

Spaulding High School
Spanish IV Honors Course Syllabus 2021-2022

Course Title: Spanish IV-H

Department: Unified Electives

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Course Description: This is an accelerated and intensive course providing a complete and thorough coverage of the Spanish language, in which speaking proficiency, aural comprehension, vocabulary acquisition, reading, and writing are brought to a level enabling students to use the language actively in everyday situations. This course, upon completion, will provide the student with the ability to participate more fully in general conversation, read more sophisticated passages, and to write with a firmer command of sentence/grammar structure. Spanish language videos and music presented in class and lab sessions are selected to reinforce the cultural material discussed in class. This course is especially designed for the student that has the capability to function at a higher level of language acquisition, and is self-directed, self-managing, highly motivated, and genuinely desirous to be competent in a second language. Furthermore, successful completion of this course prepares for V-H and then AP Spanish.

Topics/Areas of Study/Units of Study: travel experiences, restaurant menus, households chores, making appointments, leisure activities, maps/directions/signs, postal services

Text: **Situaciones Spanish for Mastery**

Practice : Assigned homework, classroom participation (group/paired), individual classwork

Essential Standards: Reading, Writing, Speaking, Listening, Language Conventions(Gram & Voc)

Levels: Exemplary, Proficient, Developing, Beginning, No Evidence

Reassessment

Students who have not achieved proficiency are encouraged to review the material and skills and to re-do assessments. Students may be asked to provide evidence that they have prepared for the reassessment.

Reassessments are usually done during advisory, or before school. If you are having any kind of difficulty with an assignment please discuss it with me BEFORE it is due so we can make proper arrangements.

Office Hours

Students are expected to keep up with their work in a timely manner. Any student who is not meeting expected progress at progress report time will need to report to mandatory office hours the following afternoon (during school hours) to develop a Plan for Academic Success (PAS). Students who are below and who fail to make or follow

through with a PAS will lose the opportunity to attend Call Back Day at the end of the course. These students may still take advantage of other opportunities and supports, including Academic Advisory, Proficiency Support, and Morning Block.

Habits of Work will be assessed using the school-wide Habits of Work rubric. *Please note, repeated phone use in class will result in a 1 for Respect.*

Reassessment Standards:

1. They are below Proficiency
2. Cause is due to lack of knowledge and/or not understanding concepts.
3. Chronic absence does not warrant re-teaching.
4. Student must first prove that they have done all that they could prior to requesting reassessment.
5. No reassessment for Proficiency, so do your best the first time!

I have read and understand the attached syllabus. I know how to contact the teacher and/or access the syllabus in the future should questions arise.

Assessment/Reassessment:

Reassessment Philosophy and Protocol

What we believe about learning and assessing:

- Not all students learn at the same pace
- All students must be provided multiple opportunities to demonstrate mastery/proficiency
- Reassessment is part of the learning process
- Learning is continuous

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Classroom Expectations: / Behavioral Expectations:

- **Cell phone policy:** Do not use or have cell- phones, electronic devices or head -phones in plain view. These items must be off and put away when you are in class.
- **Before/after an absence:** Make learning a priority. Take the initiative to meet with your teacher to find out what you have missed and set up a date to make assignments. Set a time to meet and discuss a plan to complete work. Follow through with reassessment plans & appointments
- It is the expectation that students demonstrate initiative in communicating with their teacher and do all

- assigned practice activities.
- **Behavioral expectations:**
- Respect yourself, others and our learning space.
Have appropriate interactions with peers & teacher.
Use appropriate language.
Arrive on time and prepared to listen, read, write, contribute and practice Spanish. Show a pass if you arrive late.
Be honest with your work.
Submit quality work
Dress in accordance with the school dress code.
Use a pass to leave the classroom. Communicate with your teacher or substitute teacher about a pre approved pass, we need to know where you will be.
Be engaged in learning. Stay on task and use time appropriately
- **Necessary materials:** Chromebook, folders, pencils, pen, highlighter

Chromebooks should be brought to class and sufficiently charged. Charging Chromebooks during class is not allowed. If for whatever reason your Chromebook is not ready for class, it is your responsibility to sign out a back-up before class begins. Your habits regarding your Chromebook use and readiness directly correlate to your Accountability/Habits of Work, and can affect your ability to meet proficiency in class.

List of Assessed Course Standards:

Goals	Standards	Indicators
<p>Communication Effectively communicate in Spanish in a variety of situations for multiple purposes.</p>	<p>Interpersonal</p> <p>Interpretive</p> <p>Presentational</p>	<p>A. <i>Interact and negotiate meaning in spoken or written communication to:</i> <i>exchange information</i> <i>ask questions</i> <i>react and express feelings and opinions</i></p> <p>B. <i>Interpret and analyze what is heard, read or viewed on a variety of topics</i> <i>Identify important information</i> <i>make inferences</i> <i>draw general conclusions</i> <i>predict meaning</i></p> <p>C. <i>Present information, concepts and ideas on various topics to:</i> <i>inform (describe, warn, objective statements, presents evidence)</i> <i>explain (give direction, cause and effect, clarifying statements)</i> <i>persuade (preferences and opinions, subjective statements)</i></p>

		<i>narrate (affirmative and negative statements, sequential statements)</i>
Cultures Products, practices and perspectives	<i>Interact with cultural competence and understanding</i>	<p>A. <i>Use language to investigate, explain and reflect on the relationship between the practices and perspectives of cultures</i></p> <p>B. <i>Use language to investigate, explain and reflect on the relationship between the products of different cultures.</i></p>
Connections Interdisciplinary approach	Connect with other disciplines and acquire information and diverse perspectives of how the target language is used in other contexts.	<p>A. <i>Build, reinforce, and expand knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</i></p> <p>B. <i>Access and evaluate information from other perspectives of the target language and cultures.</i></p>
Comparisons Critical thinking and research	Develop insight about the nature of language and culture to interact with cultural competence.	<p>A. <i>Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</i></p> <p>B. <i>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</i></p>

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Student's Name: (please print) _____

Student's Signature: _____ Date: _____

Parent's/Guardian's Signature: _____ Date: _____