|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | |  | | 2015-2016  Español IV Course description This course is intended for all students who have completed Level III with a 70% or better. In this course, emphasis is placed on the study of more advanced grammatical structures as well as the review of the grammar of previous courses. Students work throughout the year with materials which are specifically designed to correlate with the school wide Essential Expectations; **Read, Write, Communicate, Think, Learn, and Act**  and the National Standards for Foreign language Learning known as the “5 Cs”.  The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.  In this class students have the opportunity to develop their listening, speaking, reading, and writing skills in Spanish. Students will also gain insights into the cultures, customs and current events of Spanish-speaking countries. Students will practice expressing themselves in practical and real-live situations. The class environment aims to build Relationships among peers and the teacher and Relevance of the material to students’ lives and plans for the future. We will be using a variety of authentic materials to introduce and reinforce language and cultural topics.  Students will be assessed in a variety of ways including presentations/ tests, quizzes, in-class assignments, homework and projects.  *Hola chicos, chicas y sus familias: Espero que el verano haya sido relajante, lleno de momentos inolvidables y que ahora estén listos para un año lleno de muchas cosas interesantes, sorpresas y más que todo espero que estén listos para aprender mucho español. Yo estoy muy emocionada de comenzar otro año escolar y estoy segura de que va a ser un súper año.* | |  | |  | |  | | --- | | http://www.hammondpilaw.com/wp-content/uploads/2013/03/Se-Habla-espanol.jpgSpanish spoken here.Y se lee español.Y se escribe español.¡Y se escucha español!¡Y finalmente se oye español! | |  | | **Profesora Turner** Colchester High School Room 207  www.csdvt.org/chs  [turnerk@csdvt.org](mailto:turnerk@csdvt.org)  You may leave a message at 802-264-5700  **Extra help**: After school, AT, A4 in the Café, A5 and B3, or by appointment | |  | |  | |  | |

**CHS Essential Expectations**

**READ:** The CHS graduate reads independently to understand, analyze, evaluate, and synthesize a variety of complex texts.

**WRITE:** The CHS graduate writes skillfully, in a variety of formats, for a variety of purposes and audiences.

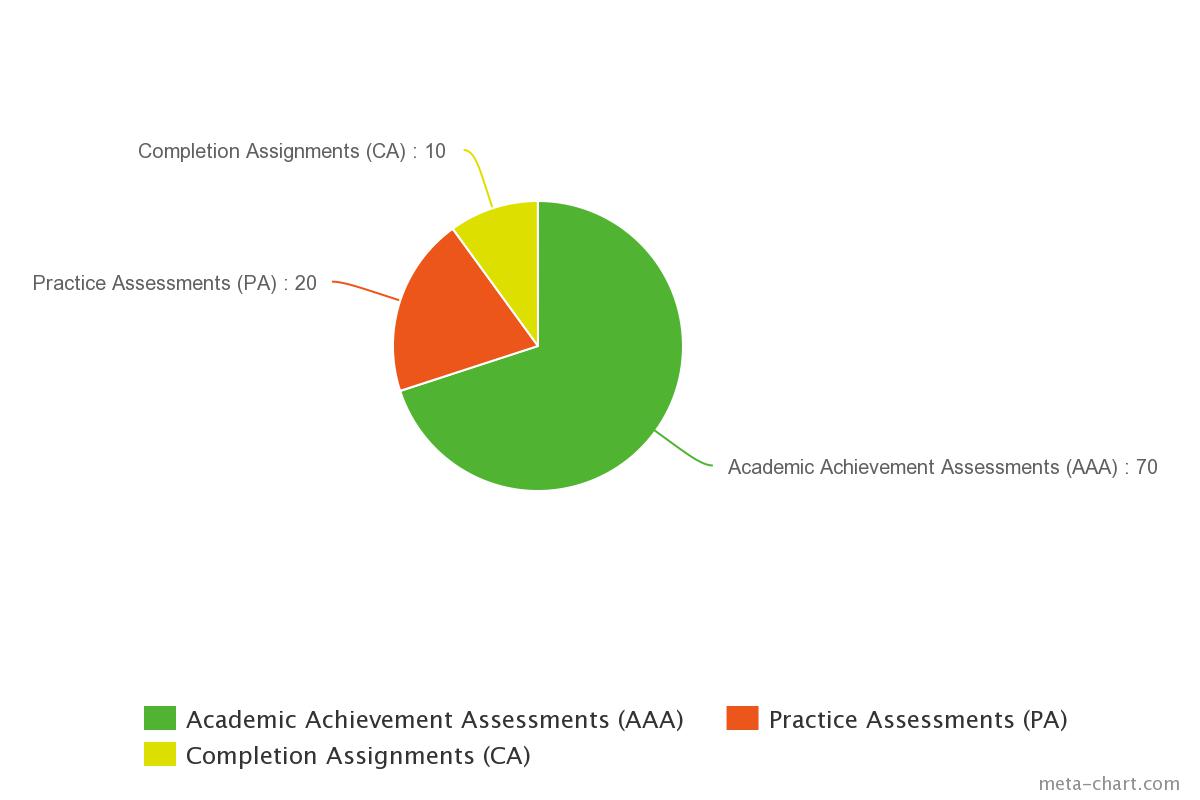
**COMMUNICATE:** The CHS graduate communicates by expressing and exchanging ideas through multiple media to construct knowledge and convey understanding.

**THINK:** The CHS graduate employs a variety of thinking skills to engage in learning and problem solving.

**LEARN:** The CHS graduate applies the skills and habits of mind that foster life-long learning and personal growth.

**ACT:**The CHS graduate actively demonstrates personal, social, and civic responsibility.

**Assessment and Grades** Assignments in the gradebook fall under three categories:

* 70% - Academic Achievement Assessments (AAA) – larger SUMMATIVE ASSESSMENTS that measure achievement towards a series of learning targets or learning outcomes.
* 20% – Practice Assessments (PA) – FORMATIVE ASSESSMENTS that are graded based on *achievement* towards the learning target (not completion).
* 10% - Completion Assignments (CA) – FORMATIVE ASSESSMENTS that are graded based on *completion* (not mastery/accuracy) and are necessary for students to engage in the learning opportunities of the day.

At the end of the year the overall grade is calculated as follows: Quarter grades - 20% each, Midterm Exam 10% and Final Exam 10%.

We will use authentic materials and sources in Spanish to practice and learn so that you can then in turn demonstrate your language proficiencies (and thereby be assessed) in multiple modes of communication, including **Interpersonal Communication** (two-way written interactions and conversations), **Interpretive Communication**, (interpretation of written, audio, and audiovisual materials), and **Presentational Communication** (oral and written presentations of information, opinions, and ideas).

**Oral Production:** This will undoubtedly push students beyond their comfort zone at times, but as a class we will work together to make this as comfortable and supportive as possible. I recognize that speaking in Spanish is class is easier for some than for others, however, I know it cannot be omitted. I do not expect students to have a perfect utterance every time they speak in class, but I will expect students to push themselves to try and communicate in Spanish. Scoring for Oral Production will fall in all three categories, Completion Assignment, Practice Assessment and Academic Achievement Assessment.

**Quizzes:** These are Practice Assessments. Students can expect at least one quiz or test each week of school. Format and grade weight will vary depending on content and skills assessed. **Students may retake quizzes** under the following condition: student schedules a time for a one-on-one study session with the teacher and then schedules a later time to retake the quiz. Student will then earn the stronger/higher grade.  There will not be a retake option for TESTS. Tests are considered Academic Achievement Assessments.

**Homework:** This is designed to help students practice concepts and/or prepare for class work. Expect some each night. Complete homework carefully, neatly and to the best of your ability. Generally homework earns a Completion Assignment score. Some homework will be collected and graded (a Practice Assessment score) while most will not, but I will always check for completion and give a “stamp”. Only complete homework finished *before* entering class will receive a “stamp.”

*HINT*: If you do not understand the homework you should SHOW that you have put EFFORT into attempting to complete it by translating directions, writing specific notes or questions or better yet coming to see me after school or during one of my prep periods.

NOTE: I do NOT expect perfection on all homework. Assignments may be corrected in class, giving opportunities to fix and learn from mistakes. **Correct homework carefully**.

**Projects:** These are Academic Achievement Assessments. Students will complete at least one project, or two smaller projects in each quarter. Projects may be individual or collaborative. Students will often be given choices for projects and thus greater leeway to creatively focus on their interests. In the projects students will integrate knowledge from the quarter (vocabulary, structure, etc.).

**Course Outline based on grammatical structures and themes. OJO 🡪 subject to change**

**Gramática:**

**Repaso (Review):**

* Presente (Énfasis en los Irregulares)
* Usos de los infinitivos
  + el “hablar” mejor significa “comprender” mejor
* DOP/IOP (Direct Object Pronouns/Indirect Object Pronouns)
* Pretérito
* Imperfecto/Soler
* Pretérito e Imperfecto en contexto
* Reflexivos

**Future tense**

**Conditional tense**

**Negative commands**

**Object pronoun placement with commands**

**Formal vs. Informal commands**

**Present perfect and pluperfect tenses**

**Subjunctive mood**

**Temas:**

**Noticias actuales Grammar embedded in authentic resources**

**-Repaso del pretérito e imperfecto –el cuento *Carta a Dío***

**-La inmigración**

**-La gastronomía**

**-Los miedos**

**-La guerra sucia -Argentina**

**-Final Project**