

# OHHS World Language Department

## Course Syllabus



**Course Name:** AP Spanish Language and Culture

**Course Code:** WLO51A/WLO51B CWU option: SPAN152, SPAN 153

### **Course Description:**

This course is exclusively conducted in Spanish and students are expected to speak in Spanish with both teacher and peers. It is designed for students who would like to move from an intermediate level to an advanced level in the three modes of communication: interpersonal, presentational and interpretative through the use of authentic materials. Upon completion of this course, students will demonstrate their understanding of diverse cultures, incorporate interdisciplinary topics (Connections), make comparisons between the native language and their own and between cultures (Comparisons), and use Spanish in real-life settings (Communities).

Credits through Central Washington University for taking this class is an option for some students. See your counselor for more details.

### **CWU SPANISH**

#### **152 Course**

#### **Objectives**

By the completion of Spanish 152, students should be able to demonstrate novice level competence as defined by the ACTFL Proficiency Guidelines in listening, speaking, reading and writing. Students should be able to demonstrate comprehension (reading and listening), and be able to produce (writing and speaking) single-clause sentences in the simple present tense and in the past. Students should be able to communicate in Spanish using simple, everyday vocabulary.

## **CWU SPANISH**

### **153 Course**

#### **Objectives**

By the completion of Spanish 153, students should be able to demonstrate novice level competence as defined in the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing. Students should be able to demonstrate comprehension (reading and listening), and be able to produce (writing and speaking) single-clause sentences in the simple present tense and in the present subjunctive. Students should also be able to use Spanish to narrate past events, use the subjunctive in expressing need and doubt, and be able to discuss everyday situations such as driving a car, the rooms in a house, dining, and geography.

#### **Prerequisites**

Students must earn a “B” or better in Spanish III.

#### **Course Resources**

*Temas* by Parthena Draggett, Cole Conlin, Max Ehram, Elizabeth Millán. Students will also have access to a variety of authentic sources, which includes print, audio and audiovisual material.

#### **Course Outline/Instructional Units**

The course is organized into 6 thematic units. Each thematic unit is based on the recommended contexts by the College Board.

1. Families and Communities
2. Science and Technology
3. Beauty and Aesthetics
4. Contemporary Life
5. Global Challenges
6. Personal and Public Identities

#### **Sub Themes**

##### Cuentos cortos

\*El hombre ahogado más hermoso del mundo (Gabriel García Márquez) → Realismo mágico

\*Nosotros no

\*La leyenda del espantapajaros (leyendas)

- \*Apocalipsis
- \*La noche boca arriba (Julio Cortázar) → el surrealismo
- \*Cien años de soledad [fragmento] (Gabriel García Márquez) → Realismo mágico
- \*La sala de espera → Realismo mágico
- \*Borges y yo

→ Términos literarios (el paralelismo, etc.)

#### Las familias y las comunidades:

- Los gaminos en Colombia
- Programas comunitarios
- El Biblioburro
- “Landfill Harmonic” (Sinfonía de basura)
- Social Media (Facebook)
- La generación Nini
- El trabajo y el núcleo de la familia
- Los héroes

#### La ciencia y la tecnología:

- La Nomofobia
- Apocalipsis (avances de tecnología)
- La clonación
- La inmortalidad y la preservación de la juventud
- La salud y la medicina alternativa
- Fenómenos naturales (ie. La extinción pérmica)

#### La belleza y la estética:

- El surrealismo y el realismo mágico
- Ideales de la belleza
- Estilo y diseño
- Los Tribus Urbanas
- Isabel Allende →  
El boom y postboom Literaria en Latinoamérica y la relación a los gobiernos (las dictaduras latinoamericanas y Franco)
- Movimientos artísticos (cubismo, expresionismo, surrealismo, etc.)
- Artistas hispanohablantes
  - Guernica (Picasso)
  - La Sagrada Familia (Gaudi)
- Machu Picchu
- Arte Pre-colombiano

#### La vida contemporánea:

- La educación (Las escuelas que flotan, Los caminos más peligrosos para llegar a la escuela, el Biblioburro)
- Las influencias en las carreras universitarias (Los EEUU vs. Latinoamérica)
- La comida y la cultura
- Preparaciones de platos tradicionales

### Los desafíos mundiales:

- El medioambiente y el calentamiento global
- Los grupos indígenas y las religiones asociadas con la naturaleza (ejemplos de Perú)
- La edad y la asimilación en la sociedad
- El consumo sustentable

### La identidad pública y privada:

- La asimilación y la enajenación
- La identidad de una persona en público vs. en privado
- La inmigración
- La importancia de la familia y la cultura en la identidad
- La lengua como parte de la identidad

## **Major Assessments**

At the end of each unit there will be different assessments which may include: writing an essay or email, reading comprehension and listening quizzes, and presentational or interpersonal speaking activities. Individual and/or group projects will also be assigned each trimester and students will have a mid-year exam. There will be a final project, but no final exam for this course.

## **Extra Help**

Students seeking extra help should attend tutoring hours or communicate with the teacher if they are unable to do so so that an alternative plan may be arranged.

## **RE-DO POLICY:**

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
  - Assessments (with exception of the Final semester exam)
  - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
  - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
  - require students to complete redo of work outside of class time.
  - limit the number of redo opportunities for each assignment.
  - assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for redo work will come with a deadline as assigned by the teacher.

### Weighted Categories

Category	Percentage of Overall Grade
Presentational Communication	45%
Interpretive Communication	25%
Interpersonal Communication	25%
Daily Work	5%

### Grading Scale:

Advanced Placement Grade Scale	
Grade	Percent
A	90-100
A-	85%-89.99%
B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

### Grade Adjustments:

Students who earn a 4 or 5 on the AP Spanish and Culture Exam will earn a 5% grade increase for their second semester final grade. Students who earn a 3 on the exam will earn a 2.5% grade increase for their second semester final grade. Grade change forms will be completed and submitted by the teacher once exam results are released.

**OHHS PLAGIARISM POLICY:**

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.

**The use of online or electronic translators to complete assignments is considered cheating.** Any evidence of the use of an online translator calls into question the integrity of the entire assignment and renders its origin as suspect. Any assignment showing any evidence of use of an electronic translator, without the student having acquired prior permission to use a translator will receive a grade of zero and, as stated above, the student will be subject to an office referral. The student must still demonstrate their learning. Students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.