1. Course Description

¡Bienvenidos! This course in International Languages is designed for students who have successfully completed four years of foreign language study and who exhibit the ability and willingness to do college level work. Students enrolled in these classes follow a course of study prescribed by the Educational Testing Service in the language she/he is pursuing. The student should plan to take an examination and receive college credit from participating institutions based upon the proficiency she/he is able to demonstrate. The course consists of the improvement of oral and auditory proficiency, reading comprehension, and the further development and improvement of writing skills. Emphasis continues to be placed on the use of authentic and contextual materials as well as a higher level of understanding and knowledge of the targeted cultures.

Instructor's note: This year long course is designed to be the equivalent of a 5th and 6th semester college Spanish Grammar and Composition course—therefore, students will be expected to complete challenging and rigorous assignments in and outside of the classroom. The course focuses on the comprehension and synthesis of authentic sources including online print, audio, and audiovisual resources in addition to literature, essays, and articles.

2. Instructional Philosophy

My instructional approach is both communicative and student-centered. This means that I strive to engage students in an active learning process. Learners are co-constructors of knowledge, and critical and independent thinking are skills that I try to encourage and foster in and outside the classroom. In this course, students will explore themes that promote the study of a variety of language concepts in interesting, meaningful, and engaging contexts utilizing a variety of authentic materials. My emphasis in the classroom is on communication, and I push students to communicate almost exclusively in the target language. Furthermore, students are expected to reflect on their learning and make connections with other disciplines and with the real world while strengthening their critical thinking skills.

3. Content Standards

1. Communicate in Languages other than English
2. Gain knowledge and understanding of other cultures
3. Connect with other Disciplines and Acquire Information
4. Develop insight into the nature of language and culture
5. Participate in multilingual communities at home and around the world: Students apply language skills and cultural knowledge within and beyond the school setting.

4. Texts

This course will utilize readings and activities from a variety of sources. These sources include:

5. Major Units of Study (based on AP College Board Themes)

Las identidades personales y públicas (Personal and Public Identities) Desafíos mundiales (Global Challenges)
La belleza y la estética (Beauty and Aesthetics) La vida contemporánea (Contemporary Life)
Las familias y las comunidades (Families and Communities) La ciencia y la tecnología (Science and Technology)

6. Course Expectations

Students are expected to:
Engage in spoken interpersonal communication
Engage in written interpersonal communication
Synthesize information from a variety of authentic audio, visual and audiovisual resources
Synthesize information from a variety of authentic written and print resources
Plan, produce, and present spoken presentational communications
Plan and produce written presentational communications

**To best facilitate the study of language and culture, this course is taught almost exclusively in Spanish.**

7. Assessment
Assessments in this course will often reflect purposeful communication tasks, mirroring real-world uses of language.

Course grades will be determined by planned assessments such as tests, quizzes, assignments, and projects scored with rubrics:

- Major tests and/or projects are to be expected at the end of each major unit outlined above.
- Students will complete at least one formal, oral presentation per semester.
- Students will complete at least one formal writing assignment (presentational) per semester
- Students will take turns giving short weekly presentations about current news stories, making note of new vocabulary and creating discussion questions.
- Students will complete one major research project. Details will be given second semester

8. OPS Secondary Grading Practices*
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.) There are three types of coursework

1. **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

2. **Formative** (35% of the final grade) – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

3. **Summative** (65% of the final grade) – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assessments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale. This is how the final grade for the course will be determined

A= 3.26-4.00
B= 2.51-3.25
C= 1.76-2.50
D= 1.01-1.75
F= 0.00-1.00
9. Redoing/Revising Student Coursework*
Students may be allowed redos and revisions of coursework for full credit during that unit of study based upon the teacher's professional judgment and evidence collected throughout the unit. Scores for student work after retaking, revision or redoing work will not be averaged with the first attempt at coursework or assessment, but will replace the original student score.
*Indicates standardized language

Late Coursework Students are expected to complete coursework on time. Late coursework may be accepted for full credit until the end of the unit based on the teacher's professional judgment and evidence collected throughout the unit. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student. The teacher or school may make exceptions depending up on student circumstances (such as prolonged absences due to illness).

10. Class Rules and Expectations
A student’s basic responsibility in school is to act in a manner that enhances his/her and other students’ opportunity to learn.
• Students should be in their assigned seat and ready to learn when the bell rings
• Students will come to class prepared to learn with materials needed for class
• Students will show respect to themselves, their classmates, and the teacher
• Students should be willing to participate in all class activities
• Students will complete all assignments to the best of their ability
• Students will use cell phones and other electronic devices only when explicitly stated they may do so by the instructor and for educational purposes only (no texting during class).

Recommended supplies
Three-ring binder (at least 1 inch)
Pencil, pen (no green ink), highlighter
Loose leaf paper (college or wide-ruled)

This syllabus is presented as a general guideline/tentative schedule for course progression and maybe be modified as necessary according to student needs and other factors.