Spanish IV

(Intermediate Mid Language Learners)
Instructor: Maestra Betsie O’Neill 2019-2020

Course Overview: Spanish IV
¡Welcome to Spanish IV! Students will advance from the novice level to the intermediate level in Spanish IV as they explore the diverse cultures of the Spanish-speaking world. They will move from basic comprehension of textbook resources to being able to interpret and analyze authentic audio, visual, audiovisual, written and print resources from the Spanish-speaking world by identifying the products, practices and perspectives of the cultures they study. As students work to master the basic indicative tenses they will be introduced to complex grammatical structures and advanced vocabulary.

Units and Activities: What will we be learning about and doing in this course?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Themes</th>
<th>Resources</th>
<th>Grammar</th>
<th>Learners will be able to:</th>
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</thead>
<tbody>
<tr>
<td>Las diversiones</td>
<td>Intro to Produce, Practice and Perspective</td>
<td>Short Film: La Tomatilla. Article: El toro: ¿Cultura o tortura? Country: España. Señor Wooly: “No voy a levantarme”.</td>
<td>The present tense, object pronouns, verbs like gustar, reflexive verbs.</td>
<td>Avoid redundancy, express personal likes and dislikes, describe their daily routine and activities, understand the cultural relevance &amp; significance of Spain traditions.</td>
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<tr>
<td>Checkpoint 1.</td>
<td>Hobbies, Fun &amp; Sports.</td>
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<td>Las relaciones personales</td>
<td>Feelings, emotions and personal relationships</td>
<td>Article: Sonia Sotomayor: la niña que soñaba Short Story: Cajas de cartón Movies: La cosecha.</td>
<td>The present tense, ser &amp; estar, progressive forms</td>
<td>Describe in the present, narrate in the present, express personal relationships, identify the product, practice and perspective of migrant farm workers</td>
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<td>Checkpoint 2</td>
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<td>La vida diaria</td>
<td>The house &amp; chores, shopping, daily life and expressions of time</td>
<td>Video clip: De compras por Barcelona. Señor Wooly: “Las excusas”.</td>
<td>The preterite, the imperfect, the preterite vs. the imperfect</td>
<td>Narrate in the past, express completed past actions, express habitual or ongoing past events &amp; conditions</td>
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<td>Checkpoint 3</td>
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<td>La salud y el bienestar</td>
<td>Illness &amp; symptoms, health &amp; wellness, the hospital, medicines &amp; treatments</td>
<td>Article: De abuelos y chamanes Art: Paintings of Carmen Lomas. Article: La ciencia: la nueva arma en una guerra</td>
<td>The subjunctive in noun clauses, commands, por and para</td>
<td>Express will and emotion, express doubt and denial, give orders, advice and suggestions</td>
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| Checkpoint 5            | Travel, lodging, security & excursions | Article: La ruta de café  
Movie: Diarios de motocicleta |
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<tbody>
<tr>
<td>Los viajes</td>
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<td>Comparative &amp; superlatives, negative, affirmative and indefinite expressions, the subjunctive in adjective clauses</td>
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</tbody>
</table>
| Checkpoint 6           | Nature, animals, natural phenomenon, the environment | Article: El Amazonas  
Video clip: El incendio Forestal.  
Authentic Resources: Fires in the Amazon RainForest. |
| La naturaleza          |                                        | The future tense, subjunctive in adverbial clauses, prepositions, hacia & con | Describe & narrate in the future, express purpose, condition and intent & describe relationships between things/people/ideas |
| Checkpoint 7           | Tecnology, astronomy & the universe, scientists, science & inventions | Article: Tierra de animadores  
Video clip: Invenito argentinos  
Short Story: Ese bobo del móvil. |
| La tecnología y la ciencia |                                        | The present perfect, the past perfect & diminutive and augmentatives | Describe past events & conditions, emphasize the size of objects & people, express affection or scorn |
| El espectáculo español | Personal and Public Identities, Contemporary Life, Families and Communities, Beauty and Aesthetics | Students will select their own resources for this unit | Students will discover their individual needs for grammar topics based on their selection of resources |
|                        |                                        | Make an oral presentation in front of a live audience |

**Standards: What knowledge and skills will I gain by the end of this course?**

**Anchor Standards/Course Standards:** This course will assess the knowledge and skills students build in key Anchor/Course Standards. A student will have multiple opportunities to show their proficiency in each Standard. Below, each Standard for this course is named and described.

**INTERPERSONAL COMMUNICATION:** LEARNERS INTERACT AND NEGOTIATE MEANING IN SPOKEN, SIGNED, OR WRITTEN CONVERSATIONS TO SHARE INFORMATION, REACTIONS, FEELINGS AND OPINIONS

**INTERPRETIVE COMMUNICATION:** LEARNERS UNDERSTAND, INTERPRET, AND ANALYZE WHAT IS HEARD, READ, OR VIEWED ON A VARIETY OF TOPICS

**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.

**INTERCULTURAL COMMUNICATION:** LEARNERS INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

**COMPARISONS:** DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

**Assessment of Learning**

**Assessment Types:**
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments:** *Formative = Forming my knowledge and skills.* Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments:** *Summative = Summation of my knowledge and skills.* Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

**Assessment Scoring:**
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
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<tr>
<th>Anchor Standard: Interpretive &amp; Presentational communication</th>
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<tr>
<td><strong>Course Standards:</strong> I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</td>
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<tr>
<td><strong>Score</strong></td>
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<tr>
<td>NC*</td>
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<tr>
<td><strong>Informational Text</strong></td>
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</table>

**Beginning** (Novice High) **Approaching** (Intermediated Low) **Proficient** (Intermediate Mid) **Distinguished** (Intermediate High)
Inform, Describe or Explain

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<th>Description</th>
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<th>Description</th>
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<tbody>
<tr>
<td>I can present on familiar and everyday topics, using simple sentences most of the time.</td>
<td>I can present on familiar and everyday topics, using simple sentences.</td>
<td>I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.</td>
<td>I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.</td>
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</tbody>
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* scores in the “Beginning range” are well below proficient and thus they are below passing.

HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

Communication:

How Do I Know My Grades?

- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?

- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?

- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?

- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Materials: The following materials will be provided.

- Textbook: Descubre 3 Lengua y cultura del mundo hispánico  By VHL
The following materials are not provided but are required for the course:
- Spiral Notebook.
- 1-inch 3 Ring Binder
- Pens/color pencils/pencils/erasers
- Highlighter

**Class Expectations:**
Spanish will be spoken by the teacher during class. It is expected that you will speak to your teacher and your classmates in Spanish. ¡Hablemos español!

When you are absent from school because of athletics, field trips or other reasons that do not include illness and family emergencies, you are expected to check Google Classroom, keep up with your work and come back to class prepared and/or check the “absent folder” in class. If you are sick or have a family emergency, you will have as many days to make up missing work as you were absent. Please see your teacher to reschedule assessments.

**It is expected that all work be turned in on the day in which it is due. Late work will not be accepted.**

**Schoolwide Procedures:**

**Personal Mobile Devices:** This class will follow the procedures outlined in the student handbook

**Teacher Contact Information:**
Maestra O’Neill’s Classroom Extension: **802-457-1317 ext 1234**
Maestra O’Neill’s Planing Blocks: D & F.
Maestra O’Neill’s email address: [boneill@wcsu.net](mailto:boneill@wcsu.net)

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KEEP TOP PORTION FOR YOUR RECORDS AND RETURN THIS PORTION TO Betsie O’Neill by Thursday, 9/5/18

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ________________________________

Student Signed: __________________________ Date: ________________

Parent/Guardian name (printed): ________________________________