



Chandler Unified School District

SPA405A AP Spanish Language and Culture [Year 4]
SY 2023-24



Course Overview

Course Description

This course is designed to refine, perfect, and enhance language skills: listening, speaking, reading, and writing. It emphasizes active communication in Spanish and broadens the student's understanding of Hispanic culture. There is a strong focus on applying language to real-life situations.

AP/IB/Dual Enrollment

AP, May be offered for Dual Credit

Prerequisite/Fee(s)

SPA305 or Equivalent study

Course Materials

Fully charged laptop, writing utensils & folder dedicated to subject.

Adopted Resource(s)

- Herrera, Carmen & Munoz, Manuel Que chevere! (2017) EMC World Languages
- Draggett, Parthena., Conlin, Cole., Ehrsam, Max., Millán, Elizabeth. (2014) TEMAS: AP Spanish Language & Culture.
- Díaz, José M., Nadel, María F., Collins, Stephen J (2000) Abriendo Paso: Gramática (Prentice Hall)
- Adey, Margaret and Albin Louis (1989). Galeria de Arte y Vida: (McGraw Hill Spanish)
- Gordon, Ronnie L. Ph.D, Stillman, David M. Ph.D (2016) The Ultimate SPANISH review and practice. (Passport Books)

**An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

Site and Faculty Information

School name and address:

Perry High School, 1919 E Queen Creek Rd, Gilbert, AZ 85297

Building principal:

Heather Patterson
patterson.heather@cusd80.com

Teacher:

Norma Rios MEd.
rios.norma@cusd80.com

Office hours: C406 - Monday to Thursday ~ 2:30 to 3:00 pm

Course Access

This course is taught in-person at Perry High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

Help

Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](https://cusd80.com/Page/45109) support for students, parents/guardians, and community link (cusd80.com/Page/45109)

Mental Health Support

- CUSD mental health support cusd80.com/Domain/10528 or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

Student Conduct, Success, and Responsibilities

Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at cusd80.com/handbooks. Printed copies will be provided upon request.

Student Responsibilities

Throughout the year, students will acquire new vocabulary and grammatical concepts, in addition to reviewing already acquired material; this will be done via comprehensible activities, authentic sources, and a wide array of resources. This is done while simultaneously building their vocabulary knowledge and their speaking, writing, reading and listening skills that are necessary to achieve an advanced level of proficiency of the Spanish language.

In addition to a very solid working knowledge of the language, it is important for students to be aware of the history, art, architecture, politics, and social structures of many of the Spanish-speaking countries; this includes not only Latin America but Spain as well. Therefore, this class will introduce the students to a panoramic introduction of some literary works in addition to the different cultural aspects of Spanish-speaking countries in the world.

The following are our yearly goals:

- Students will increase and refine their written skills in formal and informal contexts, therefore will be able to write a cohesive and coherent analytical and/or persuasive essay on a personal, academic, cultural or social issue, with control of grammar and syntax.
- Students will refine their oral presentational skills in formal and informal contexts, therefore be able to describe, narrate and present information on general topics with grammatical control and good pronunciation, and thus use language that is grammatically and semantically accurate according to a given context
- Students will broaden their understanding of the cultures that make-up the Spanish-speaking worlds through the study of literature, music, history and/or current events, and consequently identify and summarize main points and important details and make appropriate inferences and predictions from a written text using authentic sources, such as a newspaper or magazine article, or a contemporary literary excerpt.
- Students will broaden their comprehension skills of written and oral sources in both formal and informal contexts, thus they will successfully identify and summarize the main points from a spoken authentic source, such as a broadcast news report and/or a cultural topic related to the Spanish-speaking world.
- Students will refine and expand their interpersonal communication skills in Spanish through daily classroom interactions using the target language, and thus be able to use information from sources to initiate, maintain and close a conversation on a familiar topic, to express an opinion and to formulate questions to seek clarification or additional information on any given topic related to the Spanish-speaking world.

Late work

CLASSWORK / LATE WORK

Students will be expected to complete the following tasks within the week: Reading and Writing prompts , Speaking activities that promote fluency and Listening podcasts and audios, amongst others. The weekly goals are AP oriented, and give students the opportunity to complete tasks in a timely manner, while providing them with context relevant to our Themes as directed by College Board.

Late assignments will be accepted in a reasonable time frame for a 10% deduction per day.

Absent Work:

It is the student's responsibility to make-up the work with-in 48 hours of returning to class. GOOGLE CLASSROOM is updated daily by 3:15pm.

All handouts are typically attached in GOOGLE CLASSROOM, and when returning to the class all material will be available.. You may ask Sra Rios (or a classmate) after class for clarification and of course, come to TUTORING if you need additional help.

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

Grading

Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

Quarter grades

Your grade is calculated based on total percentage points: The total number of points earned is divided by the total number of points possible. Each assignment will receive a point value, and there are FOUR categories that will be weighted. These are the weighted categories we will utilize:

Read/Write - 20% (of overall grade)
Speak/Listen - 20 % (of overall grade)
Hwk/Participation - 20% (of overall grade)
Exams/Assessments - 40% (of overall grade)

The percentage totals are as follows:

A= 90%-100% B= 80%- 89%
C= 70%-79% D= 60%- 69% F= 59% or lower

Students are graded in the following areas: daily warm-ups, homework, class presentations, reading/writing assessments, quizzes and tests.

Students are STRONGLY encouraged to keep track of their own grade and monitor Infinite Campus. PLEASE KEEP ALL YOUR WORK UNTIL YOU HAVE CHECKED YOUR GRADE AND KNOW YOU HAVE RECEIVED CREDIT.

Students should check their grade(s) weekly.

Grades will be updated ONCE a week, every Friday by 3:15.

The World Language Department uses the 40%/40%/20% system to calculate semester grades: 40% per quarter and 20 % is the final exam.

Semester grades

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

Units of study

Units for SPA405A AP Spanish Language and Culture [Year 4]

Tema 1: Las identidades personales y públicas (Public and Private Identities) In context: Personal Beliefs, Personal Interests, Self-Image, National and Ethnic Identities Alienation and Assimilation 3 Essential Questions to answer: 1. How are aspects of identity expressed in various situations? 2. How do language and culture influence identity? 3. How does one's identity develop over time?

Tema 2: Las familias y las comunidades (Families & Communities) In Context: Customs and Values, Family Structure, Childhood and Adolescence 3 Essential Questions to answer : 1. What constitutes a family in different societies? 2. How do individuals contribute to the well-being of communities? 3. How do the roles that families and communities assume differ in societies around the world? 4. How does the notion of the "extended family" differ among cultures? Vocabulary: Family, holidays and celebrations, and emotions

Tema 3: La vida contemporánea (Contemporary Life) In Context: Education and Careers, Travel and Leisure, Lifestyles 2 Essential Questions to answer: 1. How is contemporary life influenced by cultural products, practices, and perspectives? 2. What are the challenges of contemporary life?

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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Site: Perry High School

Building Principal: Heather Patterson, patterson.heather@cusd80.com

Teacher: Norma Rios, rios.norma@cusd80.com

Parent/Guardian

Acknowledgment

Parents/Guardians should indicate if they “Acknowledge” or have a “Potential Conflict” with their student’s participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking “Potential Conflict” will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
Tema 1: Las identidades personales y públicas (Public and Private Identities) In context: Personal Beliefs, Personal Interests, Self-Image, National and Ethnic Identities Alienation and Assimilation 3 Essential Questions to answer: 1. How are aspects of identity expressed in various situations? 2. How do language and culture influence identity? 3. How does one’s identity develop over time?		
Tema 2: Las familias y las comunidades (Families & Communities) In Context: Customs and Values, Family Structure, Childhood and Adolescence 3 Essential Questions to answer : 1. What constitutes a family in different societies? 2. How do individuals contribute to the well-being of communities? 3. How do the roles that families and communities assume differ in societies around the world? 4. How does the notion of the “extended family” differ among cultures? Vocabulary: Family, holidays and celebrations, and emotions	<input type="checkbox"/>	<input type="checkbox"/>
Tema 3: La vida contemporánea (Contemporary Life) In Context: Education and Careers, Travel and Leisure, Lifestyles 2 Essential Questions to answer: 1. How is contemporary life influenced by cultural products, practices, and perspectives? 2. What are the challenges of contemporary life?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

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By signing and returning this form, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student’s grades in Infinite Campus anytime during the school year.

Student name (printed) _____

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.