**¡Bienvenidos a la clase de español IV pre-ap!**

**Round Rock High School 2019-2020**

**Profesora:** Sra. Paula Goodman **Website:** sragoodman.weebly.com

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**Tutorials:** Mondays 8:15AM & 4:15PMWednesday 8:15 AMThursdays 8:15AM

**Course Description and Objectives:**

TEKS Weblink: <http://ritter.tea.state.tx.us/rules/tac/chapter114/ch114c.pdf>

Spanish IV PAP is a continuing course that assumes prior knowledge or experience with the language at the Spanish I - III levels. This course aims to develop all five language skills: listening, speaking, reading, writing and cultural competence through the use of authentic materials and those designed for Spanish learners. In an effort to synthesize knowledge gained in Spanish I-III, students will be required to spend the majority of their time on language production (speaking and writing) and task-based learning. Instruction is conducted primarily in Spanish and students will achieve a greater understanding of the target language. Students will also investigate some historical and contemporary issues important to life in Spanish-speaking countries through film and literature.

Students will continue to build their skills for interpreting readings dealing with social and cultural issues and will comment on such texts. Students will increase their levels of proficiency via the everyday use of the target language. By continuous practice of the target language, it is expected that students will be able to spontaneously create with the language, initiate, sustain and close intermediate-level exchanges, ask and answer questions and possess the skills necessary when faced with a more difficult communicative task.

**Students broaden their foundation of the Spanish language within cultural contexts as they:**

• Improve understanding and speaking of Spanish through storytelling and real-world situations.

• Continue to read and write in Spanish (simple short stories, letters, magazines, or other real-life texts) by expanding knowledge of Spanish vocabulary and structures.

• Discover connections with other subjects (geography/politics, fine arts, and math/science).

• Examine Spanish-speaking cultures and their social practices (music, food, popular media) and connections between language and Spanish-speaking cultures.

 • Explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews.

 • Expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world.

**Student Learning Outcomes:**

**Active engagement with the content of this course will allow students to:**

1. Increase their level of proficiency in the use of the target language not only enabling them to communicate in the

context of everyday situations, but also to discuss and express opinions on more in-depth subject matter.

2. Understand the main idea and supporting details of both spoken and written Spanish intended for native speakers and/or students of the language on topics related to daily life and Hispanic culture.

3. Initiate and respond verbally to statements, ask and answer questions and spontaneously create with the language as well as participate in conversations about familiar topics with sufficient accuracy in pronunciation and grammar so as to be understood by persons accustomed to interacting with learners of Spanish both within and beyond the school setting. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

4. Meet practical writing needs by creating coherent compositions, descriptive narratives and summaries with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with learners of Spanish and native speakers.

5. Understand some significant cultural traits of the Spanish-speaking world (customs, lifestyles, attitudes, geography, famous people, etc.) so as to be able to function appropriately in typical social situations. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**How to Succeed:**

* **Pay attention:** In this class you will sit up with shoulders squared. I am teaching to your eyes. Show me you are listening.
* **Be honest:** If you don’t understand, tell me. I will teach you a visual cue to let me know I’m going too fast.
* **Be brave:** Be a risk-taker o You will make many, many mistakes along the road to language proficiency. That is OK. In fact, it’s great! The student who is willing to be brave and try will progress quickly.
* **Respond:** You will be expected to provide suggestions and answers EVERY class period. If you don’t understand the question, ask for clarification or guess! My role is to help you understand.
* **Be open-minded:** Good news- your brain is already capable of learning languages. You’ve done it before. Keep this in mind.

**GRADING SYSTEM:** Various evaluations that assess your mastery to read, to write, to listen, and to speak Spanish (according to level) are used in this course, and they are weighted as follows:

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| --- | --- |
| **Major assessments, including: 50%** Exams/ Major Projects/ Presentations Interpersonal/Presentational tasks (Application)    | **Minor Assessments, including: 50%** ● Quizzes ● Comprehension Checks/Minor Project ● Class Work/Homework  |

**Subject to change at teacher’s discretion.**

**Required Materials:**

1. Spiral or Composition Notebook
2. Book: La Casa en Mango Street by Sandra Cisneros
3. Box of Kleenex
4. *\* Additional materials will be requested to complete projects.*

**Resources used:**

**¡Así se dice! Level 4**. You are responsible for taking care of this book! Please do not write nor make any marks in the books. Any loss of or damage to the textbook must be paid for by the student. We will use a class set only as a resource. If a student wants to check out a book they must check one out with the textbook coordinator. We will also be using a program/text called **Conversaciones Creadoras**.

 **Classroom Rules**

|  |
| --- |
| 1. Be safe.2. Be respectful.3. Be responsible/prepared.4. Be on time. This means IN your seat when the bell rings.5. BYOD—use only when asked by teacher.6. Once you’ve seen it, use it to learn it! |

**Consequences for breaking classroom Rules**

1. Verbal Warning

2. Student Conference (This maybe a short or long conference depending on the offense)

3. Parent Contact and Teacher Detention

4. Referral after 2 teacher detentions

**Academic Procedures**

1. Sharing Learning Targets: The student will be given rubrics to complete major assignments or projects. Students will be shown examples of both good and bad performances.

2. A learning target and criteria for success will be given at the beginning of the period. I will check for understanding throughout the period and provide corrective feedback when necessary.

3. Class discussion/presentations: listen respectfully to what others say. Do not interrupt. If you have a different point of view, you express it politely (I agree because... or I disagree because)

4. Teacher directed lesson: clear your desks of everything but interactive notebook and pen or pencil, eyes on me or eyes on your paper. No talking when I am talking. Raise your hand and wait to be called upon to ask or answer a question or make a comment. Do not shout out answers.

5. Independent work: have all necessary books, paper, pens, pencils, and other materials on your desk; begin working on your assignment as soon as you receive it; no talking. Raise your hand to ask a question or gain teacher assistance.

7. Group work: Get into assigned groups in a timely manner, 30 seconds or less, and speak with only group members during group activities.

**Routine Procedures**

1. Enter classroom calmly, and sit in your assigned seat. Come prepared every day with textbook, notebook, paper, writing utensil, and assigned work.

2. Each student should begin working on the warm-up exercise.

3. Follow directions the first time they are given. Stay on task and use every minute wisely.

4. All restroom needs and grooming must be taken care of before or after class. Emergencies are the only exceptions.

5. Stay in your seat until I dismiss class. Do not line up by the door under any circumstance.

**Computer usage expectations**

Students will have many chances to learn using technology. Students represent their school and community when using technology, so it is expected that they will use computers respectfully:

1. Stay on task and follow your teacher’s directions.

2. Stay on appropriate websites and do not visit websites that do not pertain to that day’s lesson

3. Stick to acceptable sources

4. Do not damage the equipment.

5. Please inform your teacher of any broken equipment right away.

**Consequences for breaking Computer Usage Rules**

1. Verbal Warning

2. Student Conference (This maybe a short or long conference depending on the offense)

3. Parent Contact and teacher detention

4. Loss of computer usage privilege. Student will only be provided with paper copies of class activities and will have no access to computers in class.

***sragoodman.weebly.com***

Students will be using this website daily to access lessons, activities, make-up work, test/quiz calendar, contact teacher, take surveys, etc. Students are responsible for utilizing this website in a professional manner.

**Tutorials**

Students needing extra help, missed lessons, and make-up work must attend tutorial sessions. One-on-one guidance is provided during these tutorials. It is up to the student to take advantage of them.

**Absent and Make-up Work** **Procedures**

Students will have access to a missed lessons’ powerpoint, homework assignment, and important handouts through teacher’s web page. A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and will have 1 class day per absent day to turn it in.

 **Example: If the student is absent on Monday and returns the next class day on Wednesday, the make-up work will have to be turned in on Friday.**

**RETAKES**

* Students earning less than a 70 on major exam or minor quizzes, will be able to replace that grade with a similar exam or quiz.
* The maximum grade for any retake is 70. Retakes will be administered **ONLY** once and during tutorials.
* Projects/Presentations are **NOT** eligible for retakes. It is the student’s responsibility to arrange a meeting with the teacher.
* Retakes must be completed within the current grading period.
* Midterm and Finals are not eligible for retakes.

**LATE WORK**

Late work will be accepted with the following penalties:

 **1. Late work cannot be completed during class.**

 **2. Classwork must be completed in class and submitted day of and can not be turned in at a later date.**

**3. If the student does not turn in the assigned work at the beginning of the class period** (when all work is collected), 30 points will be deducted whether the work is turned in right after all work is collected or the next weekday. There will be an additional 10 point deduction each day after the first day the work is late.

  **4.** Late work must be completed within current grading period.

**Academic Dishonesty/Cheating/Plagiarism**

Copying another person’s work, such as homework, class work, or a test, is a form of cheating.

Plagiarism is also a form of cheating. Plagiarism is defined as using another person’s original ideas or

writing, without giving credit to the true author, as use of one’s own work. Students guilty of cheating,

plagiarism or other forms of academic dishonesty will be subject to academic and/or administrative

disciplinary action that may include loss of credit for the work in question. The determination that a

student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher

or another supervising professional employee, taking into consideration written materials, observation, or

information from students.

**Consequences of academic dishonesty include, but are not limited to:**

1. The student receives a grade of “0” on the assignment and is granted the opportunity to complete an alternative assignment for a **maximum grade of 60**; OR the student is assigned academic interventions designed to improve the student’s understanding of the material being assessed AND completion

of an assessment over that material for a **maximum grade of 60.**

2. The teacher notifies parents or guardians.

3. The teacher completes a referral form and turns it into the student’s assistant principal; the record remains in the student’s file.

4. The student is assigned to an administrative detention.

**Additional consequences that may be assessed:**

1. The student may be denied membership or be declared ineligible for organization activities, put on probation, or expelled from student organizations requiring an Honor Code (such as the National Honor Society, Student Council, etc., as well as student leadership positions).

2. Actions that involve collusion and/or theft of tests or teaching materials may result in suspension or other disciplinary actions to be determined by the building principal.

3. A pattern of cheating behavior may result in suspension or assignment to the

DAEP.

**SIGNATURE PAGE: Please Print, Complete and return to teacher. Thank you.**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_

My child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I have read and understand the above course objectives and expectations. If I have any questions I will contact Sra. Goodman.

Guardian Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guardian Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 Guardian Name Guardian Signature Date

3 things you would like me to know about your child:

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