

Course Syllabus 2017-2018

Spanish 3-4

WSP 281-282

Contact Information:

Ms. Laura Jordahl

Daytime Phone: 552-5200

Email (preferred): ljordahl@dbqschools.org

Office Hours: I am available to students, parents and guardians during 4th hour (10:10-11:00), A Study (11-11:30), and after school until 3:30. Please make an appointment when visiting after school.

Course Description:

Developing students will study language that we use in everyday communication about familiar topics. They will acquire Spanish through a communicative, skills-based approach where they communicate or interpret language through various modes: interpersonal speaking, presentational speaking and writing, and interpretive reading and listening. Additionally, students will expand their understanding of culture by studying various aspects of the Spanish-speaking world. Daily activities and tasks, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

World Languages Standards (Grades 9-12): Communication and Culture

1) Communication Standard: Communicates in languages other than English, both in person and via technology.

Interpretive Communication (reading, listening)

- Competency #1. Derive meaning from messages and texts using listening and reading strategies.
- Competency #2. Identify how authentic sources convey viewpoints and use authentic resources critically.
- Competency #3. Comprehend and interpret information in authentic messages and informational texts.
- Competency #4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

Presentational Communication (Speaking, Writing)

- Competency #1. Convey meaning using writing processes and presentational strategies.
- Competency #2. Present information, concepts and viewpoints on familiar and some unfamiliar topics.
- Competency #3. Present a range of literary, creative and artistic endeavors to audiences near and far.

Interpersonal communication (Speaking and Listening, Reading and Writing)

- Competency #1. Negotiate meaning using requests, clarifications and conversation strategies.
- Competency #2. Interact with others using culturally appropriate language and gestures on familiar and some on familiar topic.
- Competency #3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

2) Cultural Standard: Gain and use knowledge and understanding of other cultures.

- Competency #1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.
- Competency #2. Experience the target language and culture(s) and share information and personal reactions with others

Content:

- Students will use the textbook ¡Qué Chévere! as a resource for each thematic unit. If they wish to use the textbook as a reference outside of class, they may check out a book for the year. They will be responsible for this book. Students also have access to the online version of ¡Qué Chévere! at <https://passport.emcl.com>. Students will also use other resources like www.quizlet.com, www.quizizz.com, www.youtube.com, and other supplemental links and documents as additional support.
- Students will be able to:

Unit 6: Mi Casa	Identify household items from the kitchen Express household obligations Talk about plans and preferences Describe houses Identify rooms Express wishes and desires Relate feelings Make requests
Unit 7: Las Diversiones	Talk about leisure activities and pastimes Describe what is happening now Talk about weather and seasons Discuss geographical features Identify those who participate in sports Use ordinal numbers
Unit 8: La Rutina Diaria	Talk about chores Name the recipient of an action Describe what just happened Prepare for a special occasion Begin to talk about the past Describe foods Prepare a meal Purchase food Explore a market or food store
Unit 9: Vamos de compras	Describe clothing colors and fabrics Identify body parts Describe people, places and things Talk about the past Use affirmative and negative expressions Select and buy goods
Unit 10: El fin del curso	Narrate school experiences from this year Describe likes and dislikes Interview classmates Compare and Contrast several Spanish-speaking countries Plan a trip and make plans

Instructional Strategies:

As an effort to reach as many learners as possible, the presentation, style, and manipulation of language will be as diverse as possible, particularly highlighting 21st century skills through (digital-age literacy, critical thinking and problem solving, blended learning, communication and collaboration, creativity and innovation). Additionally, instruction utilizes a gradual release of responsibility to students where teacher models, guides, and finally releases students to work independently or collaboratively with targeted language skills.

Assessments:

Formative (Practice): Students will be assessed through daily practices in the target language as they participate in classroom activities (large and small group) and complete practices at home. These tasks will NOT be graded, but will be documented as complete or incomplete.

Summative (Performances): Students will be assessed on their performance of language tasks at various intervals through graded performances using various modes of communication. Students will also take periodic quizzes on grammar/vocabulary, as well as semester and final exams. These various performances will determine their grade. (see grade plan)

Extra Credit: Students will be provided with opportunities for extra credit in the form of non-required assignments. As opportunities arise in the community for valuable communicative or cultural experiences outside of the classroom, students will be encouraged to experience language/culture outside of the classroom. Ideas are welcome! Take ownership!

Grading Plan and Course Advancement:

• District Grading Scale Used:

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 63-66
	B- 80-82	C- 70-72	D- 60-62

• Students are required to pass the semester (60%) in order to continue to the next semester course

(Ex: Spanish 3 (Fall) to Spanish 4 (Spring)). Students need to earn at least a C- (70%) at the end of the school year in order to advance to the next course. (Ex: Spanish 4 (Spring) to Spanish 5 (Fall)).

Academic/Behavioral Expectations:

Students should demonstrate Mustang PRIDE (Student handbook p. 11)

- **Prepared** – In your seat when the bell rings, have necessary materials with you, have agenda, organize and prioritize
 - **Responsible** – Be honest, comply with teacher requests without arguing, leave no trace, appropriate use of technology/devices
 - **Inclusive** – Be respectful, help others when needed, stand UP for others and self, collaborate with classmates
 - **Dignified** – Respect personal property, allow others the best opportunity to learn, resolve conflict with maturity
 - **Empowered** – Participate in class, be an active and respectful listener, collaborate with classmates, respect opinions of others, ask questions when you need help.
- Students suspected of academic dishonesty (cheating and/or plagiarizing) may be subject to losing credit entirely. Academic or disciplinary recourse is entirely discretionary as circumstances are unpredictable. Academic dishonesty includes using translation sites like google.translate to write in Spanish. A dictionary (online is ok) should be utilized for single words.

Communication Plan:

As an educator, my goal is to develop a relationship with each student where we can discuss his or her academic performance, attendance, and/or behavioral concerns in order to find solutions together. Should student-teacher communication become ineffective, parents, guardians and/or administration will be included.

Make-Up Plan for Absences:

Students will be provided with a "reasonable" amount of time to make up assessments and instruction after any absence. I expect students to have all work completed by the end of each unit. Students will use their own free time, not class time, to do so. Failure to complete assessments will result in zero credit for missing assignments. If there are extenuating circumstances, arrangements can be made with student and teacher, if requested.

24 August 2017

Dear Parent or Guardian,

Please sign below in order to acknowledge that you have read and agree to the academic policies outlined in this syllabus. All course syllabi are available at Hempstead’s website for your reference.

<http://hempstead.dbqschools.org/students/academics/course-syllabi/>

If necessary, please contact me with any additional information that I should know about your son or daughter in order to be an effective teacher for him or her. Please direct all questions or concerns to my school email first.

Looking forward to a great year with these emerging Spanish speakers!

Laura Jordahl ljordahl@dbqschools.org

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Current Email Address and phone number (for teacher’s use):

Phone # _____