**Español IVH**

*Otoño 2022*

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**Overview**

¡Bienvenid@ a la clase de Español 4 Honores! This course will give you the opportunity to confidently speak, read, write, and understand familiar topics in Spanish. By the end of the semester you will be able to clearly express yourself in the target language by using vocabulary related to familiar, every-day situations, the indicative verb tenses (present, preterite, imperfect, future), the imperative (commands), and the subjunctive (present). The ultimate goal for the Spanish 4 Honors class is for you to increase your proficiency in all areas of communication.

The course will begin with a “tying up of some loose ends” when it comes to 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. This course will use the *Avancemos 4* textbook, covering selected sections, and our reading will be an abridged version of the novel *Marianela*, which was written by Benito Pérez Galdós. The themes include communicating in the work world, going on vacation, considering higher education and finances, discussing artistic and musical interests, and talking about television programs. Some additional authentic materials will be presented in this course to increase fluency in the Spanish language, and to assist in understanding the culture.

Classzone.com is an excellent resource to practice vocabulary and grammar with the *@HomeTutor, Online Review, and Conjuguemos*. This website is aligned with our *Avancemos 4* book. Select your subject: *High School Spanish,* Location: *Connecticut*, Book: *Avancemos 4*

**Materials** :

● Writing utensil (pen or pencil)

● 1 inch 3-ring binder or a folder

● 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 1, Unidad 3, Unidad 4
* Final Exam…………………………………………….... Unidad 5, Unidad 6

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 (9 tardies= Office Referral):**
  + **1st three tardies** = warning & call home, **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/times 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.

**Honors 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

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clarify the above.

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Parent Signature Date

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Student Signature Date

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Student Name (Printed)