

Honors Spanish II Syllabus

2017-2018

Ms. Smith

Planning 8:20-9:10

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Course Description:

Honors Spanish II consist of a continuation of a novice level of vocabulary, grammar, and culture. Students will interpret written and spoken Spanish while also communicating information through presentations showing cultural understanding and connecting with other disciplines. Students will gain insight into language and culture by acquiring information through research and experience. The honors courses are developed at an accelerated pace emphasizing cultural awareness, oral and written proficiency, as well as delving deeper into the history and culture of the Hispanic world. This class will provide a strong foundation for students interested in pursuing a foreign language degree and/or seeking to take language proficiency tests in order to test out of beginning level university language courses.

Grading:	Interpersonal	15%	
	Interpretive	15%	
	Presentational/Projects	15%	
	Assignments	15%	of total grade
	Quizzes	20%	
	Notebook	20%	

Materials needed: (from beginning of the year):

The primary items required for Spanish are listed as follows:

- 3 ring binder (1inch or larger) designated for Spanish only
- Spiral Notebook with college ruled paper designated for Spanish only

All other materials listed are your basic materials needed at the secondary level:

- Loose leaf paper
- Pencils or ink pens
- 2 dry erase fine tip markers (to use with individual white boards)
- Highlighters

State Requirements for honors courses

1. Research-based writing assignments that address and extend the course curriculum.
2. Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point presentations, or other modes of sharing findings. Connection of the project to the community is encouraged.
3. Integration of appropriate technology into the course of study.
4. Deeper exploration of the culture, values, and history of the discipline.
5. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
6. Extended reading assignments that connect with the specified curriculum.

COMMUNICATION is KEY!

Students in Spanish should show growth in communication. In this class they should learn to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- Two- way, spontaneous interaction
- Reacting to another person's speaking or writing to maintain a conversation
- Show interest and engage the other speaker
- Obtaining information as needed to clarify conversation

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- Listening, viewing, or reading a text
- Listening to an announcement on a public address system, watching a movie, or reading a newspaper
- There is no way to question the author of the text, ask for repetition, or negotiate meaning
- This type of communication is referred to as one-way communication.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- Student projects on various topics

- May or may not have visual aids
- Language may change with a different audience

Classroom Expectations:

Respect (teacher, students, and self)
 Be prepared and follow directions
 Be in your seat and prepared to begin class **when the bell rings**
 Participate actively and positively in class, without disruption

Consequences:

Failure to meet the above expectations will result in consequences. Consequences shall fit the infraction, and will be determined by the instructor. Some examples include:

- | | |
|-------------------|-----------------------------|
| • Verbal Warning | • Writing assignments |
| • Phone Call Home | • Office referral |
| | • Parent/teacher conference |

Severe Clause: Any student who uses profanity, fights, damages school property (this includes the property of the school, teacher and other students,) or is disrespectful (as defined by the teacher) will be sent to the office IMMEDIATELY.

Electronic Device Policy:

School and district policy on the use of Electronic devices in class may be found at <http://www.boardpolicy.net/documents/detail.asp?iFile=7942&iType=6&iBoard=25>

This policy allows for the use of personal electronic device only for educational purposes. Students in my class will be permitted to use cell phones to complete activities, search electronic dictionaries for specific words, research Hispanic culture, and complete other relevant assignments during class time. The students will always be aware of the times they may use their phones. **There will also be times during which it is inappropriate to use personal electronic device. Use of personal electronic device during quizzes and tests will result in a grade of 0%. Students who are caught using personal electronic devices during unauthorized times or in unauthorized manners (texting during research time, Facebooking, etc.) will have their device removed from their possession and taken to the office per school policy.**

STUDENTS ARE NOT PERMITTED TO CHARGE THEIR PHONES IN THE CLASSROOM.

Homework, Make-up work, and Extra credit

Homework will be completed before entering class. With this being an honors level course, late work is not permitted. However, I understand that sometimes there are circumstances out of the control of the

student, and if this is ever the case, the student or parent/guardian may contact me. I reserve the right to modify this policy to my discretion.

If a test or quiz is given while the student is absent, it is the responsibility of the student to come to me during homeroom or schedule a time before or after school to make up tests and quizzes as soon as possible. All other make-up work will adhere to the school policy listed in the student handbook.

Plagiarism/Cheating:

Students caught using the work of another author or student without due credit will be given a zero for the assignment in question with no make-up opportunity. Students who are unsure how to give credit to a source may ask at any time to be certain that they are not guilty of plagiarism.

Extra Credit

Extra credit will not be available in the Honors Spanish I class, however initiative points will be available as well as bonus points on tests and quizzes.

Initiative points: Initiative points are a form of extra credit that is rarely assigned, always available, and never required. Initiative points are rewarded to students who show initiative in cultural or language studies. Examples include but are not limited to following up on current events presented in class and preparing traditional Hispanic dishes or drinks on festive days. More information will be provided throughout the year concerning initiative points.

Attendance

Attendance is vital in the foreign language classroom. While we will adhere to school policy in order for you to make up any written work missed during an absence, the interactive/speaking activities are impossible to make up. Therefore, it is pertinent that you be in the classroom, ready to engage as much as possible.

Also, please be aware of the new semester exam exemption policy listed below:

Students may be exempt from their final exams (**excluding EOC tests**) if they meet the following requirements:

- The student must have maintained a “C” average or higher in the class.
- The student may not have accumulated more than 3 excused **or unexcused** absences, excluding college visits and field trips (3 unexcused tardies = 1 absence) for the class period during the current semester.

Please sign and return this page by August 18th for an assignment grade. 100 points will be given for completing the task.

I have read and understand the grading scale presented in the syllabus for Ms. Smith's Honors Spanish class including the three types of communication that will be assessed.

Student Initials _____ Parent/guardian Initials _____

I have read and understand the behavior expectations and consequences for my Honors Spanish class and further acknowledge that a writing assignment will often be assigned with a warning.

Student Initials _____ Parent/guardian Initials _____

I have read and understand the Student Electronic device policy. I further understand that if a device is taken during Spanish class, it will be delivered to the Main office where school policy will be followed.

Student Initials _____ Parent/guardian Initials _____

All incomplete assignments are due the following day and no "late work" will be accepted.

Student Initials _____ Parent/guardian Initials _____

I understand how to contact Ms. Smith when I have questions and concerns about my/my student's grades or performance.

Student Initials _____ Parent/guardian Initials _____

I, _____, have read and understand the information presented in the syllabus.

Student signature: _____

I, _____, have read and understand the information presented in the syllabus.

Parent/Guardian signature: _____