics

Materials

This course uses the textbook *Temas*, aligned with AP goals. Students may wish to have a Spanish-English/English-Spanish dictionary for the course. Other supplemental materials may be used, including online. Students should maintain a binder for the course to more effectively study. Devices for online access are very important.

Academic Policies

Academic Policies: A student may request to improve some tasks, but it is not customary. No work is accepted late.

Work submitted using internet translations or copied from other publications (plagiarism) is not student work, and will be treated as Academic Dishonesty.

Expectations: Learning is enhanced for everyone when students engage in classroom activities, so I both encourage and expect engagement. I expect that students who have things that may cause distractions to themselves or others to recognize when their use is appropriate and when it is inappropriate, or to receive guidance with grace. I expect of myself to politely remind students, and I always hope for a polite and appropriate response.

Assessment

While the AP course is intended to provide the rigor of a 3rd year level university course, some aspects of high school grading remain, in that assignments may be more frequent than university. Students will be assessed on the products and performances of the course, as well as participation in classroom activities. Such tasks have point values, some more than others, and the grading is aligned to rubrics from the AP assessment and/or other set criteria. The rubrics all use a 0-5 scale, with 5 being the best possible score. Grades are also weighted in 3 categories: Performance (60%), Assessment (20%) and Practice (20%). Points and scoring criteria may vary for any task, but after being weighted into categories, the grade will be represented on a traditional scale of 100%, as seen on the table at the right. This course may be taken as Pass/No Pass.

	minimum
A	> 90%
B	> 80%
C	> 70%
D	> 60%
F	< 60%

I have read and understood this syllabus. *[students keep for reference]*

Print name

Signature