



Phone: 713-688-1361

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AP Spanish Language and Culture Course Syllabus 2021-22

Instructor: Lucio Mera

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Room: 3211

Ext #015276

Tutorial Hours: Monday -Fri (7:35am-8:05 am)

Bienvenidos! Parents and students, I look forward to a wonderful year of learning together. Please read thoroughly and keep for reference. Please sign the "Syllabus Contract" sheet and return to me as soon as possible.

Parents are encouraged to contact me regarding any questions or concerns regarding your child in my class. You can reach me at my email address, or you can leave a message at 713-688-1361 Ext #015276. I will do my best to return emails and/or phone calls within 48 hours.

Important Date: AP Testing Date: Wednesday, May 11, 2022, from 8am to 12 noon at Waltrip High School
Course Content

The course content is organized into units of study that take a chronological approach to the study of the literary works. These units comprise the content that colleges and universities typically expect students to master to qualify for college credit and/or placement.

Text

Abriendo puertas

The Website for the course is as follows:

- Collegeboard.org

About the Teacher

Briefly, I was born and raised in Chiclayo Perú. After graduating from Peruvian Air Force University in 1990 with a bachelor's degree in Engineering System I came to Houston in 1998, gaining teacher certification at the University of Saint Thomas and master Degree at Salamanca University in Spain.

I.- COURSE OVERVIEW

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 media such as newspapers, organization websites, music selections, literary works, 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 exclusive use of Spanish, a requirement which the class participation grade reflects.

The requirements of this course are comparable to a college reading, composition and conversation course. For this reason, the course will be taught entirely in Spanish.

Students enrolling in AP® Spanish Language & Culture should have a superior to excellent command of the Spanish language and be willing to meet all the requirements as stipulated for this course. The students will further develop their proficiency in the four basic language skills--listening, reading, speaking and writing-- through a variety of materials and topics. Course activities focus on the six major themes of the AP Exam.

1. Las familias y las comunidades
2. La ciencia y la tecnología
3. La belleza y la estética
4. La vida contemporánea
5. Los desafíos mundiales
6. Las identidades personales y públicas

The principal texts will reinforce previously learned material and introduce new vocabulary and grammatical structures necessary for the students to successfully attain fluency in the target language and prepare for the examination at the conclusion of the school year. The texts also provide readings (original literary excerpts) and other appropriate topics that will enable the students to develop critical thinking and challenge their imaginations. It is of primary importance that the students be able to express themselves in the Spanish language orally and in writing. Frequent compositions directed and free response are expected from all students. Writing opportunities will cover a variety of subjects related to the major themes of the AP Exam. Discussions in class will be used as points of departure for composition and oral topics. The length of the compositions will be determined by topics. Length ranges from a paragraph to 300-word essays, depending on the topic.

II.- COURSE OBJECTIVES

The course should be including, but not limited to the following objectives:

- Read to understand and interprets written and spoken language to do oral and writing presentation in Spanish to an audience presenting information or persuasive arguments on general topics using a variety of vocabulary, appropriate pronunciation and intonation, and proper grammar and syntax,
- Identify and summarize the main points and significant details from authentic Spanish spoken, listened and written resources,
- Read to identify the main and secondary ideas, writer purpose and make comparison and contracts,
- Communicate via interpersonal and presentational written correspondence,
- Use the oral and writing process to communicate ideas, opinions and make inferences and predictions in Spanish
- Recognize cross-cultural elements and differences pronunciations in oral and written texts from Hispanic literature, recordings, films, online news, magazines and Websites.
- Understand the similarities and differences between different cultures and recognize their values and contributions,

- Review and learn the Spanish grammar in the literature context to do structural and functional analysis of the components of the sentences, to produce or present information or persuasive arguments with coherence and good grammar and syntax in the daily work and writing process.
- Provide the opportunity to express orally and through composition or short essays about different topics according to the expectation of the new standards of 21st Century: understanding cross-cultural differences make the comparisons and Connections as a Multicultural Community.

III. Scope and Sequence: AP themes to be covered include:

Curricular Requirements

CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.

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.

CR2c Instructional materials include a variety of authentic literary texts.

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.

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.

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.

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.

CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6a The course explicitly addresses the Global Challenges theme.

CR6b The course explicitly addresses the Science and Technology theme.

CR6c The course explicitly addresses the Contemporary Life theme.

CR6d The course explicitly addresses the Personal and Public Identities theme.

CR6e The course explicitly addresses the Families and Communities theme.

CR6f The course explicitly addresses the Beauty and Aesthetics theme.

CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.

CR9 The course prepares students to use the target language in real-life settings.

UNIT COMPONENTS

Each unit includes work on the following skills and strategies:

Grammar

This course requires students to update and broaden their awareness of Spanish grammatical structures. There is a strong focus on the appropriate use of verb tenses and moods, as well as in-depth review of grammatical topics covered in previous years of Spanish study. Students are encouraged to correct themselves and each other to increase their understanding of grammar, in English as well as Spanish.

Reading

Each unit includes multiple reading selections. Many reading assignments are taken directly from college board. Others come from a variety of authentic resources. Students are encouraged to read each selection on their own and respond to prepared written or spoken questions. They will learn to use context clues and other techniques to garner meaning without the use of a language dictionary. To increase vocabulary acquisition, students will maintain a self-created dictionary to which they will add new words or expressions as they encounter them.

Writing

Students will write in a variety of formats in order to demonstrate proficiency with grammar, vocabulary and facts, and to articulate their opinions. Writing exercises are completed in class and each unit contains several graded writing samples. Written assignments will often be discussed in class and used for peer-editing exercises. Students will regularly write interpersonal entries such as e-mails, journals, blogs, letters. They will also write formal compositions and essays, based on the material covered in each unit to serve as practice for the presentational writing portion of the AP® Spanish Language and Culture exam. Students will be able to track their progress and growth in said writing activities by the accompaniment of the same rubrics used on the exam.

Listening

The teacher will conduct almost all instruction, explanation, and exercises in Spanish. Students will become accustomed to listening to a variety of Spanish accents and dialects as they listen to each other, other teachers at the school and any guest speakers. They will have many opportunities to listen to a variety of samples by native speakers from the audio CDs provided by online sources and the teacher's diverse music and film collection. Students will learn techniques to grasp important information when listening to rapidly spoken Spanish, and they will be tested on listening comprehension using multiple-choice and open-ended question formats.

Speaking

Spanish is the official language of the course; students are expected to speak Spanish exclusively while in class and to practice Spanish consistently with the teacher, as well as with other adults and peers outside the classroom if presented the opportunity. Students will practice regularly on a variety of topics. Students will often be asked to orally summarize writing assignments and listening samples in order to improve vocabulary retention and practice and will practice speaking out loud simultaneously in preparation for the oral component of the AP® Spanish Language and Culture exam. Students will be encouraged to use a wide range of vocabulary and sentence structures in order to be creative and more expressive. The students will also have a weekly assignment from college board. Throughout the week, they will use a variety of Spanish language websites to find a current event of personal interest.

Culture

Understanding the cultural differences between the target language of study and one's native tongue is a vital component of language acquisition. The students will gain a deeper understanding of cultural and historical experiences that are a part of everyday life to those in Spanish-speaking world. Based on the calendar year, there will be monthly cultural activities for the students to immerse themselves in, including but not limited to: movie nights, modismos and refranes.

Unit 1: Las familias y las comunidades [CR6e]

Essential Questions:

- ¿Cómo se define la familia en distintas sociedades?
- ¿Cómo contribuyen los individuos al bienestar de las comunidades?
- ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diversas sociedades del mundo?

Sample Learning Activities:

Interpersonal Writing: Write an e-mail to a friend about an activity or extracurricular experience in which you have learned important life lessons. [CR3b]

Interpersonal Speaking: Talk about what you have learned and how those lessons have influenced you. [CR3a]

Interpretive Communication/Interpersonal Speaking: Make a list of community service organizations in your school and discuss: [CR4b] & [CR3a]

1. a) their objectives
2. b) main projects
3. c) share with class

- Interpretive Communication: Tiempo de juego (Fundación Tiempo de Juego.)
- <http://www.tiempodejuego.org> [CR4b]
- Presentational Writing: After reading Tiempo de juego, think of a club or program you would like to start in your school and write a proposal to your school principal explaining the following points: [CR5b]
 1. a) importance of the program
 2. b) who would benefit
 3. c) vision & mission
 4. d) goals
- Assessments: Interpretive Communication [CR4a] & [CR4b]
- Interpersonal Writing [CR3b]
- Interpersonal Speaking [CR3a]
- Presentational Writing [CR5b]
- Presentational Speaking [CR5a]
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Unit 2: La ciencia y la tecnología [CR6b]

Essential Questions:

- ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?
- ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?
- ¿Qué papel cumple la ética en los avances científicos?

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- Sample Learning Activities:
- Interpersonal Writing: Write a message to a friend about your cell phone habits and how they are affected during school hours. [CR3b]
- Interpretive Communication: No sin mi móvil (María Valerio Sainz.) <http://www.elmundo.es/> [CR4b]
- Interpersonal Speaking: Discuss the article. Is nomofobia a real problem? Do you know people affected by it? [CR3a]
- Presentational Speaking: Addiction to technological devices/Solutions. [CR5a]
- Interpretive Communication: Un atajo, un camino (Mariana Flores Villalba.)
- <http://www.youtube.com/watch?v=CYN2m.0I3h-L0> [CR4a]
- Un atajo, un camino (Mariana Flores Villalba.) [CR4a]

- Presentational Writing: After watching Un atajo, un camino, write a letter to a local energy company about the importance of starting a program of renewable energy sources. [CR5b]
- Assessments: Interpretive Communication [CR4a] & [CR4b]
- Interpersonal Writing [CR3b]
- Interpersonal Speaking [CR3a]
- Presentational Writing [CR5b]
- Presentational Speaking [CR5a]
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Unit 3: La belleza y la estética [CR6f]

Essential Questions:

¿Cómo se establecen las percepciones de la belleza y la creatividad?

¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?

¿Cómo las artes desafían y reflejan las perspectivas culturales?

- Sample Learning Activities:

- Interpersonal Writing/Speaking: Write a brief description of the following and share with a partner:
[CR3b] & [CR3a]
- 1. a) a beautiful place you have visited
- 2. b) a beautiful person you know
- 3. c) a beautiful song you like
- Interpretive Communication: El concepto de lo estético a través de la historia (M. Rodríguez y M^a Rodríguez)
- <http://www.macroestetica.com/articulos/el-concepto-de-lo-estetico-a-traves-de-la-historia/> [CR4b]
- Presentational Writing: ¿Qué aprendiste en esta lectura sobre la evolución del concepto de la belleza? ¿Qué semejanzas/diferencias encuentras entre conceptos de la estética de otras generaciones con tu generación?
- Interpretive Communication: Umbrales/: Arte precolombino (Luis Jaime Castillo)
- <http://umbrales-tvperu.blogspot.com/2012/06/umbrales-arte-precolombino.html> [CR4a]
- Interpersonal Writing: Write an e-mail to a friend sharing your thoughts about pre-Columbian art. [CR3b]
- Assessments: Interpretive Communication [CR4a] & [CR4b]
- Interpersonal Writing [CR3b]
- Interpersonal Speaking [CR3a]
- Presentational Writing [CR5b]
- Presentational Speaking [CR5a]

Unit 4: La vida contemporánea [CR6c]

Essential Questions:

¿Cómo definen los individuos y las sociedades su propia calidad de vida?

¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?

¿Cuáles son los desafíos de la vida contemporánea? <http://www.youtube.com/watch?v=Xyp7xt-ygy0>•Sample Learning Activities:

- Interpersonal Writing: Write an e-mail to a friend about a trip to a Spanish-speaking country. [CR3b]
- Interpersonal Speaking: What other country would you like to visit and why? [CR3a]
- Interpretive Communication: Qué difícil es hablar el español (intentalocarito.)
- <http://www.youtube.com/watch?v=Xyp7xt-ygy0> [CR4a]
- Presentational Speaking: Personal experiences learning Spanish (motivations, difficulties, etc.) [CR5a]
- Interpretive Communication: Prepárese: En el futuro, todos autónomos (El País.)
- http://sociedad.elpais.com/sociedad/2012/05/29/vidayartes/1338320269_995685.html [CR4b]
- Presentational Writing: How can universities prepare students for success long term? [CR5b]
- Assessments: Interpretive Communication [CR4a] & [CR4b]
- Interpersonal Writing [CR3b]

- Interpersonal Speaking [CR3a]
- Presentational Writing [CR5b]
- Presentational Speaking[CR5a]
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Unit 5: Los desafíos mundiales [CR6a]

Essential Questions:

¿Cuáles son los desafíos sociales, políticos y del medioambiente que enfrentan las sociedades del mundo?

¿Cuáles son los orígenes de esos desafíos?

¿Cuáles son algunas posibles soluciones a esos desafíos?

- Sample Learning Activities:
- Interpersonal Writing: Write an e-mail to the founder of Posada de Belén, a home for abused boys in Lima, expressing that you would like to spend Spring Break with them as a volunteer. [CR3b]
- Interpretive Communication: Clase media crece en América Latina y el Caribe (Radio ONU.)
- http://www.ivoox.com/clase-media-crece-america-latina-el-audios-mp3_rf_1572148_1.html [CR4a]
- Interpersonal Speaking: How does greater access to higher education for women affect the economy of a region? [CR3a]
- Presentational Writing: In what ways do the environment, natural resources and physical geography influence the economy of a nation? [CR5b]
 - 1 Interpretive Communication: Arrugas (Paco Roca.)
 - 2 <http://www.pacoroca.com/portfolio/arrugas#!prettyPhoto> [CR4b]
 - 3 Presentational Speaking: Compare the treatment of the elderly in your own culture with another one.
- Assessments: Interpretive Communication [CR4a] & [CR4b]
- Interpersonal Writing [CR3b]
- Interpersonal Speaking [CR3a]
- Presentational Writing [CR5b]
- Presentational Speaking[CR5a]

Unit 6: Las identidades personales y públicas [CR6d]

Essential Questions:

¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?

¿Cómo influyen la lengua y la cultura en la identidad de una persona?

¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?

- Sample Learning Activities:
- Interpersonal Writing: Write an e-mail to a new student suggesting ways to adapt to his/her new school, meet other students and feel he/she belongs. [CR3b]
- Interpretive Communication: Expulsados (Francisco Jiménez.) <http://books.google.com> [CR4b]
- Interpersonal Speaking: Compare your experiences with those of Francisco Jiménez in the areas of life conditions, school experiences, home responsibilities and fears or concerns. [CR3a]
- Presentational Writing: Write a persuasive essay for or against the deportations of Francisco and Roberto. [CR5b]
- Interpretive Communication: El espía (Juan Bautista Stagnaro.) [CR4a]
- <http://www.youtube.com/watch?v=7IEn9QHYA1Y>
- Presentational Speaking: José de San Martín: a traitor to Spain or a patriot to Argentina?
- Assessments: Interpretive Communication [CR4a] & [CR4b]
- Interpersonal Writing [CR3b]
- Interpersonal Speaking [CR3a]
- Presentational Writing [CR5b]
- Presentational Speaking[CR5a]

1. - GRADING

It is my sincere hope that every student earns a course grade correlating AP grade that reflects their desire and effort. In most cases, these will both be very high.

Students earn points in three categories, outlined below:

Mechanics (50% 1st semester; 40% 2nd semester)

This category covers the basic building blocks of what students should know in the language in order to later perform in the three modes of communication. It includes daily homework, in-class quizzes and announced journal entries. The following are examples of assignments and assessments that fall under mechanics. Some mechanics assignments are simply awarded points for completion (especially during the first semester). During the second semester, points are awarded for correctness, originality, richness of expression, topic development and fluency (according to guidelines developed by the College Board).

- Daily quizzes (vocabulary, grammar review, reading or listening comprehension, cultural understanding, oral quizzes, etc.). Most quizzes are unannounced although usually expected. Cultural questions are graded on a scale of 1-3, where 3 represents a deep understanding with unique insight and pertinent connections, 2 represents basic understanding with some insight and 1 represents familiarity with the concept at a superficial level.
- Journal entries. Students complete 1-3 journal entries for each 6-day cycle. These are marked using a correction key. Students then need to correct errors prior to turning in the journal for the next entry. Sample journal entries include reflections on classroom discussions, opinion statements, e-mails, informal letters, short creative works, questions, hypothetical conversations, etc.
- Practice interpersonal conversations or 2-minute charlas (prior to formally graded situations)
- Cultural presentations. Throughout the year, students engage in a series of cultural interviews with native Spanish speakers.
- Students check their knowledge and understanding of what they are learning through readings, podcasts, videos and the Internet against the practices and perspectives of living people. Points of agreement and disagreement are synthesized through in-class presentations, discussions and informal journal entries.
- Daily conversation points. During some class discussions, students earn points for making original, salient points. These conversations include debates, free-answer sessions, Socratic circles, think-pair-share activities, brainstorming sessions, etc.
- Google doc/Google Classroom /Blog participation. All students are required to contribute to the class Google Docs, in which materials for each unit are organized, reflected upon and developed.
- Practice multiple choice passages (reading, listening and combined). Many of these come from the course workbook or online resources provided by the textbook company.

Performances (40% first semester, 50% second semester)

This category covers what students should be able to do using the language, including but not limited to the tasks required on the AP® exam. Types of performances are listed below.

- Directed response (multiple choice) exams in the format of the AP Exam.
- 2-minute CHARLAS. Each class period, 2-3 students present a formal 2-minute charla on a topic related to the unit being studied. Some of these are announced previously and others are given on the day of the charla. Students are required to use outside sources for the majority of these topics and may be required to prepare and use visual aids for certain cultural topics. These are graded on a sliding scale (see tables below) using the presentational speaking guidelines provided by the College Board.
- Other formal presentations. Students also have the opportunity to present in other contexts such as debates, original class projects (videos, Prezi documents, cultural capsules, etc.), current-event news stories, skits and review presentations.
- Interpersonal conversation practice. Students perform interpersonal conversations with partners and small groups,
- In-class or at-home interpersonal writing activities. These are all done for 15 minutes during class time (about once per 6-day cycle). Many of these come from prompts similar to the e-mail response on the test, always based on the theme or literary work being discussed. Many of these are written in the course reflection journal, but some topics are written in the class blog or via google docs.
- Formal essays. Once a month, students get the chance to write a formal essay (persuasive, expository, synthesis) based on authentic sources (documentaries, news reports, interviews, newspaper and magazine articles) and related to the essential questions of the unit. These are

graded on a sliding scale (see tables- Grade conversion charts) using the presentational writing guidelines provided by the College Board.

Student Evaluation:

The final grade is calculated based in the following grading scale:

Classwork	50%
Quiz, Test, Project	30%
Participation	20%

GRADING POLICIES:

-Quizzes will be given bi-weekly. Almost all quizzes will be announced. They will often consist of vocabulary, reading assignments or any work covered in class.

-NO LATE HOMEWORK WILL BE ACCEPTED! The only acceptable excuse is an excused absence from the office. Homework must be TURNED IN before the class period begins. There is no partial credit offered so make sure it is done on time.

-Classwork will be graded based on the following: notes taken in class, class participation and work assigned in class. Classwork must be completed upon the ending of the period to receive credit.

-Homework and Quizzes will be posted on Power Teacher Pro website.

-Projects and Tests will be posted on the board as well as on my website. It is the student responsibility to make a note of them.

-Extra Credit will be offered according to student effort, good behavior, and class participation.

- MAKE-UP WORK: When a student is absent, it is the student's responsibility to make arrangements with me to complete the work. Students have the number of days absent plus one class day to complete the work. The student must make up missed tests, quizzes, listening and speaking activities during my tutorials since these are often a disruption to the class in progress. Please make an appointment with me. *** If a test or project is assigned and material covered before the absence, then the test or project is due on the day the student returns.

-TO IMPROVE YOUR TEST or PROJECT GRADES= RE-ASSESS: FULL Credit!

- 1) Attend a minimum of 1 Tutorial with Mr. Mera. (Every Tuesday from 2:40-3:40pm)
- 2) Complete all Missing Formative and Summative Assignments in person at Tutorials that Mrs. Mera requires of you to demonstrate that additional learning has taken place.
- 3) Re-Assessments must be completed within 10 days of the end of the Unit being tested. Re-assessment will cover the same material- but may be in a different format to demonstrate mastery.

-PROGRESS REPORTS:

Dear Parent/Guardian- Your student will receive his/her average grade every four weeks throughout the year...so please ask about it and stay informed of your teenager's progress! Please see Parental Portal Genesis on the OHS website for student grades and missing assignments. Please feel free to contact me at any time with questions or suggestions for your student's Spanish class learning experience. We all want this class to be a positive and successful experience for your student.

1. RESOURCES

The AP® Spanish Language and Culture course will be taught using a multitude of resources to cover all aspects of the Spanish language. All resources can be found in Colle Board website.

Websites for Grammar Practice: cplosangeles

1. CLASSROOM RULES

- The goal is 100% use of Spanish.

RESPECT

- All students must respect one another. Absolutely no words or actions that are unkind will be tolerated.
- Be silent and listen when someone else is speaking and raise your hand when you want to speak. You must also respect our learning environment and stay on task.
- Treat the classroom with respect. Sticking gum under desks, writing in class textbooks or any other form of disrespect will result in disciplinary action.

BE READY

- Make sure to bring all materials to class and be ready to begin when the bell rings. The door will be locked at that moment and you will need to get a late pass to be able to come in. All homework must be finished and completed before the bell to receive credit.
- Absolutely no cheating will be tolerated! You must be ready and prepared for every test, quiz and/or assignment. If any cheating occurs the student will receive an automatic zero on the assignment and parents will be contacted immediately along with disciplinary action (see below).
- Chewing gum, eating or drinking in class is not allowed

- All policies in the Student Handbook, Student Code of Conduct and Academic Integrity Policy will be followed.

***Cell phones, iPods, and other distractions must be turned off and not used in this classroom unless permission is given by Mrs. Mera.

***If caught cheating (or with phone) during a TEST- immediate referral to AP and “Academic Dishonesty” on your permanent record! Be smart! Don’t mess up your chances for honors and scholarships due to dishonesty!

State law requires attendance 90% of class time. If a student fails to attend the required number of classes, credit cannot be given without making up time missed and approval from the Attendance Committee. One of the easiest things you can do to obtain your goal of graduation is to **COME TO CLASS EVERY SCHOOL DAY!**

Note to Parents/Guardians:

I am looking forward to working with your child. I strongly encourage parent/teacher conferences. If needed, a conference may be set through the counselor’s office. The more you know about your child’s school performance, achievement, and behavior, the more we will be able to assist him/her to obtain his/her achievement and success. Please feel free to call or email me if you have any questions about this class. I wish you and your child much happiness and success this school year! Thanks.

¡Saludos! Estoy contento de poder trabajar con su hijo/hija. Para asegurarnos de que sea exitoso y alcance todos los objetivos propuestos en esta clase. Creo fielmente que usted y yo debemos trabajar juntos. Le invito a pasar por mi salón de clase para poderle conocer y así juntos afianzar esfuerzos. También, se puede comunicar conmigo vía correo electrónico o por teléfono. De necesitar una cita o hablar conmigo llame a la oficina y gustosamente nos pondremos de acuerdo para tener una conferencia. Estaré dando tutorías algunas mañanas, y les pido que anime a su hijo/hija a aprovechar esta oportunidad. Muchas Gracias.

AP Spanish
Prof. Mera

Please print this page, sign and return to Mr. Mera.
This signed form is due by Friday September 20th, 2021 and it will be counted as a homework grade.

I have read Prof. Mera Syllabus posted on the class website and the rules/procedures have been explained to me in class. I realize and understand my responsibilities and the class procedures listed. I also realize that no late homework will be accepted, all my electronic devices must be turned off and away from me, and there is no use of electronic devices without permission, or the device will be sent to the office.

I understand that it is my responsibility to turn in my work on time, check my grades every week, and be aware of any missing grade.

I accept responsibility for my work and actions in the classroom and will not revert to excuses. I will work hard and strive for excellence at all times! I know that if I want to learn Spanish, I will need to study, work hard, participate in class, and have fun learning!

Signing as a parent/guardian, I am aware that I can see all of my child's grades online at any time on School Website and that directions for using the online grade book are available on Waltrip website. I am also aware that my child is not able to use electronic devices in class and upon use, they will be confiscated and only I am permitted to pick up the electronic device(s) at the end of the school day.

Parent Signature

Student Signature

Print Name (Parent)

Print Name (Student)

PLEASE PRINT CLEARLY!!!

Parent Home Phone Number: _____

Parent Cell Phone Number: _____

Parent Email Address: _____ (Mr. Mera will send you a welcome email to this address, please respond).

We do have access to a computer: yes _____ no _____

We do have access to internet: yes _____ no _____

We do have access to a printer: yes _____ no _____

Parent Initials

Student Initials