

# Vicksburg Community Schools Proposal Form with Guidance

Send completed *Proposal Form* and supporting documents to the Curriculum office by March 1<sup>st</sup>.

This form will be used as your proposal cover sheet. Check each item as you edit or create your final draft.

- This proposal is for:
    - Textbook and other teaching resources (*requires planned pilot process as part of the proposal request*)
    - New courses or course revisions
    - Full program or curriculum area reviews
    - Program or curriculum area modifications
  
  - Proposal Background & Overview – Write a narrative that includes:
    - Relevant background/history.
    - Problem or other basis for the proposal (i.e. student needs, etc.).
    - Reasons for making the change.
    - Targeted School Improvement Goals
  
  - Complete Description of Proposed Change(s):
    - List all major changes, components and/or strategies of the proposal.
    - Give rationale for each change (base the rationale on research or best practice information).
    - Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
    - Attach the current content expectations, course outline, and/or general syllabus.
  
  - Implementation Plan
    - Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
    - \*Itemize, in detail, all proposal costs. Include 1<sup>st</sup> year costs and a budget to maintain the proposal after implementation. Include resource needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). Use \*Purchase Requisition form to itemize costs.
  
  - Anticipated/Expected Impact
    - Explain the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.
  
  - Proposal Evaluation Plan and Student Achievement
    - Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.
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Title of Proposal: AP Spanish      Proposal Author(s): Jennifer Rodas

Department and Curriculum Area: World Language    Building: VHS

Committee Members: Jennifer Rodas, Jennifer Teall

Principal's Signature: [Click here to enter text.](#)

 5/3/17

Department and Curriculum Area Proposal Form AP SPANISH, revised 5/3/2017

Dates of Anticipated Review and Action: DSISC: 5/12/17 BOE: 5/8/17

\*Include Attachment

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*(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)*

Date Received: 4/28/2017 , 5/3/17

Comments on proposal:

[Click here to enter text.](#)

RESPONSE:

Need more information: [Click here to enter text.](#)

Need to consult with:

the building principal(s) affected by this proposal

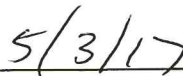
curriculum area chairperson

Other: [Click here to enter text.](#)

**Proceed as outlined in the proposal**



Director of Curriculum and Instruction



Date



## **Proposal Background & Overview:**

### Proposal History and Background.

Before 2010, the high school ran a block schedule. The Spanish curriculum offered Spanish 1- AP Spanish because students had more opportunities to take electives. When we switched to the 7 period day, students had to choose between which electives they wanted to take. EFE and EFA programs take up a large portion of the day as well, and that makes it difficult for those students to take more electives. It has taken time to rebuild the Spanish program to get to the point where we can offer 4 years of Spanish again in the high school.

Another change which supports the need for AP Spanish is the 8<sup>th</sup> graders are able to take Spanish I in the middle school for high school credit. Because of this option, they have the opportunity to take Spanish all four years in high school. This allows them to learn the language for 5 years before being assessed on the AP exam, and in turn, hopefully having more success. Currently, after completing Spanish IV, we do not have an option for students to continue learning Spanish at the high school. This creates a year gap between high school and college. Some students have continued their language learning through independent study, but with the offer of AP Spanish, there should not be a need for independent studies.

In 2014, the Spanish department went through a curriculum change. We implemented a series that offers more authentic texts, and increased the content that students receive each year. Our new curriculum offers a whole language approach with grammar embedded versus a grammar approach, which was what our old curriculum encouraged. We have offered AP Spanish before, but it was designed with the older approach in mind. Because of these changes, our preparation for AP Spanish starts as early as Spanish I. As for our targeted school improvement goal, we have increased focus on reading, writing, and listening strategies that can be applied cross-curricular.

## **Complete Description of Proposed Change(s):**

Major changes, components or strategies of proposal.

One major change is that we want to offer a 5<sup>th</sup> year of Spanish to our students who meet the qualifications. This 5<sup>th</sup> year would be an Advanced Placement Course. Students will have the option to take the AP test at the end of the year for college credit. Currently, our program stops at Spanish IV, which means juniors in Spanish IV, who have taken Spanish since 8<sup>th</sup> grade, do not have an option to continue with language in their senior year. They have to dual enroll, or take the course online, which does not always fit into their schedules. Having been successful in offering AP Spanish in the past, we would like to reinstate the course, but adapt it, our new curriculum to expose our students to as much Spanish as they can before taking the AP test. <sup>to</sup>

The prerequisites would be Spanish I-IV or Spanish I-III upon teacher approval/recommendation to move into AP Spanish (for juniors who started Spanish I in high school). We would use the same textbook publisher as our other Spanish courses to ensure articulation across the program. The new textbook and course materials are:

- Temas Hard Cover Student Textbook
- Temas Supersite plus (vText) Code
- AP Spanish Test Prep Worktext
- Ap Spanish Test Prep Worktext Supersite Plus Code

For class expectations, please see attached course description provided <sup>b7</sup> the AP college board.

## **Implementation Plan:**

Implementation strategies

We plan to implement this course in the 2017-2018 school year. The AP Spanish teacher, Jennifer Rodas has already been trained at a 4 day AP institute provided by AP College Board. She will be responsible for writing the AP College Board approved syllabus, reviewing the materials and lesson planning, as well as test prep for the AP test.

The total cost for course materials for 14 students is \$3296.55. The vendor is providing the *Temas National Teacher Resource Box* at no cost to the district. An outline of the itemized costs is below.

Student Package - \$228.00 (plus shipping)/per student

- Temas Student Textbook
- Temas Supersite Plus (vText) Code – 6 year license\*\*
- AP® Spanish Test Prep Worktext\*
- AP® Spanish Test Prep Worktext Supersite Plus Code – 6 year license\*\*

\*The AP Spanish Test Prep Worktext is consumable and requires an annual cost of \$66.00/workbook

\*\*The supersite codes will need to be renewed every six years

### **Anticipated/Expected Impact:**

Proposal outcomes

Students have the option to complete a 5<sup>th</sup> year of language learning. This extra year of language learning and exposure will give students a higher chance of success on the AP Spanish test, and students will score higher on their college placement tests for languages. This proposal will impact staff because it is adding another elective to the schedule with a limited amount of students who qualify to take it.

### **Proposal Evaluation Plan and Student Achievement:**

Evaluation and assessment

The course will be evaluated throughout the year through teacher and student reflection, as well as department conversations and revisions. Changes to the curriculum will be made as necessary as the data becomes available through AP exam scores, and if possible, results on college placement tests students take.



# AP<sup>®</sup> SPANISH LANGUAGE AND CULTURE



## About the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>)

The Advanced Placement Program<sup>®</sup> has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

## AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses).

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies. The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *World-Readiness Standards for Learning Languages* and described in more detail in the *ACTFL Performance Descriptors for Language Learners*, are foundational to AP World Languages and Cultures courses.

## AP Spanish Language and Culture Course Overview

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

## RECOMMENDED PREREQUISITES

There are no prerequisites; however, students are typically in their fourth year of high school-level Spanish language study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

## Course Themes

The AP Spanish Language and Culture course is structured around six themes:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts.

The themes may be combined, as they are interrelated.

## World Languages and Cultures Learning Objectives

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the *ACTFL Performance Descriptors for Language Learners*.

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; and
- Plan and produce written presentational communications.



## AP Spanish Language and Culture Exam Structure

### AP SPANISH LANGUAGE AND CULTURE EXAM: 3 HOURS

#### Assessment Overview

Exam questions are based on the six learning objectives and assess all themes. As much as possible, students read and listen to authentic texts from the Spanish-speaking world throughout the exam.

#### Format of Assessment

**Section I: Multiple Choice | 65 Questions | ~ 1 Hour, 35 Minutes | 50% of Exam Score**

Part A: 30 questions; 40 minutes

- Interpretive Communication: Print Tests

Part B: 35 questions; ~55 minutes

- Interpretive Communication: Print and Audio Texts (combined)
- Interpretive Communication: Audio Texts

**Section II: Free Response | 4 Tasks | ~ 1 Hour, 28 Minutes | 50% of Exam Score**

- Task 1 — Interpersonal Writing: Email Reply (1 prompt)
- Task 2 — Presentational Writing: Persuasive Essay (1 prompt)
- Task 3 — Interpersonal Speaking: Simulated Conversation (5 prompts)
- Task 4 — Presentational Speaking: Cultural Comparison (1 prompt)

## EXAM COMPONENTS

Note: On the AP Spanish Language and Culture Exam, all directions, questions, and texts are presented in Spanish.

### Multiple-Choice Section

#### Part A:

##### Print Texts

Students respond to questions based on a variety of authentic print materials, including:

- Journalistic Texts
- Literary Texts
- Announcements
- Advertisements
- Letters
- Maps
- Tables

#### Part B:

##### Print and Audio Texts

Students respond to a variety of authentic audio texts\*, including:

- Interviews
- Podcasts
- Public Service Announcements
- Conversations
- Brief Presentations

##### Audio Texts

Students respond to questions based on audio texts\* that are paired with print materials.

\*Note: All audio texts are played twice.

### Free-Response Section

#### Interpersonal Writing: Email Reply (15 minutes)

Students read and respond to an email message.

#### Presentational Writing: Persuasive Essay (55 minutes: 15 minutes to examine texts and 40 minutes to write)

Students examine three authentic texts (article, table or graphic, audio text), then have 40 minutes to organize and write a persuasive essay in response to a prompt. In their essays they must present and defend their own viewpoint using information from all three sources.

#### Interpersonal Speaking: Simulated Conversation (2 minutes 40 seconds: 1 minute to preview and 20 seconds each for five prompts)

Students have one minute to preview a conversation, including an outline of each turn in the conversation, and then respond to five prompts.

#### Presentational Speaking: Cultural Comparison (6 minutes: 4 minutes to prepare and 2 minutes to present)

Students respond to a prompt by giving a presentation in which they compare cultural features of their own community to those found in an area of the Spanish-speaking world with which they are familiar.



VICKSBURG COMMUNITY SCHOOLS  
TEXTBOOK/ RESOURCE PROPOSAL FORM

1. Title of textbook/resource recommended: Temas AP Spanish Language and Culture Hard Cover Student Textbook Temas Supersite plus (vText) Code AP Spanish Test Prep Worktext AP Spanish Test Prep Worktext Supersite Plus Code

Proposed for (class(es) or grade level(s)) Ap Spanish

Publisher: Vistas

Edition: first

Copyright: 2014

- a. Name/Phone number of company representative who was contacted:

Name: Sarah Thompson Phone: 8002696311 ext. 9364

2. Textbook/Resource to be replaced/or updated: n/a

**(Attach a copy of "Textbook and Resource – Inventory Deletion Form")**

3. Total Cost of proposed textbook/resources \$3,296.55

**(Attach a copy of the publisher's cost proposal)**

4. Yearly Cost of consumable texts and/or other materials \$66/student

**Describe: The publisher offers a AP test prep workbook that is a consumable. The supersite codes for the textbook do expire and will need repurchased if we want to continue giving the students access to it.**

**A copy of the Vicksburg Community Schools Purchase Requisition form must be completed and attach.**

\_\_\_\_\_ Person Submitting Proposal

 \_\_\_\_\_ Principal/Administration Liaison

*Paul V. Davis*

Director of Curriculum and Instruction