

Spanish 4 with Sra. Lewis Room D203 2019-2020

Welcome to level four Spanish class, where we will continue Spanish at an intermediate conversational level of communication. Throughout the year, students will apply concepts from previous levels of Spanish, adding more complex grammatical structures to increase production in order to communicate in Spanish authentically in real world situations. Students will participate in group and partner activities, speaking, reading, writing, and listening activities, discussions, projects, presentations, videos, quizzes, and tests in order to develop their language comprehension and production skills. Students will focus on the themes of identity and community by exploring art, music, traditions and history of the Spanish speaking world. We will closely follow both the state of Oregon and ACTFL second language standards for intermediate level speakers.

Spanish 4 Objectives

At the INTERMEDIATE level of proficiency, students can:

- develop vocabulary and grammar base for success in the intermediate level of communication in Spanish.
- participate in spontaneous spoken or written conversations on familiar topics, creating in order to exchange information across various time frames.
- work cooperatively to communicate information, make presentations and express thoughts and viewpoints about familiar and researched topics.
- understand the main idea and key pieces of information in both informational and fictional texts as well as spoken conversations in various time frames.
- make comparisons between products and practices to develop an understanding of perspectives in own and other cultures.
- interact in the target language with the instructor and classmates.
- maintain a cooperative and respectful learning environment.

Themes and units of study

I. Identidad Students will explore the concept of identity and examine how the place we live affects who we are. We will study both physical geography and the movement of people through the history of the Bracero Program. We will read excerpts from the novel Cajas de Cartón by Francisco Jiménez.

II. Culturas precolombinas Students will explore and compare the cultures of the Maya, Inca and Aztec civilizations and investigate how their belief systems shaped government and society. Students will be able to narrate and tell stories in the past tense. We will watch the documentary *Machu Picchu: al descubierto*.

III. Arte de España Students will research famous works of art and share information, opinions and preferences. We will read La hija del sastre by Carrie Toth and Carol Gaab to learn about life in Spain under the rule of Francisco Franco. We will watch the movie(s) *El laberinto del fauno* and/or *El viaje de Carol*.

IV. Música de Cuba Students will study the origins and traditions of music and dance in the Caribbean, specifically Cuban salsa and son. We will watch the documentary *Buena Vista Social Club* and examine Cuban life under the rule of Fidel Castro. Students will exchange information and ideas in discussions.

V. Los alimentos Students will explore the role of food in daily life and how culture and geography affect what we eat. Students will compare products and practices surrounding the importance of food.

VI: Salud y bienestar Students will identify and investigate problems that affect the health and well-being of people in the Spanish speaking world. Students will present information by stating viewpoints and providing supporting evidence from informational texts and resources.

Grading Policy

Students earn points in three basic categories. The following grading scale will be applied:

100-90% = A 89=80% = B 79-70% = C 69-60% = D 59-0% = not passing

60% Assessments	This category includes quizzes, tests, projects, presentations, listening and reading comprehension exercises, and written and oral performance tasks.
25% Participation and practice in the target language	Students are expected to participate daily in classroom activities in the target language. Practice and participation are crucial in order to communicate confidently in a second language. Classroom activities include daily warm ups, partner and group conversations, brainstorming, comprehension/grammar/vocabulary practice, group activities, games, etc.
15% Final Exams	At the end of each semester, students will complete a variety of assessments to demonstrate their level of proficiency in the three categories of language performance: interpretive (reading/listening), presentational (writing/speaking) and interpersonal (conversation).

Academic Integrity

Cheating, plagiarism, reliance on online translators and/or claiming someone else's work as your own will not be tolerated in class. **Any work in which academic integrity has been compromised will result in a zero.**

Clackamas Community College Credit

Students enrolled in Spanish 4 at West Linn High School have the opportunity to earn up to 12 college credits through Clackamas Community College. Students will enroll and register through CCC but earn the grade they receive in the classroom at WLHS. Students can register for a series of 200 level classes (SPN 201 in the fall, SPN 202 and 203 in the spring) to earn all 12 credits. Information to come.

Materials

Required: <ul style="list-style-type: none">● Notebook and folder or binder dedicated to Spanish 4 resources● Pencils and/or pens	Suggested: <ul style="list-style-type: none">● Highlighters● Note Cards
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Text: Each unit builds around vocabulary and concepts from the textbook Reflejos. Students will not check out a book to take home but will have access to the text in the classroom. Student will have access to many supplemental text resources from news and primary source documents to fictional stories, poems and songs.

Google Classroom: Every student will receive a login code to join Google Classroom. All class information, notes and powerpoints, handouts, practice materials and helpful resources will be posted/updated weekly.

Phones and Personal Devices: Please be respectful of the learning environment. While we will use technology in the classroom to enhance our language learning experience, **please keep phones/devices out of the learning area to avoid distractions.**

Absent and Late Work Policies

Attendance is crucial in learning a second language. Missing one day of class means that the student will miss new information. Absent students are responsible for taking time to see me/check google classroom/get notes from a classmate for assignments and information missed.

Excused absences: If a student misses class due to an excused absence, the student will have the same number of class periods missed to make up an assignment with no penalty.

Late Work: Students may turn in missing assignments and late work up to two weeks past the due date. Late work will be graded at 70% of the earned grade.

Pre arranged Absences: If a student will miss class due to a vacation or other pre arranged absence, the student should meet with me prior to the absence to collect work that will be missed.

Bathroom use: Students should expect to be in the classroom interacting and participating with peers while class is in session. If students need to use the bathroom, get a drink etc. during class time, they must ask permission in the target language and sign out/sign in if given permission to leave.

I am really looking forward to getting the school year started! If you have any questions or concerns, I can be reached by email or phone, listed below. Please do not hesitate to get ahold of me if you do have questions or concerns. Communication between home and school is a key element of student success.

Molly Lewis
lewism1@wlwv.k12.or.us
(503) 673-7800 ext. 4900

Please complete and return by Friday, August 30th

I have read and understand the policies in place for Spanish 4 with Sra. Lewis.

Student signature _____ Parent/Guardian signature _____

Students will watch the film *Pan's Labyrinth*, rated R in class. This Academy Award winning film is set in 1944 post civil war Spain and combines elements of reality and myth to tell the story. The R rating comes from a violent fight scene *that will not be shown in class.*

By signing below, I consent to my student viewing the film *Pan's Labyrinth* in class.

Parent/Guardian signature _____