

Nombre: _____

AP Spanish Language

La clase de la Sra. Aliaga

2014-2015

¡Bienvenidos!

Welcome to Spanish Class!

Although this class is considered an elective, you will find that it can be challenging if you don't keep up with the expectations. We will listen to music, watch videos, eat interesting foods, and practice speaking Spanish and have FUN!

Class Expectations

There are four simple rules in my class:

BE PROMPT – in your seat when the tardy bell rings.

BE POLITE – show courtesy and respect for others, their property and yourself.

BE PREPARED – bring all materials to class every day.

BE PRODUCTIVE – be on task and do what you are asked.



Grading Policy

The class is set up on a 5.0 grade point average scale due to the class being a Pre-AP class.

Major 70%
Chapter Tests, Essays and Project

Minor 30%
Quizzes: Vocabulary and Grammar
Daily Class Work, Homework, Oral
Listening and Written Activities

= 100%



Daily homework – checked for completion – ~~TODO O NADA~~. Turned in at the beginning of class. Grade given based on effort and correctness.



Daily Work – Done and turned in during class.

Class participation – on-task behaviors and correct responses earn points. **Speak Spanish!**

Quizzes – Quizzes will be announced 1 week prior and have a review for studying per chapter. Other quizzes at option of teacher.

Tests – Grammar /Chp. Tests will be announced 1 week prior and have a review for studying. Each test will/may include multiple-choice items, listening comprehension, and a writing sample.

Organization



Probably one of the most difficult tasks in studying Spanish is being able to find your papers when you need them. Please have a 3-ring binder or a section ready to dedicate to this class. You can keep lined paper in it for assignments and it will hold your workbook. It should be 1 or 2 inches wide.

Tutorials

You may come to the room (N224) **Wednesdays/Thursdays ONLY** during lunch. Any other time must be scheduled in advance.

Extra Credit

The only extra credit offered in class is based on supplies needed for the class. (RECYCLE 2nd SEMESTER)

4th PERIOD → 1 box of Markers (8/10 pack) = 3 points

And 1 pack of Highlighters (

Restroom Pass: keep your 3 restroom passes in a strip and receive points for the 3rd 6 weeks and 6th 6 weeks grade.

Pase de Baño(Agua/Oficina)Armarlo
Sra. Aliaga
(CANNOT be used in the 1st or last 10
minutes or during instruction)

Nombre: _____

Spanish Ap Language 2013 Syllabus

**Denman, Christopher, Al-Mahrooqi,
Rahma**



Spanish Ap Language 2013 Syllabus:

Content-Based Curriculum for Advanced Learners Joyce VanTassel-Baska, Catherine A. Little, 2023-01-23 The fourth edition of Content Based Curriculum for Advanced Learners provides readers with a complete and up to date introduction to core elements of curriculum development in gifted education with implications for school based implementation Written by key experts in the field this text is essential to the development of high powered rich and complex curricula that treat content process product and concept development considerations as equal partners in the task of educating gifted learners Along with revised chapters this edition contains new chapters on culturally responsive curriculum the performing arts robotics and engineering design as well as social and emotional learning Additional material concerning talent trajectories across the lifespan accompanies a discussion of honors curriculum in higher education rounding out this comprehensive resource This master text is a must read for educators interested in executing effective curriculum and instructional interventions to support learning for gifted and advanced learners

Handbook of Anti-Discriminatory Education Ardavan Eizadirad, Peter Pericles Trifonas, 2025-05-29 This comprehensive handbook addresses issues related to anti discriminatory education as it relates to children youth young adults families and practitioners across a series of age groups sectors communities and countries It seeks to map a holistic interdisciplinary overview of the field examining how policies practices and initiatives within unique social political and cultural contexts have been enacted to advance anti discriminatory education for improved equity diversity and inclusion outcomes leading to thriving school community ecosystems The work draws on a range of theoretical frameworks hybrid perspectives and research projects to provide multiple examples about the challenges complexities and nuances involved in theorizing and doing the work of anti discriminatory education in local communities and on a macro institutional level With intentionality authors from various backgrounds identities fields and positionalities describe and discuss various social justice and equity issues and how they strategize mobilize and navigate unique micro and macro dynamics affiliated with power and privilege for the purpose of advancing the field of anti discriminatory education Overall the chapters cover a range of topics and issues from various practitioners and community perspectives around the intersectionality and divergence of navigating micro lived experiences and macro institutional policies and practices to bridge the gap between theory and action with respect to anti discriminatory education The book is divided into 4 sub sections Early Childhood Education Early years up to approx 10 years old Elementary and Middle School Years approx 11 to 14 years old Secondary Schools approx 15 to 19 years old and Higher Education Post Secondary

Curriculum Integrated Language Teaching Kim Bower, Do Coyle, Russell Cross, Gary N. Chambers, 2020-07-09 A guide on how to implement CLIL in the classroom to foster motivation engagement and progress in language learning *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts* Angel M.Y. Lin, 2016-09-15 This book will be of interest to a broad readership regardless of whether they have a background in sociolinguistics functional linguistics or

genre theories It presents an accessible meta language i e a language for talking about language that is workable and usable for teachers and researchers from both language and content backgrounds thus facilitating collaboration across content and language subject panels Chapters 1 to 3 lay the theoretical foundation of this common meta language by critically reviewing systematically presenting and integrating key theoretical resources for teachers and researchers in this field In turn Chapters 4 to 7 focus on issues in pedagogy and assessment and on school based approaches to LAC and CLIL drawing on both research studies and the experiences of front line teachers and school administrators Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge In closing Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry

Teacher Agency and Policy Response in English Language Teaching
 Patrick C. L. Ng, Esther F. Boucher-Yip, 2016-08-05 The role of English in the global arena has prompted official language in education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals motivations features and pedagogies While much of the research cited in English language planning policy has focused on macro level language policy and planning there is an increasing interest in micro planning in particular teacher agency in policy response Individual teacher agency is a multifaceted amalgam not only of teachers individual histories professional training personal values and instructional beliefs but also of how these interact with local interpretations and appropriations of policy Teacher Agency and Policy Response in English Language Teaching examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels Chapters in the book include English language teaching in China teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum teacher agency in response to global mobility challenge Teacher agency the native nonnative dichotomy and English Classes in English in Japanese high Schools Teacher designed high stakes English language testing washback and impact This book will appeal to researcher across all sectors of education in particular key stakeholders in curriculum and language planning Those interested in the latest development of English language teaching will also find this book a valuable resource

English Language Teacher Education in Chile Malba Barahona, 2015-07-15 Over the last two decades Chile has been driven by an economic imperative to build the capability of citizens to be competent in the English language resulting in a high demand for teachers of English As a consequence teacher education programs have modified their curricula to meet the challenges of educating teachers of English as a global language This book explores EFL teacher education in order to further understand the nature of teacher learning in second language education

environments examining the varying motives actions and mediating tools that shaped how a cohort of pre service teachers learnt to teach EFL in Chile Framed by a cultural historical activity theory CHAT perspective chapters use key qualitative research to determine how specific factors can help and hinder the effective preparation of teachers illuminating contradictory dynamics between local and national policies teacher education programs and pre service views and classroom realities The book makes an important contribution to the growing debate surrounding the design of EFL teacher education policy curriculum and learning strategies emphasising the importance of engaging pre service teachers in learning to teach EFL and the interrelated factors that shape this learning English Language Teacher Education in Chile will be of key interest to academics researchers and postgraduate students in the fields of teacher education curriculum studies and English language teaching ESL EFL as well as policy makers TESOL organisations and those interested in applying a CHAT perspective to language teaching and learning

Cultures and Languages Across the Curriculum in Higher Education India C. Plough, Weloré Tamboura, 2022-11-18 This richly interdisciplinary volume explores the goals and benefits of the Cultures and Languages Across the Curriculum CLAC programs by drawing together noteworthy insights from educators administrators researchers and students who have been directly involved in the CLAC programs at colleges and universities in the United States Using autoethnographic methods the authors analyze their personal experiences of CLAC to highlight best practices in establishing CLAC models and showcase ways to integrate languages and cultures into instruction and research across disciplines and contexts Particular attention is given to the ways in which CLAC can support institutional internationalization and global objectives to enhance intercultural competence world citizenship and social justice in the community The book is separated into three sections with expertise from a wide range of culturally and linguistically diverse experts who represent different disciplines Section I describes the development of new CLAC programs into existing institutional structures and provides the reader with first hand accounts of the transformative impact of CLAC on individuals Section II demonstrates the different collaborative forms that have been created between CLAC programs and various other disciplines and Section III reflects on authors experiences with disruptions to the power structures hegemonic practices and ideological assumptions often embedded in education This timely volume will be of interest to academics researchers and post graduate students in the fields of Multicultural Education Culture and Language Studies Curriculum Studies and Higher Education This book would also greatly appeal to graduate students and scholars in education development

Handbook of Research on Teaching the English Language Arts Douglas Fisher, Diane Lapp, 2023-12-22 Now in its fifth edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Literacy Association and the National Council of Teachers of English remains at the forefront in bringing together prominent scholars researchers and professional leaders to offer an integrated perspective on teaching the English language arts and a comprehensive overview of research in the field Reflecting important developments since the publication of the fourth edition in 2017 this new edition

is streamlined and completely restructured around big ideas in the field related to theoretical and research foundations learners in context and new literacies Addressing all the language arts within a holistic perspective speaking listening viewing language writing reading it covers new and important topics such as online learning multimodalities culturally responsive learning and more

Handbook of Research on Curriculum Reform Initiatives in English Education

Denman, Christopher, Al-Mahrooqi, Rahma, 2018-10-12 Different regions of the world are making increasing demands for educational reform especially when institutions are dissatisfied with the level of proficiency of their graduates Since the realization of how important English education is to global success reform to English education is becoming progressively vital in societies all over the world The Handbook of Research on Curriculum Reform Initiatives in English Education provides research exploring the theoretical and practical aspects of a variety of areas related to English education and reform as well as applications within curriculum development and instructional design Featuring coverage on a broad range of topics such as teachers roles teaching methods and professional development this book is ideally designed for researchers educators administrators policymakers interpreters translators and linguists seeking current research on the existing body of knowledge about curriculum reform in English education in an international context

Challenges of Second and

Foreign Language Education in a Globalized World Mirosław Pawlak, Anna Mystkowska-Wiertelak, 2017-09-07 This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning In Part One emphasis is placed on challenges that second language education has to face both those more general dealing with language policy issues and those more specific concerned with instructional options in the language classroom Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction Finally Part Three is devoted to challenges involved in second and foreign language teacher education the quality of which to a large extent determines the outcomes of second language education in any educational context

The

Routledge Handbook of English for Academic Purposes Ken Hyland, Philip Shaw, 2016-01-29 The Routledge Handbook of English for Academic Purposes provides an accessible authoritative and comprehensive introduction to English for Academic Purposes EAP covering the main theories concepts contexts and applications of this fast growing area of applied linguistics Forty four chapters are organised into eight sections covering Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world each chapter focuses on a different area of EAP and provides a state of the art review of the key ideas and concepts Illustrative case studies are included wherever possible setting out in an accessible way the pitfalls challenges and opportunities of research or practice in that area Suggestions for further reading are included with

each chapter The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English Applied Linguistics and TESOL *Affirming Methodologies* Camille Nakhid, Margaret Nakhid-Chatoor, Anabel Fernández Santana, Shakeisha Wilson-Scott, 2022-07-29 Affirming Methodologies Research and Education in the Caribbean centres local and indigenous ways of knowing in research and education praxis in the Caribbean The research methodologies and pedagogies are presented in this book within an Affirming Methodologies framework They bring forward localized epistemologies whereby Caribbean ways of being and knowing are affirmed and the expected western hierarchies between researcher and researched are removed The chapters present approaches to knowledge construction and knowledge sharing based on practices lived experiences traditions language patterns and rituals of Caribbean communities The importance of an Affirming Methodologies approach is demonstrated and the characteristics of culturally affirming research methodologies and pedagogies in diverse environments including Cuba Trinidad and Tobago Jamaica and the Caribbean diaspora in Aotearoa New Zealand and Canada are explored and presented Grounded on an understanding of the authors Caribbean positionality ontological distinctions within the Caribbean research context are considered This book moves forward from a decolonizing methodology approach and as such the chapters are written not in opposition to or tested against Eurocentric approaches to research but deeply rooted in a Caribbean ethos This book will engage researchers both qualitative and quantitative postgraduate students academics practitioners policymakers community workers and lay persons who seek to employ culturally relevant local and indigenous research approaches in their work Each chapter offers practical suggestions on the how of research practice making them accessible relevant and flexible for novice and seasoned researchers alike *The Observation Protocol for Academic Literacies* Magaly Lavadenz, Elvira G. Armas, 2024-01-16 This book presents a validated observation instrument to support and further develop the pedagogic expertise of teachers of English Learners in US schools Based on sociocultural and second language teaching and learning theories the Observation Protocol for Academic Literacies OPAL has a variety of uses across teacher preparation programs pre K 12 classroom contexts and school districts This book leads the reader through the process of using OPAL with real classroom observations in the form of vignettes in order to develop confidence and reliability scoring evidence in research based practices The book provides examples of its non evaluative uses to conduct research support teachers and identify areas of strength and weakness in their professional development It also offers researchers and policymakers a tool for collecting classroom based evidence to inform the implementation and refinement of English Learner programs **Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy** Sanders, April, Isbell, Laura, Dixon, Kathryn, 2019-12-27 Educators in the K 12 school environment work diligently to help at risk students find success in the classroom One particular group of at risk students is the LGBTQ population K 12 students who identify as lesbian gay bisexual transgender or queer often fear the repercussions of disclosing this information in the classroom environment

Homophobia from fellow students faculty and or administrators can be in the form of bullying lack of acknowledgement of identity absence in curriculum etc There is a strong need for this group of students to be included in the landscape of curriculum design and policymaking Incorporating LGBTQ Identities in K 12 Curriculum and Policy is a critical research publication that provides comprehensive research on inclusive curriculum design and education policy that specifically impacts LGBTQ students Featuring an array of topics such as gender diversity mental health services and preservice teachers this book is essential for teachers counsellors school psychologists therapists curriculum developers instructional designers principals school boards academicians researchers administrators policymakers and students **Handbook of**

Research on Bilingual and Intercultural Education Gómez-Parra, María Elena, Huertas Abril, Cristina

Aránzazu, 2020-03-27 As education becomes more globally accessible the need increases for comprehensive education options with a special focus on bilingual and intercultural education The normalization of diversity and the acclimation of the students to various cultures and types of people are essential for success in the current world The Handbook of Research on Bilingual and Intercultural Education is an essential scholarly publication that provides comprehensive empirical research on bilingual and intercultural processes in an educational context Featuring a range of topics such as education policy language resources and teacher education this book is ideal for teachers instructional designers curriculum developers language learning professionals principals administrators academicians policymakers researchers and students *The Routledge Handbook of Language Education Curriculum Design* Peter Mikan, Ilona Wallace, 2019-12-23 Curriculum design options cover a continuum from regional and school based programs to national and international frameworks How does policy speak to practice What have teacher researchers discovered through in classroom studies Where do you begin to describe or measure effective language education curriculum design The Routledge Handbook of Language Education Curriculum Design presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers Informed by experienced scholarship and fresh studies this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions The handbook addresses language education curriculum design across five sections Language curriculum design perspectives policies and practices Designs across the curriculum Curriculum designs in language education Curriculum resources evaluation and assessment Teacher education research and future projects With contributions from Australia Brazil Indonesia Switzerland Timor Leste and more the handbook represents the breadth of research into and the global implications for sound language education curriculum design It considers equally the needs of students and policy makers from urban metropolises and remote communities It is designed to reinvigorate discussions about education policy curriculum management and the role of teacher researchers

Andragogical and Pedagogical Methods for Curriculum and Program Development Wang, Viktor, Bryan, Valerie C., 2014-03-31 Today's ever changing learning environment is characterized by the fast pace of technology that drives our

society to move forward and causes our knowledge to increase at an exponential rate The need for in depth research that is bound to generate new knowledge about curriculum and program development is becoming ever more relevant Andragogical and Pedagogical Methods for Curriculum and Program Development offers an in depth description of key terms and concepts related to curriculum and program development for both faculty and students as well as program designers instructional program developers trainers and librarians *Issues in Syllabus Design*, 2017-11-11 The various types of syllabi and the host of related issues in the field of second language teaching and course development manifest the significance of syllabus design as one of the most controversial areas of second language pedagogy Teachers should be familiar with different types of syllabuses and be able to critically analyze them *Issues in Syllabus Design* addresses the major types of syllabuses in language course development and provides readers with the theoretical foundations and practical aspects of implementing syllabuses for use in language teaching programs It starts with an introduction to the concept of syllabus design along with its philosophical foundations and then briefly covers the major syllabus types from a historical perspective and pedagogical significance the grammatical situational skill based lexical genre based functional notional content task based negotiated and discourse syllabus *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners* Onchwari, Grace, Keengwe, Jared, 2017-10-31 In the schools of today English learners are the fastest growing segment of the student population As such it is increasingly imperative to educate these students properly while still practicing inclusion for overall student success The *Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners* is an authoritative research publication on research based theoretical frameworks and best practices for teaching young English language learners Featuring exhaustive coverage on a variety of topics and perspectives such as co teaching inclusion and social awareness this publication is ideally designed for academicians researchers and students seeking current research on the examination of how diverse backgrounds cultures and experiences contribute to curriculum and pedagogy for bilingual young learners **Chinese Education Models in a Global Age** Chuing Prudence Chou, Jonathan Spangler, 2016-04-06 China's rise and increasing emphasis on international education benchmarking and a global recognition of East Asian countries success in this regard have brought the issue of Chinese education to the forefront of public consciousness In particular the concept of a Chinese education model is one that has sparked debate and quickly become a major focus of education research around the world especially in light of regional achievements vis vis university rankings bibliometric indices the Programme for International Student Assessment PISA Trends in International Mathematics and Science Study TIMSS and other such benchmarks *Chinese Education Models in a Global Age* tackles this controversial issue head on by synthesizing a diversity of analyses from a world class team of twenty seven authors It reveals that Chinese education models which are present in many different geographic and institutional contexts have an important influence on social and institutional norms as well as individual belief systems and behaviors in

China and beyond The first of its kind this edited volume establishes a foundation for future research while providing a nuanced and tightly integrated compilation of differing perspectives on the role and impact of Chinese education models worldwide It is essential reading for all scholars policymakers students parents and educators interested in the rising demographic and economic influence of people of Chinese descent on education around the world

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