Bienvenidos - Welcome to a new school year at Omaha North High Magnet School. My name is Maria Banos Navarro and I will be your Spanish teacher this year. I am from Southern Spain, Andalucia, Cordoba. This is my 21st year teaching, though my 2nd one at ONHMS.

I am excited to work with you on your journey of mastering a second language. This year we will work on a variety of reading, writing, listening, speaking, and cultural activities. You will impress yourselves with how much you will learn. I will guide you to discover the language patterns in dialogues, songs, and stories. We will also use flash cards, realia, and Total Physical Response. To put material into a more concrete form, I will provide notes and handouts when needed. Throughout the year we will watch movies and TV episodes in the target language to get authentic listening practice.

<table>
<thead>
<tr>
<th>Curricular Requirements</th>
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<tbody>
<tr>
<td>CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.</td>
<td>1, 2</td>
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<tr>
<td>CR2a Instructional materials include a variety of authentic audio and video recordings.</td>
<td>12</td>
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<tr>
<td>CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.</td>
<td>3, 12</td>
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<tr>
<td>CR2c Instructional materials include a variety of authentic literary texts.</td>
<td>5, 7</td>
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<tr>
<td>CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</td>
<td>3, 4, 5, 6, 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</td>
<td>3, 5, 6, 7, 8, 9, 10</td>
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<tr>
<td>CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.</td>
<td>3, 6, 7, 8, 9, 10</td>
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<tr>
<td>CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.</td>
<td>4, 5, 10</td>
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<tr>
<td>CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.</td>
<td>2, 3, 4, 6, 8, 9, 10, 11</td>
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<tr>
<td>CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.</td>
<td>2, 4, 5, 6, 7, 9, 10, 11, 12</td>
</tr>
<tr>
<td>CR6a The course explicitly addresses the Global Challenges theme.</td>
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<td>CR6b The course explicitly addresses the Science and Technology theme.</td>
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<td>CR6c The course explicitly addresses the Contemporary Life theme.</td>
<td>11</td>
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<tr>
<td>CR6d The course explicitly addresses the Personal and Public Identities theme.</td>
<td>2, 6</td>
</tr>
<tr>
<td>CR6e The course explicitly addresses the Families and Communities theme.</td>
<td>4</td>
</tr>
<tr>
<td>CR6f The course explicitly addresses the Beauty and Aesthetics theme.</td>
<td>7</td>
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<tr>
<td>CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.</td>
<td>3, 11</td>
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<tr>
<td>CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.</td>
<td>3, 4, 5, 6, 10, 11, 12</td>
</tr>
<tr>
<td>CR9 The course prepares students to use the target language in real-life settings.</td>
<td>2, 11</td>
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</tbody>
</table>
Course Objectives
The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect. [CR1]

OVERALL GRADING and GRADING POLICY

Homework: Given nightly.
Tests: Assessments include integration of the modes of communication. Unit assessments are announced several days in advance. Students should visit with their teacher prior to an exam if they need extra help. It is imperative that students read and reflect on the feedback provided by the teacher, as it is there to help improve language proficiency and avoid the same errors on future assignments.

Quizzes: Frequent. Most are announced in advance.

Notebook: Students are responsible for maintaining a 3-ring binder to organize homework, notes, corrected quizzes, practice exams, vocabulary, rubrics, and writing; notebooks are also graded.

Oral Assessments: Individually and in pairs, minimally one per marking period.

Writing Portfolio: Students examine different types of texts, interpret them, and then use them as models with which to write their own. The students maintain a portfolio of all their written work in the classroom in order to chart their progress.

Cultural Contacts Portfolio: In person or online, students participate in one Cultural Contact each marking period from a choice board of authentic suggestions that include local restaurants, museums, festivals, events in the city and surrounding cities. Students make entries in a paper or electronic portfolio summarizing and reflecting orally or in writing about the experience. [CR9]

Class Participation: Based on exclusive use of Spanish and ease of use. [CR1] Speaking the language increases fluidity and accuracy. Risk-taking is rewarded. The goal is the communication, not the grammar. Use of English inhibits learning, weakens the process, and loses points.
News Report: Each student is responsible for reading and briefly summarizing orally the content of two of the following: news article, editorial, letter to the editor, and/or TV news broadcast per marking period for the class from a current, authentic source (see listings in resources). [CR5b]

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to PreAdvanced range.

Essays: Throughout the course, students write a variety of essays (i.e. synthesis, persuasive, expository) using authentic listening and reading sources, such as documentaries, news reports, interviews, and newspaper and magazine articles; the essays are scored using the AP scoring guidelines. [CR5b]

Skit: Students create and perform a skit for a Spanish 3 class in which they present a scene as characters from a film or literary text. [CR5a]

Final Exam is in AP format: examination of texts and a writing response to an article. Those taking an AP exam and maintaining a B+ average are exempt from the final exam.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to PreAdvanced range.

Grading Policy

The goal of grading is to communicate what students have achieved, at several different points within the school year and semester. Using the variety of assessment techniques mentioned above, Mastery will be evaluated the following way:
- 35% weight for formative assessment.
- 65% weight for summative assessment.

Following OPS Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>3.26 - 4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51 - 3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76 - 2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01 - 1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00 - 1.00</td>
</tr>
</tbody>
</table>

I have very high expectations and I expect my students to come fully prepared to learn every day.

Course Planner: Through the study of the following AP topics, students build the necessary skills to reach the assessment objectives through the expansion of their receptive, productive, and interactive skills. AP themes to be covered include:

- La belleza y la estética
- La vida contemporánea
• Las familias y las comunidades
• Los desafíos mundiales
• Las identidades personales y públicas
• La ciencia y la tecnología

Unit 1: Las identidades personales y públicas [CR6d]

Essential Questions:
• ¿Cómo se refleja la identidad cultural en tu comunidad?
• ¿Cómo es tu identidad un reflejo de tu familia y tu cultura?
• ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?

Unit 2: Las familias y las comunidades [CR6e]

Essential Questions:
• ¿Cómo se definen las relaciones personales?
• ¿Cómo se define la familia en distintas sociedades?
• ¿Cómo impactan nuestras familias y comunidades nuestras relaciones personales y públicas?

Unit 3: Los héroes en nuestras vidas [CR6d]

Essential Questions:
• ¿Cómo influyen los héroes en nuestras vidas?
• ¿Cuáles son las calidades que definen a un héroe?

Unit 4: La belleza y la estética [CR6f]

Essential Question:
• ¿Cómo se definen las percepciones de la belleza?
Unit 5: La ciencia y la tecnología [CR6b]

CR6b—The course explicitly addresses the Science and Technology theme.

Essential Question:
• ¿Qué impacto tiene el desarrollo científico en nuestras vidas?

Unit 6: Los desafíos mundiales [CR6a]

CR6a—The course explicitly addresses the Global Challenges theme.

Essential Question:
• ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?

Unit 7: La vida contemporánea [CR6c]

CR6c—The course explicitly addresses the Contemporary Life theme.

Essential Questions:
• ¿Cuáles son los desafíos de la vida contemporánea?
• ¿Por qué decide alguna gente emigrarse a otro país?

Resources [CR2a] & [CR2b]

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

FEATURE FILMS
Al Otro Lado. (To the Other Side). Univision Communications, Inc. 2007.
The City, La Ciudad, PBS Broadcasting; www.pbs.org/itvs/thecity/

AUTHENTIC TV NEWS BROADCASTS
Univision Al
Punto Univision Primer
Impacto Noticias Univision 41
Corporación Radiotelevisión Española - www.rtve.es
AUTHENTIC NEWSPAPERS
El País - www.elpais.com
El Mundo - www.elmundo.es
Prensa Escrita - www.prensaescrita.com/

AUTHENTIC MAGAZINES
Vanidades.
Muy Interesante.

WEBSITES
Audiria - www.audiria.com
BBC Mundo - www.bbc.co.uk/languages/spanish/
Nuevos Horizontes - www.nuevoshorizontes.org
Univisión - www.univision.com
Tierra América - www.tierramerica.info

Thank you very much for all your help. Once again I welcome you to my class this year and I look forward to getting to know you. If you need to get in touch with me you can email me at

maria.banosnavarro@ops.org