## Spanish IV Honors - WHS 2017 – 2018

**Class Overview:**

This class will use the basis of what students have learned in Spanish I, II, and III with a focus on conversation (listening and speaking), reading comprehension, and practical usage of Spanish. **As an Honors level course, Spanish IV Honors will be an immersion course, meaning that the majority of the class will be conducted solely in Spanish by the teacher and the students.** Emphasis is placed on the four areas of learning a foreign language: listening, speaking, reading, and writing. Various cultural topics will be included to enhance the total foreign language experience. Please refer to the course syllabus for detailed information to be covered in Spanish IV Honors.

**Expectations:** **Be respectful** of your peers, the teacher, property and yourself.

**Participate** actively and appropriately in every class.

**Be prepared** for class with all required materials (binder, composition notebook, textbook, writing utensil, etc.).

Students must **be seated when the tardy bell rings** and remain seated **until teacher dismissal**.

**Raise your hand** and be recognized **before** speaking and/or leaving your desk.

Eating, drinking, and gum chewing are **not allowed** in the classroom.

***Only water*** *in a* **transparent** *water bottle is permitted.*

Cellular phones and all other **electronic devices must be powered off and out of sight** in the classroom.

**Appropriate dress** code must be adhered to at all times in the classroom.

Consequences for failure to meet expectation may include, but are not limited to, verbal warnings, telephone calls/emails to parent/guardian, and referral notices sent to an administrator.

**Grading:** Each student’s grade will be determined on the following scale:

**38%** of the student’s grade will be determined by averaging test and project grades

**34%** of the student’s grade will be determined by averaging quiz grades

**28%** of the student’s grade will be determined by averaging class work, any written work, and other assignments.

**Student Work:** Homework assignments are posted on the board as well as on Señora Aguilar’s website. Señora Aguilar also

uses Remind101 to send text message reminders for important due dates and other information. Parents/Guardians and students are encouraged to sign up for these reminders.

Graded samples of student work done in the classroom or at home, including tests, will be kept on file in

the classroom. This file will be available for inspection by the student and/or parent/guardian any day after school.

**Missed Work:** When **absent**, each student is responsible to make up his/her missed work **within 3 days**. Please note, if a student is

present the day an assignment is given but absent the day an assignment is due, the student is expected to turn in the assignment upon return to school and WILL NOT be afforded the 3-day make up period. The 3-day make-up period only applies to students who are absent the day the assignment, quiz, test, etc. is given. Any work completed after the 3-day make up period will be considered late work whether the absence is excused on unexcused. Any work missed due to an **unexcused** absence will be considered late work and docked accordingly. Remember that ISS counts as an unexcused absence. If you are in ISS, you must see me before the end of the school day to hand in homework and/or receive any missed work. If you do not do so all assignment will be counted as late and docked accordingly.

**Late Work:** Late work including homework, quiz and test makeups will be docked **10%** off per day late. For example, if you receive

95% on a homework assignment, but it was handed in a day late, the score will be docked 10% for a final grade of 85%.

**Feedback:** Each student’s progress in the class will be measured through graded class work, homework, quizzes, tests, projects, and

other activities. If a student does not have access to Power School at home, he/she may request his/her current average, and the teacher will provide it the following day or as soon as possible thereafter. Additional feedback will be available through student-teacher conferences, parent-teacher conferences, e-mails to the parent(s), periodic progress reports sent home to be signed and returned, telephone calls to and from parents as needed, and report cards issued quarterly.

**Second Chance Policy:** Students will have the option of re-taking major assessments, such as tests and projects, in order to make-

up **half of the points missed** for a highest possible score of 85%. The re-take must be completed within ***one week***  of the original major assessment date. Students must make arrangements and set up a date and time with Señora Aguilar to re-take a major assessment.

**Student ID Policy:** Each student must wear his/her school-issued ID badge where it is easily visible, i.e. on lanyard around neck

or clipped to shirt, at **ALL TIMES** during the school day. Any student who is not wearing his/her ID will not be permitted to leave the classroom for any reason during class time.

### School Wide Rules: Be respectful. Be on time. Be on task. Stay in authorized areas.

Keep hands, feet and other objects to yourself.

**Spanish IV Honors Course Syllabus\***

As we will be focusing on fluency in speaking, understanding and using the Spanish language the following topics will be studied through written and oral practice songs, video clips, reading, oral presentations, book reports, games, essays, projects and other strategies.

Alphabet, Numbers, Colors, Shapes, Subject pronouns

Months, days & dates

Time

High frequency verbs and phrases,

Professions

Possessive adjectives

Clothing

Opposites

Sports

Sizes

Prepositions

The verb gustar – to like

Regular –ar verbs

Regular –er verbs

Regular –ir verbs

Irregular verbs ser, estar, tener, hacer, ir

Household ítems

Restaurant and market

transportation

Gender and number

Definite articles

Commands

Comparatives and superlatives

The preterite tense

The imperfect tense

The preterite vs. imperfect

The future tense

The conditional

The subjunctive mood

Students will read and complete reading comprehension activities on the following:

**Super Bruno y Nati:** Graphic novel for Spanish language learners

**Mafalda:** Comic strip native to Argentina.

**Don Quijote de la Mancha** Classic Spanish Literature. This book will be read one

**by *Miguel de Cervantes*** chapter at a time, answering the accompanying comprehension questions. Students will complete assessments based on the reading.

**Album:** Collection of short stories. The class will read 10 short stories,

answering accompanying comprehension questions. Students will complete appropriate assessments based on the reading.

***\* Schedule subject to change as needed.***

**Please keep the first page for your reference. Please fill out this page and return in to Señora Aguilar by the date specified.**

**Due by:**

**SIGNAGURE PAGE**

***I have reviewed and understand this Spanish II Honors information sheet and the Spanish IV Honors course syllabus.***

PERIOD

Student’s Name (**printed**):

Student’s Signature:

Parent/Guardian’s Name (**printed**):

Parent/Guardian’s Signature:

Date: \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_

Home Phone

Work Phone

Parent(s)/Guardian(s) Cell Phone

Best time to call\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s)/Guardian(s) e-mail address (please print CLEARLY):

***Please note that I, Señora Aguilar, will most likely contact you by* email*. Please indicate in the comments if you would prefer for me to contact you by phone or another preference.***

Comments/Questions: