

Spanish 4 CP
Wall High School
2023-2024

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Extra Help: First A day of every week.

Marking Period Schedule

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|---|---|
| Marking Period 1 9/6/2023 - 11/7/2023 | Marking Period 3 1/29/2024 - 3/28/2024 |
| Marking Period 2 11/8/2023 - 1/19/2024 | Marking Period 4 3/29/2024 - 6/6/2024 |
| Midterm Exams 1/22/2024 - 1/26/2024 | Final Exams 6/7/2024 - 6/14/2024 |

Course Description

The emphasis is on communication, both oral and written, in real-life situations. The students act out scenes and investigate the lifestyles of the Spanish-speaking people. Oral presentations and extemporaneous speaking situations are emphasized. Students read and discuss short works of literature and authentic texts as they continue to develop their writing skills. Spanish 4H students reinforce language skills and develop specific reading, writing, speaking and listening skills necessary for success in Advanced Placement Spanish Language and Culture.

Units of Study

Unit 1-Education

Unit 2-Sports & Other Activities

Unit 3-Family & Traditions

Unit 4-House & Ways of Living

Unit 5-Literature-*Soñar un crimen*

Unit 6-Concert, Dance & Cultural Traditions

Unit 7-Cell Phone & Communication

Unit 8-Means of Communication

Unit 9-The Restaurant

Classroom Expectations

1. Be respectful to the teacher and fellow classmates
2. Be prepared to make productive use of class time
3. Monitor use of hall pass/time out of the classroom
4. Keep electronic devices away/out of the room
5. Participate as the key to learning a language is to practice
6. Make the most of your year in Spanish class. Take pride in your work and participate in all classroom activities. Believe in yourself and be confident!

Materials & Available Resources

Conversation in Spanish

Una Vez Más

Culturally relevant videos/articles (BBC Mundo, Univision, etc.)

CDs (with audio recordings)/CD player

LCD projector

Google Apps

Whiteboards

Student Journals

Departmental speaking/writing rubrics

Audio recordings of the target language

Teacher generated materials (surveys, worksheets, vocabulary reinforcement games etc.)

Sony MP3 recorder

Conversation starter cards

Grading Breakdown

Each quarter grade is based on a percentage model; the following grading formulas have been established.

Marking Period Category Percentages

| Category | Minimum Number | Percentage |
|--------------------|-----------------------|-------------------|
| Major Assessments | 2-3 | 50% |
| Minor Assessments | 6-8 | 30% |
| Homework/Classwork | 10-12 | 20% |

Course Grading

| Category | Percentage |
|-----------------|-------------------|
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|------------------|-----|
| Marking Period 1 | 20% |
| Marking Period 2 | 20% |
| Midterm Exam | 10% |
| Marking Period 3 | 20% |
| Marking Period 4 | 20% |
| Final Exam | 10% |

Marking Period 1*

| Big Ideas | Topics/Themes/Concepts | Activities & Assessments | Timeline (Number of Blocks) |
|--|--|--|-----------------------------|
| <p>Unit 1-Communicate both orally and in writing their daily school routine and compare it to that of the target culture.</p> | <p>Vocabulary: la tarea, la beca, el aula, las calificaciones, etc.</p> <p>Structure: Focus-Present tense (regulars and irregulars), verbs like gustar (gustar, encantar, aburrir, interesar, molestar, enojar, sorprender, asustar, etc.), ser vs. estar, present progressive</p> <p>Reinforcement of noun adjective agreement, comparisons, direct/indirect object pronouns, preterit/imperfect, future/conditional, subjunctive</p> | <ol style="list-style-type: none"> 1. Identify unit vocabulary to converse with classmates. 2. Identify unit vocabulary to respond to questions from classmates and teacher. 3. Practice unit vocabulary through teacher generated worksheets, reinforcement games, etc. 4. Review and identify the forms and uses of verbs to communicate both orally and in writing 5. Practice grammar through teacher | 10 |

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| | | <p>generated worksheets, reinforcement games, etc.</p> <ol style="list-style-type: none"> 4. Unit written assessment 5. Unit speaking assessment 6. Reading comprehension 7. Journal entries 8. Teacher observation/feedback 9. Spontaneous conversation with classmates | |
| <p>Unit 2-Communicate both orally and in writing their sports and extracurriculars both present and past and compare it to that of the target culture.</p> | <p>Vocabulary: la cancha, el empate, lograr, estar herido, etc.</p> <p>Structure: Focus-Preterit/imperfect, preterit vs. imperfect, verbs that change meaning in preterit (saber, querer, poder, conocer)</p> <p>Reinforcement of noun adjective agreement, comparisons, direct/indirect object pronouns, present tense (regulars and irregulars), verbs like gustar, ser vs. estar, present progressive, future/conditional, subjunctive</p> | <ol style="list-style-type: none"> 1. Identify unit vocabulary to converse with classmates. 2. Identify unit vocabulary to respond to questions from classmates and teacher. 3. Practice unit vocabulary through teacher generated worksheets, reinforcement games, etc. 4. Review and identify the forms and uses of verbs to communicate both orally and in writing 5. Practice grammar through teacher | 10 |

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| | | <p>generated worksheets, reinforcement games, etc.</p> <ol style="list-style-type: none"> 4. Unit written assessment 5. Unit speaking assessment 6. Reading comprehension 7. Journal entries 8. Teacher observation/feedback 9. Spontaneous conversation with classmates | |
| <p>Communicate both orally and in writing their family unit, relationships and traditions and compare it to that of the target culture.</p> | | <ol style="list-style-type: none"> 1. Identify unit vocabulary to converse with classmates. 2. Identify unit vocabulary to respond to questions from classmates and teacher. 3. Practice unit vocabulary through teacher generated worksheets, reinforcement games, etc. 4. Review and identify the forms and uses of verbs to communicate both orally and in writing 5. Practice grammar through teacher | <p>10 (continued through MP 2)</p> |

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|--|--|---|--|
| | | <p>generated worksheets, reinforcement games, etc.</p> <p>4. Unit written assessment</p> <p>5. Unit speaking assessment</p> <p>6. Reading comprehension</p> <p>7. Journal entries</p> <p>8. Teacher observation/feedback</p> <p>9. Spontaneous conversation with classmates</p> | |
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**Subject to revision*

Make-up Work as per Student Handbook

- Students who are absent from class for any reason will be required to make-up the work missed in each class. Completion of this work should take approximately the same amount of time as the student missed from class. In extreme cases of prolonged absence, (more than five consecutive days,) the Principal may grant extra time for the students to complete missing assignments. Students will receive an incomplete grade pending the submission of the missing assignments. Students will receive a zero for any work that is not completed by the designated timeline.
- It is the student’s responsibility to obtain all make-up work from his/her teachers immediately upon return to school. Failure to obtain makeup work is no excuse for not completing work missed. Students have the same amount of time that they have been absent to make up the work.

Academic Integrity Policy as per Student Handbook

Plagiarism Policy

- **Freshmen:** On the first offense, the student may rewrite for a maximum grade of 55. The rewrite should be closely monitored by the teacher because on the freshmen level we are concerned with students’ understanding of the process. On the second

offense, the student receives a 0 grade for the final product. (Students' offenses will be filed in the supervisor's office.)

- **Sophomores, Juniors and Seniors:** If the teacher finds that the plagiarism is flagrant or pervasive and can document the same, the assessment may receive a grade of zero.

Cheating

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to the following:

- Copying another student's work;
- Working with others on projects that are meant to be done individually;
- Looking at or copying another student's test or quiz answers;
- Allowing another student to look at or copy answers from one's test or quiz;
- Using any other method (ie "cheat sheets", communicating in any form) to get/give test or quiz answers;
- Taking a test or quiz in part or in whole to use or to give to others;
- Copying information from a source without giving proper acknowledgment;
- Taking papers from other students, publications, or internet sources and claiming it as one's own work;
- Academic dishonesty in any other form including, but not limited to, tampering with computerized grade records;
- Giving or receiving answers and/or test questions to or from another student.

Violators of this policy will be disciplined on a case-by-case basis, depending on the seriousness of the violation, prior violations and other factors.

Disciplinary measures/consequences may include, but are not limited to the following:

- Redoing the assignment (see policy on plagiarism);
- Receiving a zero grade on the project, test or quiz;
- Letter sent to parent and placed in the student's file;
- Detention, suspension or expulsion.