



**Honors Spanish B (AP Optional) Syllabus
CHS World Languages Department**

Contact Information: Parents may contact me by phone, email, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Honors Spanish B / AP Spanish - 365 / 367

State Course #: 060265

Prerequisite: B average or better in Honors Spanish A and *either* an AAPPL Score of I-3 *or* Spanish teacher recommendation

Elective

Grade: 11-12 (Honors B) / 12 (AP)

Weighted Grade

Credit: 1

Course Description:

Taught in Spanish, this course is a study of modern Spanish and Hispanic society and issues, as well as a development of more complex communication skills. Topics studied include global challenges; science and technology; contemporary life; personal and public identities; family and community; art and aesthetics. Students will further develop the interpretive, presentational, and interpersonal modes of communication through reading selections, listening selections, persuasive essays, email responses, dialogues, and oral presentations.

At the end of the course, successful students will be communicating at the Intermediate-High level of proficiency, as defined by the American Council on the Teaching of Foreign Languages. Students will be able to analyze intent, audience, tone, and structure of lengthy, connected texts. They will be able to initiate or sustain conversations with native speakers, elicit further information, narrate an event, resolve a problem, or elicit more information. Students will use

organizational structures to present persuasive speeches and essays to unsympathetic native speakers. Students will also begin to demonstrate mastery of time frames in their speaking and writing. The AP Spanish Language exam in May requires such analysis, conversations, and presentations; as such, these skills will be the focus of the culminating course of the Spanish program at Chillicothe High School. Students may be required to purchase materials.

At the end of the AP Spanish Language and Culture course, students will take the AAPPL Exam to determine proficiency levels and readiness to compete for the Seal of Biliteracy. The AAPPL Exam will not be factored into either student grades or teacher evaluations. **A lab fee of \$20 will apply.**

Students in AP Spanish are expected to take and pay for the AP exam. If the student fails to take the exam, a 4.5 point grading scale will be applied to the course. The course is designed to prepare students to perform well on the examination. A student who earns a 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st Quarter**

- **Establishing Intermediate Mid (I-4)**

- **Big Idea #1: (Presentational):** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
 - *Essential Question #1:* How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2:* How can I present information to give a preference, opinion, or persuasive argument?
 - *Essential Question #3:* How can I present information to inform and explain?
 - **Big Idea #2: (Interpersonal):** I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - *Essential Question #1:* How can I share information and ideas in conversations?
 - *Essential Question #2:* How can I meet my needs in conversations?

- *Essential Question #3*: How can I express, react to and support preferences and opinions in conversations?
 - **Big Idea #3: (Interpretive)**: I can understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written or written on familiar topics.
 - *Essential Question #1*: How can I understand informational texts?
 - *Essential Question #2*: How can I understand fictional texts?
 - *Essential Question #3*: How can I understand conversations and discussions?
 - **Big Idea #4: (Culture)**: I can identify common patterns in the products and practices of a culture.
 - *Essential Question #1*: What are some common patterns in the products and practices of a culture?
- **2nd Quarter**
 - **Reaching for Intermediate High (I-5)**
 - **Big Idea #1: (Presentational)**: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
 - *Essential Question #1*: How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2*: How can I present information to give a preference, opinion, or persuasive argument?
 - *Essential Question #3*: How can I present information to inform and explain?
 - **Big Idea #2: (Interpersonal)**: I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - *Essential Question #1*: How can I share information and ideas in conversations?
 - *Essential Question #2*: How can I meet my needs in conversations?
 - *Essential Question #3*: How can I express, react to and support preferences and opinions in conversations?
 - **Big Idea #3: (Interpretive)**: I can understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written or written on familiar topics.

- *Essential Question #1*: How can I understand informational texts?
 - *Essential Question #2*: How can I understand fictional texts?
 - *Essential Question #3*: How can I understand conversations and discussions?
 - **Big Idea #4: (Culture)**: I can identify common patterns in the products and practices of a culture.
 - *Essential Question #1*: What are some common patterns in the products and practices of a culture?
 - **MID-TERM EXAM**
- **3rd Quarter**
 - **Unit III Title: Narrating and Describing at Intermediate High (I-5)**
 - **Big Idea #1: (Presentational)**: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
 - *Essential Question #1*: How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2*: How can I present information to give a preference, opinion, or persuasive argument?
 - *Essential Question #3*: How can I present information to inform and explain?
 - **Big Idea #2: (Interpersonal)**: I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - *Essential Question #1*: How can I share information and ideas in conversations?
 - *Essential Question #2*: How can I meet my needs in conversations?
 - *Essential Question #3*: How can I express, react to and support preferences and opinions in conversations?
 - **Big Idea #3: (Interpretive)**: I can understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written or written on familiar topics.
 - *Essential Question #1*: How can I understand informational texts?
 - *Essential Question #2*: How can I understand fictional texts?

- *Essential Question #3*: How can I understand conversations and discussions?
 - **Big Idea #4: (Culture)**: I can identify common patterns in the products and practices of a culture.
 - *Essential Question #1*: What are some common patterns in the products and practices of a culture?
- **4th Quarter**
 - **Unit IV Title: Reaching for Advanced (A)**
 - **Big Idea #1: (Presentational)**: I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken or written language.
 - *Essential Question #1*: How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2*: How can I present information to give a preference, opinion, or persuasive argument?
 - *Essential Question #3*: How can I present information to inform and explain?
 - **Big Idea #2: (Interpersonal)**: I can maintain spontaneous spoken or written conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions
 - *Essential Question #1*: How can I share information and ideas in conversations?
 - *Essential Question #2*: How can I meet my needs in conversations?
 - *Essential Question #3*: How can I express, react to and support preferences and opinions in conversations?
 - **Big Idea #3: (Interpretive)**: I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken or written.
 - *Essential Question #1*: How can I understand informational texts?
 - *Essential Question #2*: How can I understand fictional texts?
 - *Essential Question #3*: How can I understand conversations and discussions?
 - **Big Idea #4: (Culture)**: In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.
 - *Essential Question #1*: What are some common patterns in the products and practices of a culture?

○ END OF COURSE EXAM

Course Materials:

- Google Chromebook
- Composition notebook
- Folder

Electronic Resources:

- www.quizlet.com
- www.duolingo.com
- www.classroom.google.com
- www.learningsite.waysidepublishing.com (AP only)

Course Expectations: The teacher has six goals for this classroom:

- 1) The class shall be conducted completely in Spanish.
- 2) Students will not be afraid to speak the language.
- 3) Students will infer and circumlocute (no translation).
- 4) Students will take risks and make mistakes.
- 5) Teacher and students will build and participate in a Spanish-speaking community.
- 6) The class is about all of us. In order to accomplish these goals, students are responsible for three expectations
 1. **Participate.** Students must take part in all class activities.
 2. **Speak only Spanish.** English will impede our abilities to acquire Spanish. Success with this expectation also counts as classwork.
 3. **Respect.** Ensure that you are part of a community in which language acquisition can occur.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed. **In order to make up an assignment, students must schedule a time with the teacher via their Google Calendar.**
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

21st Century Skills: In order to increase student competence and communication skills, I place two expectations upon my students.

1. If students need to schedule a time to take a make-up test, quiz, or assignment, they must do so through the Google Calendar that CCSD provides them. It is their responsibility to invite the teacher to the make-up session.
2. Although family communication is always welcome, if families have questions about a student's grade on a particular assignment, it is the responsibility of the student *and not the parent* to address that problem first. Students may cc their parent(s) in their email to me, and I will respond in kind, but students must take the initiative for their own grades. If I fail to resolve the situation in a satisfactory matter, a parent may then reach out to me about a particular grade.

AP Addendum: AP Courses are extremely rigorous courses which simulate college classes. Consequently, just like your college professors will expect your full participation in class and a great deal of work outside of class, this course requires a great deal of independent work. During the months of July and August, students should dedicate about 10 hours per week to this course. During the school year, students may plan on an extra 2-4 hours of homework each week. The following assignments are a contract. They must be completed according to the prescribed timeline, and they do include summer work. It is expected that the student completes these assignments independently of what is

going on in class. All assignments are due before midnight of the due date. (GC = Google Classroom; LS= Learning Site; G+ = Google Plus)

Summer Work (All summer work assignments will count toward the 1st grading period.):

Date	Description	Page Number	Platform
23/5 12:30	Course Pre-Assessment	Pre-Assessment	In-Person Room 212
30/6	Los Desafios Mundiales	Pagina 1-3	GC
30/6	Correos Electronicos	Pagina 4	GC
30/6	Lecturas con Audio	Pagina 5-6	GC
30/6	Ensayo	Pagina 8	GC
30/6	Vocabulario Culturales	Pagina 10	GC
30/6	Lecturas; Los temas del medio ambiente	Pagina 11-12	GC
30/6	Test Strategies for the Interpersonal Conversation	Fuente #1	GC
30/6	Intro to the Cultural Comparison	Fuente #2	GC
30/6	Test Strategies for the Cultural Comparison	Fuente #3	GC
2/7	Correos Electronicos	Pagina 16	GC Quizlet
5/7	Lecturas	Pagina 19	LS GC
6/7	Lecturas con Audio	Pagina 20-21	GC : G+
9/7	Audios	Pagina 22	Lingt Quizlet
11/7	Correos Electronicos	Pagina 23	GC LS
13/7	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS
16/7	Interpersonal : Email Reply	LS : Email Reply	LS
18/7	Presentational : Persuasive Essay	LS : Persuasive Essay	LS
20/7	Interpersonal :	LS : Interpersonal Conversation	LS

	Conversation Presentational : Cultural Comparison	LS : Presentational Cultural Comparison	Quizlet
23/7	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS
25/7	Interpersonal : Email Reply	LS : Email Reply	LS
27/7	Presentational : Persuasive Essay	LS : Persuasive Essay	LS
30/7	Interpersonal : Conversation Presentational : Cultural Comparison	LS : Interpersonal Conversation LS : Presentational Cultural Comparison .	LS Quizlet
1/8	Lecturas	Pagina 26-27	GC
3/8	Lecturas con Audio	Pagina 28-30	GC
6/8	Correos Electronicos	Pagina 31	GC LS
8/8	Ensayo	Pagina 32-33	GC
10/8	Lecturas	Pagina 35-39	Lingt
13/8	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS
15/8	Interpersonal : Email Reply Presentational : Persuasive Essay	LS : Email Reply LS : Persuasive Essay	LS
17/8	Interpersonal : Conversation Presentational : Cultural Comparison	LS : Interpersonal Conversation LS : Presentational Cultural Comparison	LS Quizlet
20/8	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS
22/8	Interpersonal : Email Reply	LS : Email Reply LS : Persuasive Essay	LS

	Presentation : Persuasive Essay		
24/8	Interpersonal : Conversation Presentation : Cultural Comparison	LS : Interpersonal Conversation LS : Presentational Cultural Comparison	LS Quizlet
7/9	Discursos	Pagina 40-41	GC Quizlet
14/9	Lecturas	Pagina 42-43	LS GC Lingt Quizlet
21/9	Ilustraciones con Audio	Pagina 44-45	GC Quizlet
28/9	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS Quizlet
5/10	Interpersonal : Email Reply Presentation : Persuasive Essay	LS : Email Reply LS : Persuasive Essay	LS Quizlet
12/10	Interpersonal : Conversation Presentation : Cultural Comparison	LS : Interpersonal Conversation LS : Presentational Cultural Comparison	LS Quizlet
19/10	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS Quizlet
26/10	Interpersonal : Email Reply Presentation : Persuasive Essay	LS : Email Reply LS : Persuasive Essay	LS Quizlet
2/11	Interpersonal : Conversation Presentation : Cultural Comparison	LS : Interpersonal Conversation LS : Presentational Cultural Comparison Portfolio Due	LS Quizlet

	Portfolio Due		
9/11	La Cinecia y la Tecnologia	Pagina 51	GC LS
16/11	Lecturas	Pagina 52-54	GC LS Quizlet
23/11	Semana Libre	libre	
30/11	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS Quizlet
7/12	Interpersonal : Email Reply Presentational : Persuasive Essay	LS : Email Reply LS : Persuasive Essay	LS Quizlet
14/12	Interpersonal : Conversation Presentational : Cultural Comparison	LS : Interpersonal Conversation LS : Presentational Cultural Comparison	LS Quizlet
21/12	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS Quizlet
11/1	Interpersonal : Email Reply Presentational : Persuasive Essay	LS : Email Reply LS : Persuasive Essay	LS Quizlet
18/1	Interpersonal : Conversation Presentational : Cultural Comparison Portfolio Due	LS : Interpersonal Conversation LS : Presentational Cultural Comparison Portfolio Due	LS Quizlet
22/1 12 :30	Mid-term	Full-Length Practice AP Exam	In-Person Room 212
1/2	Capsula Cultural	Pagina 53	GC
8/2	Audios	Pagina 55	GC

15/2	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS Quizlet
22/2	Interpersonal : Email Reply Presentational : Persuasive Essay	LS : Email Reply LS : Persuasive Essay	LS Quizlet
1/3	Interpersonal : Conversation Presentational : Cultural Comparison	LS : Interpersonal Conversation LS : Presentational Cultural Comparison	LS Quizlet
8/3	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS Quizlet
15/3	Interpersonal : Email Reply Presentational : Persuasive Essay	LS : Email Reply LS : Persuasive Essay	LS Quizlet
22/3	Semana Libre	Libre	
29/3	Interpersonal : Conversation Presentational : Cultural Comparison	LS : Interpersonal Conversation LS : Presentational Cultural Comparison	LS Quizlet
5/4	Ensayo Portfolio Due	Pagina 57-58 Portfolio Due	GC LS Quizlet
12/4	Interpretive : Print Texts Print and Audio Texts Audio Texts	LS : Print Texts LS : Pring & Audio Texts LS : Audio Texts	LS Quizlet
19/4	Interpersonal : Email Reply Presentational : Persuasive Essay	LS : Email Reply LS : Persuasive Essay	LS Quizlet
26/4	Interpersonal : Conversation Presentational : Cultural	LS : Interpersonal Conversation LS : Presentational Cultural Comparison	LS Quizlet

	Comparison		
3/5	Interpretive : Print Texts Print and Audio Texts Audio Texts Interpersonal : Email Reply	LS : Print Texts LS : Print & Audio Texts LS : Audio Texts LS : Email Reply	LS Quizlet
10/5	Presentational : Persuasive Essay Interpersonal : Conversation Presentational : Cultural Comparison	LS : Persuasive Essay LS : Interpersonal Conversation LS : Presentational Cultural Comparison	LS Quizlet
17/5	Portfolio	Portfolio Due	
TBD	End of Course Exam	End of Course Exam	TBD

Performance Based Section: Writing

Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance-based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Honors Spanish B (AP Optional) Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Yes No I am taking this course for AP Credit. I have read and understand the
 additional tasks required in order to earn that credit. Failure to
 complete those tasks will result in a lowered grade and a possible
 dismissal from the AP program.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____

Parent Communication Preference (Circle one below):

Phone Text Email Other (Please specify) _____

Parent Phone number: _____

Parent Text number (if different from above): _____

Parent email address: _____

Other parent contact: _____

Is there anything you would like me to know about your child or family that will help me teach your child more effectively? _____

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