



CHARLES STILLMAN MIDDLE SCHOOL

2977 W. Tandy Rd. Brownsville, TX 78520 Tel. (956) 698-1000 Fax (956) 350-3235

"If you believe it, you can achieve it"

Dr. Esperanza Zendejas
Superintendent

Eduardo Martinez, Jr.
Principal

Teacher: Mrs. Michelle Puig
Room: D215
Conference: 7:45 a.m.-8:30 a.m.
Phone Number: 698-1000
E-mail mbpuig@bisd.us

AP Spanish Language

Syllabus

Course Description:

AP Spanish Language is comparable to a second or third year college level language class and is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. In this course, students will develop a strong command of the Spanish language, becoming proficient at integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice and aural comprehension skills through authentic, level-appropriate audio and video recordings. They are also further exposed to the world of literature and current events of Spanish-speaking countries through authentic written texts, including newspaper and magazine articles, literary texts and other non technical writings that develop students' reading and comprehension abilities. The course is taught entirely in Spanish with the possibility of reverting to English for translation practices and grammatical structure comparisons. The course requires frequent writing and integration of skills with a rigorous review of grammatical structures. Advanced organizational and analytical strategies are taught that require an array of resources to be used as necessary to facilitate the learning process. Students who receive a passing score of 3-5 on the AP Spanish Language Exam will receive college credit. The number of credits awarded will vary depending on the institution.

Course Overview Goals

- Develop the four language skills:
 - Listening comprehension** (from formal and informal contexts)
 - Speaking** (casual conversations and formal discussions)
 - Reading** (from formal and informal contexts)
 - Writing** (formal and informal presentations)
- Gain knowledge and understanding of Spanish and Latin American cultures

Elizabeth Garcia
Assistant Principal

William T. Turbeville
Assistant Principal

Dr. Gabriela Rodriguez
Dean of Instruction

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- Use the language to make connections with other subject areas
- Develop insight into the nature of language and culture by comparing the student's own language and culture to another
- Participate in communities at home and around the world by using the language to deal with daily situations

Teaching Strategies

Each school year the students select a Spanish speaking country to research and study its culture and current events. The students will then make brief oral presentations to share with the class what they have learned about that country. This activity helps the students to practice the Spanish speaking skills necessary for the Spanish AP exam. Grammar is heavily focused on during the first semester, but literature is an important component year round especially for the second semester. We like to use a variety of sources and authors from the official list of the AP literature course.

The AP Spanish Language course is conducted completely in Spanish. Students are encouraged to practice proper Spanish conversations with their families, peers, and teachers. The materials, activities, assignments and assessments are that of a third-year Spanish course experience. For example, students make formal oral presentations stemming from the activity taken from the Jose M. Diaz AP book, this activity also lends itself for peer editing each others' work, making revisions and then submitting the final product to the teacher (which is then graded based on the AP scoring rubric). Authentic, level-appropriate audio and video recordings are used in class to practice and develop the student's listening comprehension abilities in Spanish. We keep our options open as far as planning for a whole semester because we like to incorporate daily events when applicable but always cognizant to incorporate as many of the skills simultaneously. We vary the sources and the activities so that it does not become monotonous for them or us. The one thing that stays constant, takes place during the first fifteen minutes of class is the discussions and writings in a daily journal on a variety of topics that includes current events.

Student Evaluation

Grading Policy: Each six weeks grade will reflect the academic progress of the student and will be determined as follows according to local school district policy:

-  33% daily work, homework, quizzes (A minimum of six daily grades per six weeks)
-  67% tests, compositions, and projects (A minimum of four test grades per six weeks)

Homework Policy: Students will be assigned homework. Usually, homework will consist of work not completed in class, their autobiography writing, as well as written compositions. It is important that students turn homework in on time. In addition, studying for a test is considered a homework assignment.

Test Policy: A minimum of four tests will be administered per six weeks. Tests will include areas of study mentioned in course description. Students will be informed several days in advance so that they can begin reviewing and studying. Written compositions may also be counted as test grades.

Projects: Students will work on two major projects during the year, which would include power point and group presentations, research, and class discussions.

Absences: If a student is absent, it is the student's responsibility to ask his/her teacher for all missed assignments. The student will have five days upon returning to school to turn in missed assignments and to complete any tests missed during their absence.

Classroom Rules:

-  Respect everyone and all property.
-  Be in your seat before the tardy bell rings.
-  Come to class prepared with required materials.
-  Raise your hand and wait to be acknowledged.
-  Follow student Code of Conduct.

Discipline Plan:

- 1st Offense: Warning-Redirect; Document on Review 360
- 2nd Offense: Teacher/Student Conference; Parent Notification; Document on Review 360
- 3rd Offense: Team ITS/Counselor Referral; Document on Review 360
- 4th Offense: Team/Parent Conference; Document on Review 360
- 5th Offense: Office Referral; Document on Review 360

***Any SEVERE DISRUPTION requires immediate office referral.**

Course Outline and Sources

Several authentic sources are used in teaching this Spanish AP Language Course:

Alvarado, Maria Elena. Madrigal Velasco, Sylvia. Maricochi, Virginia. Nuevas Vistas Curso de Introducción Advanced Spanish. Holt, Rinehart and Winston, 2006. Readings with presentations and activities to enrich the students' knowledge of the Spanish Language.

Roca, Ana. Schon, Isabel. Treviño, Maria. Nuevas Vistas Curso Uno Advanced Spanish. Holt, Rinehart, and Winston, 2006. The objective of this program is to help the student to master the use of the Spanish language and at the same time to introduce him/her to the world of Hispanic literature.

Kanter, Abby. Encuentros Maravillosos Gramática a través de la literatura. Pearson/Prentice Hall, 2005, supplies the literature that the students read in class and at home. Each selection is discussed and occasionally, reading comprehension questions are assigned.

Diaz, Jose, M. Leicher-Prieto, Margarita. Nissenberg, Gilda. AP Spanish Preparing for the Language Examination Fourth Edition. Prentice Hall, 2012. This book provides excellent practice material for the students to prepare for the Spanish AP Exam.

Supply List

- 1 1in. Binder
- 1 spiral notebook
- 2 pens (blue or black)
- 2 red pens
- 4 folders with prongs (blue, red, green, yellow) *one of each color
- 2 packages loose-leaf paper
- 2 highlighters

I have read the information regarding the course, classroom expectations, and classroom procedures and know what is expected of my child.

Name of Student **(Print)**

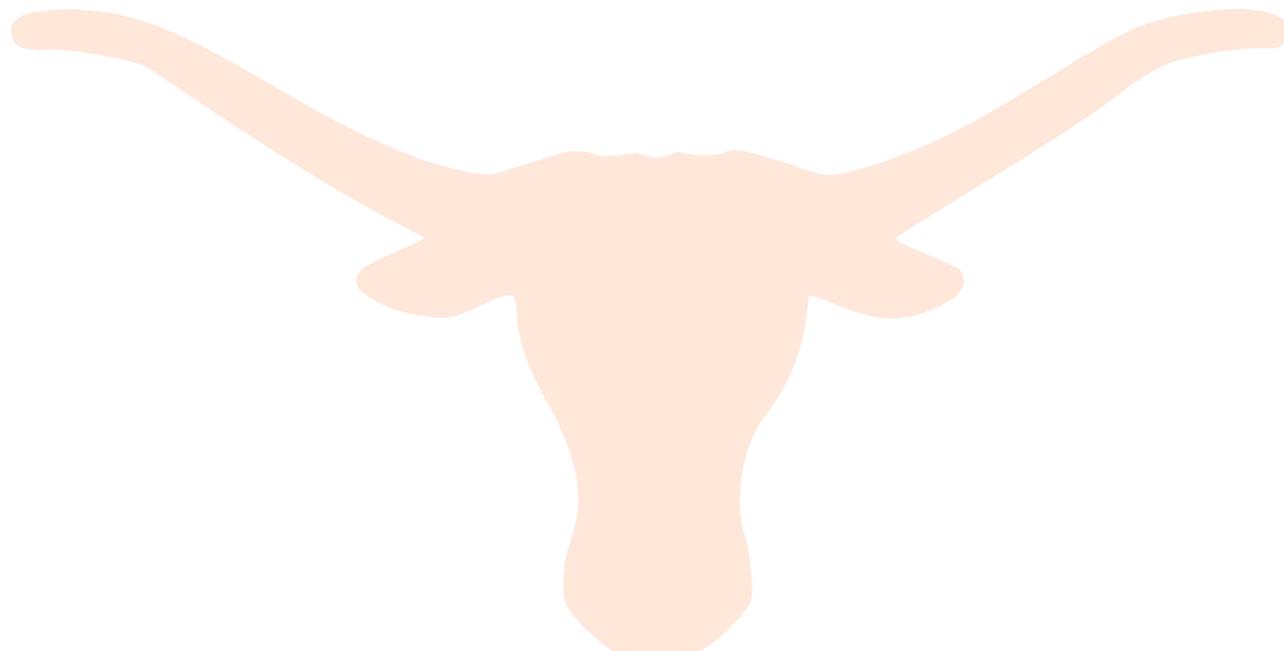
Name of Parent/Guardian **(Print)**

Signature of Student

Signature of Parent/Guardian

Contact Telephone Number

E-mail Address **(optional)**



Teacher: Mrs. Michelle Puig

Room: D 215

Conference: 7:45 a.m.-8:30 a.m.

Phone Number: (956) 698-1000

Text: Expresate

Course Description: Students will learn how to become more effective communicators in Spanish. The following represents the areas of study:

-  Spanish alphabet
-  Numbers
-  Parts of Speech
-  Sentence Construction
-  Spelling, Capitalization, and Punctuation
-  Daily Oral Language
-  Vocabulary
-  Geography and culture

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-  Come to class prepared with required materials.
-  Raise your hand and wait to be acknowledged.
-  Follow student Code of Conduct.

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- 1st Offense: Warning-Redirect; Document on Review 360

- 2nd Offense: Teacher/Student Conference; Parent Notification; Document on Review 360
- 3rd Offense: Team ITS/Counselor Referral; Document on Review 360
- 4th Offense: Team/Parent Conference; Document on Review 360
- 5th Offense: Office Referral; Document on Review 360

***Any SEVERE DISRUPTION requires immediate office referral.**

Tardy Policy:

- Tardy #1 through Tardy #4 - Parents will be contacted and tardy documented. Tardy #5 – Office Referral.

Required Materials:

- 1 1 in. binder
- 1 pack of dividers
- 1 Spiral notebook
- 2 packages of loose-leaf paper
- 2+ pens (blue or black)
- 2+ red pens
- 2 + pencils (#2)
- 1 pk. Map Colors

