**Español IV**

*Otoño 2022*

Sra. Canty/ [hcanty@tolland.k12.ct.us](mailto:hcanty@tolland.k12.ct.us) / (860) 870-6818 x10235



**[[1]](#footnote-1)**

**Overview**

By now, the Spanish 4 student (yes, you!) should be able to confidently speak, read, write and understand familiar topics in Spanish. This is demonstrated in the use of vocabulary related to familiar, every-day situations, the use of most indicative verb tenses (present, preterite, imperfect, future), the imperative (commands), and some subjunctive (present). A goal for the Spanish 4 class is for you to increase your proficiency in all areas of communication.

The course will begin with a review of vocabulary and grammar from levels 1 through 3, and will continue with the introduction and study of the remaining significant grammar concepts which include, but are not limited to: the present and past perfect tenses, the imperfect subjunctive, and perfect tenses in the subjunctive, and the past progressive. The course will include content from the Avancemos 4 textbook, covering Unidades 1 through 5. The world of work, exercise & entertainment, traveling, societal issues, and the arts; and additional authentic materials will be presented in this course to increase fluency in the target language.

**Materials** :

● Writing utensil (pen or pencil)

● 1 inch 3-ring binder

● Agenda/Planner to record daily assignments

**Assessment**:

You will practice your ability to speak and write both interpersonally and in presentations, and to interpret written and spoken Spanish. Your grades will be based on summative assessments that include all areas of proficiency: speaking, listening, reading, writing, language control (grammar and vocabulary), and culture. Summative grades will be recorded in PowerSchool on a total points system. Formative work may be entered into PowerSchool but will not count in the final grade.

Summative Assessments may include but are not limited to:

* Lesson & Unit assessments
* Projects and Research Papers
* Presentations
* Speaking Prompts

Exam Grade:

* Mid Term………………………………………………...Unidad 5, Unidad 6
* Final Exam…………………………………………….... Unidad 7, Unidad 8

School Wide Rubrics

Students enrolled in World Language at Tolland High school will be assessed using the following School-Wide Rubrics:

* Writing Rubric
* Speaking Rubric
* The Cultural & Global Awareness component of the Personal Growth Rubric

Tolland High School Student Behavioral Expectations:

The World Language Department requires students to comply with Student Responsibilities in the Student Handbook, the District’s Student Use of the District’s Computer System, the Student Behavioral Expectations Scoring Matrix, as well as teacher/class-specific expectations.

Tolland High School World Language Student Behavioral Expectations:

* Preparedness
  + materials
    - writing utensil
    - notebook/folder
    - agenda
    - academic practice
* Classroom Etiquette
  + routines and procedures

**\*\*\*The teacher will dismiss the class when the bell rings.**

* + - Use of electronic devices
    - Transitions
    - Sign-out & sign-in for rest rooms/other destinations (except the water fountain)
    - adherence to language lab contract
* Engagement
  + making up assignments as arranged with teacher
  + completing classwork as requested
  + collaborating-- working in pairs and groups as requested
  + staying on task
  + speaking in target language as requested

**Make-up Work and Absences**:

It is your responsibility to see me to collect any make-up work. You will have 5 days maximum to make up any missed work.

* Any pre-assigned work that is due on a day a student is absent is required to be turned in the day the student returns.
  + - 1 day absence = 5 days maximum to make up work
    - Extended absences = students have 2 days upon return to make a plan with the teacher for making up work.
* Missing assignments are recorded in PowerSchool as a 0.01%. Don’t worry--as you complete work, those 0.01’s go away.
* If you do not make up work in a timely fashion it will result in a permanent 0 in PowerSchool, and this includes summatives as well.

\*\*\*If there is a long absence due to serious illness, and if it is approved by an administrator, then arrangements will be made with you and your parents.

**Late Work**

* Students will have up to 5 school days to turn in the assignment while incurring a 10% penalty per day late. No late work will be taken after 5 school days.

**Late Policy**

* Tardiness policy = **The 9th is an office referral.**
  + 1st three tardies = teacher detention, 2nd three tardies = call home & teacher detention, 3rd three tardies=office referral

**Extra help?**

I am available after school on Thursdays (1:45- 2:45), but arrangements can be made for other days during the week. (Check the main office for the late bus schedule.)

**The Nest**

Please remember to add assignments to your Nest. These can be assignments that include any of the THS School Wide Rubrics, and that show mastery.

**Spanish IV Course Expectations**

Please check one, sign and date.

□ We have read and understand your expectations.

□ We have read your welcome letter, but have the following questions:

Please call \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or e-mail

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to

clarify the above.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (Printed)

1. [↑](#footnote-ref-1)