

**University High School
Course Syllabus for Spanish 4**

(for extra copies of “Calendarios” please contact Sra.)

- Texts:** ¡En español! – tres,
Cuaderno para ¡En español! – tres
(Plus additional materials as needed)
- Videos:** ¡En español! – tres
- Website:** www.mcdougallittell.com
- Prerequisites:** Spanish 3 or equivalent

¡En español! is a video assisted-approach to the learning of Spanish. Beginning language learners will listen to Spanish through engaging dialogues between Hispanic teens, thus experiencing the culturally rich environments of **Mexico, Spain, Ecuador, Puerto Rico and other various areas of the United States populated by Spanish speakers**. The focus of the ¡En español! videos is the development of listening skills and cultural awareness. Speaking, reading, writing and additional listening comprehension and cultural knowledge are accomplished in the textbook and the workbook.

Course Description of 4th Year Spanish:

Fourth part of a yearly sequencing which emphasizes the development of functional proficiency in the four basic language skills of listening, speaking, reading and writing. Students will also read additional short stories. Oral communication is stressed.

Course Objectives of 4th Year Spanish:

Students will **listen** to different dialects of Spanish. Also, they will be exposed to different paces of spoken Spanish. Students should be capable of **understanding spoken Spanish** ranging from a low- to upper-intermediate pace. Throughout the year students will continue to develop coping strategies for when their comprehension is incomplete.

By the end of the fourth year, students should be capable of **asking and answering questions** on a variety of everyday topics, performing daily routines, discussing activities in progress and in the past, expressing feelings, making commands, talking about the future, and narrating in the present, preterit, imperfect, progressive, future, subjunctive, conditional and perfect tenses; and giving commands.

By the end of the fourth year, students should be capable of **reading low- to advanced-intermediate material.**

Students in Spanish 4 are expected to develop **writing skills** which will be similar to their speaking skills. Thus, by the end of the second year students should be able to describe and narrate in the present preterit, imperfect, progressive, future, subjunctive, conditional and perfect tenses, give commands, etc.

Students will also learn many **cultural aspects** of the Spanish-speaking world.

Evaluation Criteria:

Pruebas Gramaticales (Grammar Tests)	300
Pruebas de Vocabulario (Vocab. Tests)	70
Cuadernos (Workbooks)	80
Tarea (Homework)	50
Cuentos (Stories – Tests)	100
Cuentos (Stories –Homework)	50
Composiciones (Compositions)	100
Proyecto (Project)	125
Participación (Participation)	<u>125</u>
	1000 points

Grading Scale:

A	900-1000
B	800-899
C	700-799
D	600-699
F	599 or below

NOTE: To continue to the next trimester of Spanish, students **must** receive a **D or higher**.

Course Requirements:

- 1. Pruebas Gramaticales (Grammar Tests):** Students will be tested on vocabulary, grammar, culture and the videos seen. **NO make-ups will be allowed for tests unless you have an excused absence.**
- 2. Pruebas de Vocabulario (Vocabulary Tests):** Students will take a vocabulary test at the beginning of each chapter. **NO make-ups will be allowed for vocabulary tests unless you have an excused absence.**
- 3 Cuadernos (Workbooks):** **Students must complete all exercises in the Workbook.** Students will listen to the CDs in our classroom or in the library when necessary. Students must have completed each chapter of the workbook by the time that chapter of the text is finished in the classroom. Workbooks must be turned in by the end of the test day. **Workbooks will not be accepted late unless you have an excused absence.**
- 4. Tarea (Homework):** Other homework will be assigned during class. Students must complete all of these written assignments prior to class on the day they are due (due dates will be given when the work is assigned). Assignments will be turned in at the beginning of the class period. **Late assignments will not be accepted unless you have an excused absence.**
- 5. Cuentos - Pruebas (Stories – Tests):** Students will be reading stories from various countries and various periods. Students will be assessed regarding these stories through testing. Assessment of stories studied will be done independently of materials within the ¡En español! – tres text. As with all material in this course, **make-up tests will not be accepted unless you have an excused absence.**
- 6. Cuentos - Tarea (Stories – Homework):** As stated, students will be reading stories from various countries and various periods. Students will also be assessed regarding these stories through homework. Writings based on the stories read will count as homework, not compositions. Assessment of stories studied will be done independently of materials within the ¡En español! – tres text. As with all material in this course, **late assignments will not be accepted unless you have an excused absence.**
- 7. Composiciones (Compositions):** Students will write 1 or 2 compositions each trimester. Attached is a page entitled “*Evaluation Criteria for Compositions*” which shows how each element of the composition will be assessed. By referring to this after receiving composition back, students will understand what their strong points are and how they should try to improve their writing skills. **Compositions will not be accepted late except under extreme circumstances.**
- 8. Proyecto (Project):** Students will be required to do a project at the end of each trimester. The specifics of each project shall be determined at the middle of the trimester. Dependent upon the theme, projects are done in groups, as a class or individually. A due date for projects will be set when it is assigned. **Late projects will not be accepted except under extreme circumstances.**
- 9. Participación oral (Class Participation):** Attendance and participation are crucial to student success. Students are encouraged to participate actively. **Note that the participation grade (12.5%) is based on your preparation for and participation in the classroom activities. You are not graded on how “well” you speak Spanish, but rather on how hard you try!**
- 10. Puntos de extra (Extra Credit):** Students will be allowed to do up to a maximum of 25 points worth of extra credit each trimester. When it may be turned depends upon the extra credit in question. The latest it may be turned in is the last day of the trimester. Under no circumstances will extra credit be allowed after that date. I will hand out suggestions as they occur during the trimester (students, of course, are welcome to make their own proposals!). The project may be worth up to 25 points, depending upon what you choose and how well you do it. **Note that 25 points out of 1000 will only raise a student’s grade 2.5%!!! I highly suggest that students do not depend on this to get “a good grade” in this course!**

Notes:

- ✓ **All cell phones must be silenced while in the classroom. No playing of games on cell phones is allowed.** Anyone breaking either of these rules will have their cell phone confiscated the remainder of the class period and their parents will be called. If this rule is broken a second time, the phone will be turned in to the office and it will be up to the student to retrieve it.
- ✓ **If you miss a class when a video is seen, you are responsible for seeing it before the test on that chapter.** Please remember that it is important to see all of the videos as a lot of material in our text is based on information in the videos.
- ✓ **NO LATE HOMEWORK, MAKE-UP TESTS, ETC. WILL BE ACCEPTED FOR UNEXCUSED ABSENCES.**
- ✓ If your EXCUSED ABSENCE was **unexpected** (i.e.> illness...), you will have a **grace period of 2 class days** to turn in any homework assigned and/or due while you were gone and/or to take a make-up test.
- ✓ **If you are going to miss class because of a sports event, conference, etc., of which you know in advance, you must get your homework from me before leaving and turn it in either before you leave or the first class day after the event. You must also make arrangements beforehand regarding any tests you will miss.**
- ✓ Regarding any EXCUSED ABSENCE days, you may e-mail me at the e-mail address listed below (a) to attach and turn in homework, or (b) to find out if new homework was assigned while you were gone.
- ✓ **Please see me if you have any problems with Spanish. Do not wait until it is too late!** If you would prefer to see someone else or get extra help, please contact me for suggestions. You may also call either the Department of Hispanic Studies (351-2811) at UNC to find qualified tutors you can hire for help.

“Señora” Louisa Warfield, University High School, (970) 506-7049, lwarfield@universityschools.com

I reserve the right to make any necessary programmatic changes. Advance notice will be given in the event of change.

EVALUATION CRITERIA FOR COMPOSITIONS

(NOTE: CRITERIA MODIFIED TO MATCH COURSE LEVEL IN WHICH STUDENT IS ENROLLED.)

	<u>POINTS</u>
Content (Information Conveyed)	
• minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate	19
• limited information; ideas present but not developed; lack of supporting detail or evidence	22
• adequate information; some development of ideas; some ideas lack supporting detail or evidence	25
• very complete information; no more can be said; thorough; relevant; on target	30
Organization	
• series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate	16
• limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed	18
• an apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete	22
• logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever	25
Vocabulary	
• inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words; or not enough to evaluate	16
• erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied	18
• adequate but not impressive; some erroneous word usage or choice; but meaning is not confused or obscured; some use of words studied	22
• broad; impressive; precise and effective word use and choice; extensive use of words studied	25
Language	
• one or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate	13
• no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language	15
• no errors in the grammar presented in lesson; occasional errors in subject/verb agreement or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete	17
• no errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language	20

TOTAL POINTS: _____/100