



Course Syllabus

Franklin High School		2020-2021
Course Overview		
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: AP Spanish Language and Culture		
Instructor Name: Tod Grobey	Contact Info: tgrobey@pps.net	
Grade Level(s): 10-12		
Credit Type: (i.e. "science", "elective") World Language	# of credits per semester: 1	
Prerequisites (if applicable): Open to all, recommend completion of Spanish 7-8 or Spanish Immersion 7-8		
<p>General 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.</p> <p>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.</p> <p>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.</p>		
<u>Prioritized National/State Standards:</u> The scoring criteria provided by the College Board both aligns to and in ways exceeds ACTFL and Common Core standards. Passing the AP exam with a 4 or 5 allows students to be considered for a Seal of Biliteracy.		
Course Details		
<i>Learning Expectations</i>		
Materials/Texts: 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.		



<p>Course Content and Schedule: 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 Skills within the course center on the performance areas of the exam, but also emphasize the nature of cultures, analytical thinking, using textual evidence, and using college level vocabulary.</p>						
<p>Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): Every learner is unique, but what we generally have in common is the ability to acquire language. While proceeding with language acquisition, we pay attention to individual needs, especially documented needs, encourage self advocacy and pursue students to take advantage of the opportunities provided to them. When needed, notes can be provided, extended time provided or alternative methods of demonstrating learning. Reperforming assessments is available to all students.</p>						
<p>Safety issues and requirements (if applicable):</p>						
<p>Classroom norms and expectations: 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.</p>						
<p><i>Evidence of Course Completion</i></p>						
<p>Assessment of Progress and Achievement: 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.</p>						
<p>Progress Reports/Report Cards (what a grade means):</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 16.6%;">A</td> <td style="width: 16.6%;">> 90% / B</td> <td style="width: 16.6%;">> 80% / C</td> <td style="width: 16.6%;">> 70% / D</td> <td style="width: 16.6%;">> 60% / F</td> <td style="width: 16.6%;">< 60%</td> </tr> </table>	A	> 90% / B	> 80% / C	> 70% / D	> 60% / F	< 60%
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<p>Career Related Learning Experience (CRLEs) and Essential Skills:</p>						

Communication with Parent/Guardian
What methods are used to communicate curriculum, successes, concerns, etc.? Canvas online, direct feedback, email, Remind and calls
Personal Statement and other needed info

