

School: Crook County High School

Course Title: Year 5/AP Literature

Instructor's Name: Kim Crofcheck

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Course Description:

Year 5 Spanish and AP Spanish

Grade Level: 11 or 12

Length of Course: 2 Semesters

Credit: 1

Prerequisites: Spanish 1A/1B, Spanish 2A/2B, Spanish 3A/3B and Spanish 4A/4B OR Native Spanish 1A/2A and Native Spanish 2A/2B

This course provides students with the ability to use a higher complexity of language skills using the four-language skills: listening, speaking, reading and writing. Students will apply complex real life situations using the target language. Students will develop additional proficiency in reading, literature and writing along with speaking.

The majority of the class will include require students to self-transport to the elementary schools to help with the Dual Immersion or TAG programs to help with students who are learning in both English and Spanish.

This year is a test class for future classes.

In Spanish 5 we will:

- Read and analyze additional literature and complex grammar. We will assist in elementary school classrooms.
- Understand the spoken language both formally and informally through conversations, oral presentations, lectures, and other authentic material delivered in a variety of regional dialects.
- Understand newspaper, magazine articles from the Internet and the media, as well as selected literary works, through the study of vocabulary, synthesis strategies, the use of context clues, and other reading strategies.
- Speak fluently in Spanish by participating in class activities and in the real world.
- Write essays, letters, e-mails, and other creative writing exercises accurately using synthesis strategies and other writing methods.

- Practice speaking, listening, writing and reading in the real world through the completion of journal-type entries which requires outside hours of practice in Spanish each semester. Use on-line websites for practice, as well as applications.

Language Learning Standards and Common Core Standards

We will use the alignment of Common Core Standards from Language Arts to the Standards for Learning Languages as defined by the American Council on the Teaching of Foreign Language. For further information please visit their website at <http://www.actfl.org/publications/all/national-standards-foreign-language-education>. Standards will be reflected in reading, writing, speaking and listening. The three levels of measurement are: Novice, Intermediate and Advanced Students.

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Students will also be expected to meet various Common Core Language Arts and Math Standards throughout the year. This again will be included in reading, writing, speaking and listening.

Common Core Language Art Standards:

Key ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of reading and Level of Text Complexity

Common Core Math Standards:

Interpreting Descriptive Statistics and Data
Analyzing Graphs and Data
Simple Mathematic Equations in the target language
Studying the Real Number System in the target language

Materials:

Texts:
AP Spanish, Preparing for the Language Examination , Pearson Prentice Hall
Abriendo paso, lectura, Pearson Hall
Pasajes Cultura, McGraw Hill
Triángulo, Wayside Publishing
Revista, Conversación sin barreras, Blanco
Taller de escritores, Grammar and Composition for Advanced Spanish, Vista

The Internet sites may include but are not limited to:

www.bbc.co.uk/languages/spanish/other.shtml
www.cuda.port-aransas.k12.tx.us/spanish/
www.colby.edu/~bknelson/exercises
www.casla.org
www.learn-spanish-language.software.com
www.ver-taal.com
www.nationalspanishexam.org
Zachary-homes.com/zambombazo/
<http://www.education.es/exterior/uk/es/tecla/tecla.shtml>
www.amazon.com
<http://itunes.apple.com/us/app/ap-spanish-verbs>
www.knm.fi/babelnet/
www.adesaoc.org
www.lomastv.com
www.laits.utexas.edu/spe
notesinspanish.com
quia.com
<http://www.audiria.com>
www.studyspanish.com
www.wordreference.com
scribe.ggooglelabs.com
www.caslt.org/research/splisten.htm
www.quizlet.com
www.wordle.com
www.cervantestv.es

Novels/Books:

La Casa en Mango Street, Cisneros
Cajas de Carton, Jimenez
Don Quijote

Videos:

Man From La Mancha
G rated excerpts from Frida Kahlo
G rated excerpts For Water Like Chocolate

Required Reading List by AP National Students are required to read and analyze 3 of these novels and 5 of the poems

Study of the AP Spanish Literature and Culture curriculum requires that only unabridged, full text, Spanish language versions of the required readings be used.

Isabel Allende, "Dos palabras"

Anónimo, "Romance de la pérdida de Alhama"

Anónimo, *Lazarillo de Tormes* (Prólogo; Tratados 1, 2, 3, 7)

Gustavo Adolfo Bécquer, Rima LIII ("Volverán las oscuras golondrinas")

Jorge Luis Borges, "Borges y yo"

Jorge Luis Borges, "El Sur"
 Julia de Burgos, "A Julia de Burgos"
 Miguel de Cervantes, *Don Quijote* (Primera parte, capítulos 1-5, 8 y 9; Segunda parte, capítulo 74)
 Julio Cortázar, "La noche boca arriba"
 Hernán Cortés, "Segunda carta de relación" (selecciones)
 Sor Juana Inés de la Cruz, "Hombres necios que acusáis"
 Rubén Darío, "A Roosevelt"
 Don Juan Manuel, *Conde Lucanor*, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava")
 Osvaldo Dragún, *El hombre que se convirtió en perro*
 Carlos Fuentes, "Chac Mool"
 Federico García Lorca, *La casa de Bernarda Alba*
 Federico García Lorca, "Prendimiento de Antoñito el Camborio en el camino de Sevilla"
 Gabriel García Márquez, "El ahogado más hermoso del mundo"
 Gabriel García Márquez, "La siesta del martes"
 Garcilaso de la Vega, Soneto XXIII ("En tanto que de rosa y azucena")
 Luis de Góngora, Soneto CLXVI ("Mientras por competir con tu cabello")
 Nicolás Guillén, "Balada de los dos abuelos"
 José María Heredia, "En una tempestad"
 Miguel León-Portilla, *Visión de los vencidos* (dos secciones: "Los presagios, según los informantes de Sahagún" y "Se ha perdido el pueblo mexicana")
 Antonio Machado, "He andado muchos caminos"
 José Martí, "Nuestra América"
 Rosa Montero, "Como la vida misma"
 Nancy Morejón, "Mujer negra"
 Pablo Neruda, "Walking around"
 Emilia Pardo Bazán, "Las medias rojas"
 Francisco de Quevedo, Salmo XVII ("Miré los muros de la patria mía")
 Horacio Quiroga, "El hijo"
 Tomás Rivera, "...y no se lo tragó la tierra (dos capítulos: "...y no se lo tragó la tierra" y "La noche buena")
 Juan Rulfo, "No oyes ladrar los perros"
 Alfonsina Storni, "Peso ancestral"
 Tirso de Molina, *El burlador de Sevilla y convidado de piedra*
 Sabine Ulibarrí, "Mi caballo mago"
 Miguel de Unamuno, *San Manuel Bueno, mártir*

Others (Articles etc.): Cultural information from books, newspapers, magazines and websites as it pertains to special assignments.

Student required materials:

Spiral Notebook (Cuaderno) for vocabulary words and grammar lessons.
 3 Ring binder 1" minimum
 Spanish – English Dictionary
501 or 601 Spanish Verbs-recommended
 Journal

Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Goals (SMART-specific, measurable, achievable, relevant, timeline-a reflection of specific critical content mastery):

By the end of the year 100% of students will meet or exceed subject level learning standards in AP Spanish as measured by a score of 70% or better on all assessments.

By the end of the year 100% of students will be prepared to take AP Examination and College Placement Examinations.

Citizenship (Behavior Expectations) and Classroom Rules:

SEE SEPARATE DOCUMENT.

Attendance

You are responsible for notifying us ahead of time when you are not going to be in class if you have a prearranged absence. We will give you the work to make up ahead of time. If you are absent you are responsible for obtaining your missed work from your study buddy on your first day back to class. We will follow the student handbook regarding make-up work from absenteeism. "Failure to make up assigned work within a reasonable amount of time as allowed by the teacher will result in a grade of zero for the assignment. Students are allowed one more than the number of days absent to complete and hand in any make-up work. Exams and long-range assignments which students have been notified of in advance, must be taken or turned in immediately upon return." Because a large majority of our work is done verbally in class, you may be required to complete an additional assignment if you miss class as your make up work. (i.e. reading an article in Spanish, completing an extra worksheet, etc.)

Participation Grades:

AP Spanish requires in class participation at all times. Students will become more proficient the more Spanish they use and practice.

Behavior/Discipline

Follow all rules and procedures

Disciplinary procedure will be followed as according to the Student Handbook of CCHS.

Technology:

Technology is used in the classroom on a daily basis. Technology will be used in the classroom ONLY when directed by the teacher and misuse or use of personal technology in the classroom will result in disciplinary action as outlined by the CCHS handbook.

Cheating: Cheating is a major referral. Students may take an alternative makeup test within one week for no more than a 60%.

Evaluation (grading)

Grades may be comprised from scores in any of the following:

Daily Opener/Spiral Notebook

Three-Ring Binder assessments are periodically given throughout the semester

Daily Assignment/Homework

Projects

Presentations-Oral and Written

Quizzes

Exams – including the AP examination

Class Participation

Grading Scale

A	90-100
B	80-89
C	70-79
Failing	69 and below

**90% of the grade is comprised of assessments (written examinations, oral and written presentations) and 10% is daily work and quizzes.

Makeup Policy-Students have as many days as they were absent (due to an excused absence only) to make up an assignment for credit. See Student Handbook.

Extra Credit Policy : Spanish Department does NOT give extra credit assignments.