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| **Señora Alvarado**2018-19 Classroom Syllabus |
| Pre-AP Spanish 1-3 |

**Contact information:**

Lillian Alvarado (-Fernandez) **Tutoring schedule:**

Classroom/Portable: P1-B Thursday-Friday

 (8:15-8:40 A.M)

E-mail: lillianalvarado@misdmail.org

**Classroom rules:**

1. **Be Prepared.** Come to class with your materials, homework, and books, before the bell.
2. **Be Respectful.** Show respect to yourself, your classmates, your teacher, and the classroom environment at all times. No food is allowed inside of the classroom.
3. **Be an Active Learner.** Be engaged, try your best. Participate in class discussion and activities. Stay on-task. Keep cell phones/technology **out of sight** unless instructed otherwise.

**Classroom Discipline Plan:**

* First Offense- Student Conference
* Second Offense- Parent Phone Call
* Third Offense- Lunch Detention assigned by teacher
* Fourth Offense- After School Detention assigned by teacher
* Fifth Offense- Office Referral

\*All offenses will be documented on Student Conductor.

 Immediate referrals will be written for major offenses such as extreme profanity, violence, disrespect, etc.

**Materials**

Students are required to bring the following items to class every day:

* 2 dry erase markers for activities
* iPad/Tablet/Device (Fully charged)
* Writing utensils (pen/pencil)
* Spiral/Notebook for daily warm-ups
* English-Spanish dictionary (optional)

\*Spiral and binder/folder are mandatory objects. They will be used to record and store daily work. The journal/diario will be taken for a quiz grade every 6 weeks.

**Grading**

Students will be graded using the following percentages for each category:

Overall 100%

* 40% - Tests/Major Grades
* 25% - Daily Work (classwork; homework; etc.)
* 35% - Speaking/Listening

**Make-up work (for excused absences only)**

* When you return from an absence, you should check the folder for the day you missed in Make-Up Work Bin.
* If you have any questions, ask a classmate or teacher before or after school.
* You will have a week to turn in absent work.
* If you will be absent due to a school activity it is your responsibility to make up the assingment and turn it ontime.
* If you were absent during a test or quiz, you have one week to schedule a time to come in and take it. (See my tutoring hours)

**Late Work Policy**

* Late work will only be accepted three days after the assignment is due (15 points off for each day the assignment is late)
* Journals are to be ready on the day of the Journal check towards the end of each grading period. If you have an excused absence on the day of the journal check, it is due upon your return to school.
* If you were absent on the day a homework/class assignment was due, write “ABSENT” and the date in which you were absent at the top of your paper when turning it in. This is to protect you from getting any points deducted from your final grade. (REMEMBER: You are only given 5 school days to turn in make-up work)

**Homework passes**

* Homework passes are given to the students as an incentive in order to help them succeed.
* Homework passes can be turned in as replacement for any class/homework grade.
* Some homework pass opportunities are given throughout the school year.
* If a student wishes to turn in a homework pass in place of any class/homework grade, they are to staple the signed homework pass on top of the assignment being replaced.
* The student may use 2 homework passes per 6 weeks.
* Homework passes are not used to skip an assignment during class.

**Restroom passes**

* You will receive a punch card with 4 restroom passes/6 weeks.
* Try your best to go to the restroom/drink water before class.
* Use the restrooms closest to the back entrance of the school. (The one closest to the portables)
* Always ask for my permission to go to the restroom and sign out on the board by the door before you leave. Please erase your name once you return to class.
* Do not take the pass without my permission or your restroom privilege will be revoked for the 6 weeks automatically.
* Your punch card must be stamped before you go to the bathroom.
* Students must stay on task, be on time (not tardy), and follow all classroom rules and procedures during the entire class period in order to use a restroom pass.
* Only go to the restroom during certain periods of time. (Not while something is being taught or during the first and last 10 minutes of class)
* If you take longer than 7 minutes or return with food, your bathroom passes for the rest of the 6 weeks are revoked automatically.

**Class Website and Google Classroom:**

* www.worleymsspanish.weebly.com

Check out our class website for lesson plans and homework!

* Google Classroom-

Each class will be given their Google Classroom during the first week of school.

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| **My Google Classroom Code is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

Textbook: Temas

Each student will be given an *Vista Higher Learning* account during the first few weeks of school. Their account will give them access to the online textbook, resources, and practice activities.

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| My login is : Username |   |
|  Password |  |

Remind 101:

Text **@alvapap** (for Spanish AP/PAP students) to the phone number **81010** in order to receive reminders to help you remember due dates and updates on anything related to the class.

Plan de Curso Lenguaje de Español IV AP

COURSE DESCRIPTION:

This course is designed for students who wish to further improve their speaking and listening abilities, strengthen their Reading and composition skills and broaden their knowledge of Hispanic literature and culture. In order to further strengthen speaking and listening proficiency, Spanish is the exclusive language of all classroom activities. English will be used to clarify instructions or for announcements. To improve written expression, the students will study and practice the process of essay writing. To achieve a high level of reading comprehension ability, the students read, translate and analyze selected short stories, poems, news articles and editorials, music and plays in Spanish. In order to reinforce grammatical concepts, comprehensive review of grammar (parts of speech) will be undertaken. Students are expected to take the Advanced Placement Language Exam when enrolled in AP Spanish in May 2020.

DESCRIPCIÓN DEL CURSO:

Este curso está desarrollado para los estudiantes que desean mejorar la comunicación oral y el entendimiento del idioma español, que quieran mejorar, la lectura y escritura, además de mejorar su conocimiento de la literatura y cultura hispana. Para que el estudiante se ejercite oral y auditivamente, se hablará exclusivamente en español en la clase. Se usará el inglés solamente para aclarar instrucciones o dar anuncios. Para desarrollar la escritura, los estudiantes aprenderán la técnica para escribir ensayos. Para lograr un nivel más profundo de la compresión de la lectura, los estudiantes leerán, traducirán y analizarán cuentos cortos, poemas, artículos periodisticos, editoriales, música y obras de teatro en español. Para ampliar los conceptos gramaticales, se llevará a cabo un repaso intensivo de gramática de las partes de la oración. Es un requisito que los estudiantes tomen el examen del lenguaje en mayo 2020 cuando esten escrito en el curso de Español AP.

COURSE OBJECTIVES:

• Identify and summarize the main points, significant details, predict outcomes, and cultural aspects from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media or an interview on a social or cultural topic related to the Spanish-speaking world.

• Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.

• Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.

• Write a cohesive and coherent persuasive essay in reaction to a text or on a personal, academic, cultural or social issue, with control of grammar and syntax. 2

• Describe, narrate and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.

• Use information from sources provided to present a synthesis and express an opinion.

• Recognize cultural elements implicit in oral and written texts.

• Interpret linguistic cues to infer social relationships.

• Communicative via Interpersonal and presentational written correspondence.

• Initiate, maintain and close a conversation on a familiar topic.

• Formulate questions to seek clarification or additional information.

• Use language that is semantically and grammatically accurate according to a given context.

OBJETIVOS DEL CURSO:

• Seleccionar los puntos principales y los detalles importantes e interpretar los resultados de una conversación cotidiana sobre un tema familiar, el diálogo de una película u otro medio de información. Una entrevista sobre un tema social o cultural que pertenezca al mundo hispanohablante.

• Seleccionar los puntos principales, detalles importantes y referencias apropiadas y las interpretaciones de texto escritos como el periódico, un artículo de revista o bosquejos de literatura contemporánea.

• Escribir un ensayo comprensivo, coherente, analítico y convincente de un tema personal, académico, cultural o social con control de la sintaxis y gramática.

• Describir, narrar y presentar información o temas convincentes de dos o tres minutos.

• Usar información de fuentes dadas para sintetizar y dar una opinión.

• Encontrar los elementos culturales implícitos en textos orales y escritos.

• Interpretar la lingüística en temas sociales.

• Comunicación a través de correspondencia personal.

• Comenzar, mantener y terminar una conversación sobre un tema familiar.

• Hacer preguntas para aclarar información adicional.

• Usar un lenguaje que sea exacto semánticamente y gramaticalmente el contexto dado.

Course content will reflect a wide variety of academic and cultural topics (the arts, history, current events, literature, culture, sports, ect.). Materials will include authentic resources in the form of recordings, films, newspaper, magazines and websites. This course seeks to develop integrated language skills that are useful in themselves and that can be applied to various activities and disciplines rather than a mastery of any specific subject matter. Training in integrating language skills and in synthesizing written and aural materials will be an integral part of the AP Spanish Language course. Spanish IV AP is designed for the development of the four linguistic skills: SPEAKING, LISTENING, READING, and WRITING. The goal of this course is for the student to attain a strong level of proficiency in the four communicative skills and be successful on the AP Language Exam.

El contenido del curso reflejará una amplia variedad de temas académicos y culturales como: (las artes, la historia, la literatura, cultura, deportes, así como temas actualizados.). El material que se usará, incluirá grabaciones, películas, periódicos, revistas y sitios de la red, en su formato auténtico. En este curso se desarrollarán las habilidades verbales que se usarán en diferentes actividades. Español IV AP está diseñado para usar las cuatro habilidades lingüísticas: HABLAR, ESCUCHAR, LEER y ESCRIBIR. La meta de este curso es que el estudiante sea instruido en el arte de las habilidades lingüísticas.

FULFILLMENT OF CRITERIA:

 ACCENTS: Students need to be familiar with general differences and variations in accent and register of speakers of Spanish in formal and informal circumstances. Some examples of authentic sources that the instructor will use in the classroom are radio and television programs, videos, and audio magazines. Recordings may be authentic and unabridged or they may be rerecorded versions.

Los estudiantes deberán entender los diferentes acentos y registros de los hablantes de español en circunstancias formales e informales. Algunos ejemplos de fuentes auténticas que el profesor va a utilizar en el aula serán programas de radio y televisión, video y revistas de audio. Las grabaciones pueden ser auténticas o pueden ser versiones regrabadas.

READING COMPREHENSION:

Reading in the AP Spanish classroom will be extensive and intensive. The instructor will assign a wide variety of authentic reading materials ranging from literary texts to 4 newspapers, magazine articles and online publications. These materials will come from various Spanish-speaking areas. Students will begin reading authentic, level‐ appropriate literary pieces the first week of school. Students will also be tested for reading comprehension by means of class discussion, projects and multiple-choice questions similar to the ones on the AP Exam. The teacher will use the Internet for students and encourages students to read newspapers from Spanish-speaking countries online or listen to podcasts.

La lectura en este curso será extensiva e intensiva. La maestra asignará una amplia selección de lecturas auténticas como por ejemplo textos literarios, periódicos, revistas y publicaciones de la red. Estas materias vendrán de varias partes del mundo hispanoparlante. Los alumnos empezarán a leer la primera semana de clases. Los estudiantes también tomarán exámenes frecuentemente para demostrar su comprensión de las lecturas, en formas de discusión, conversación, proyectos y preguntas con respuesta múltiples que serán parecidos al examen AP. El Maestra también usará la red, y se recomienda que los estudiantes lean periódicos de países hispanoparlantes por la red y escuchar podcasts.

AUDITORY & SPEAKING:

Listening and reading comprehension skills will be required in other sections of the exam, since language skills are integrated. For example, in the free‐response writing section or the speaking section, students will be required to formulate, read, and synthesize information that form the basis for their written or oral responses. Students will have instruction and regular practice in the understanding and usage of authentic materials in their course work leading to the AP Exam. When preparing for the writing part of the exam, students will practice.

La comprensión auditiva de la lectura se requerirá en otras secciones del examen, ya que las habilidades lingüísticas están integradas. Ya sea en la sección de escritura de respuesta libre como en la sección verbal, los estudiantes serán responsables de escuchar, leer y sintetizar la información que constituye la base de sus respuestas escritas u orales. Los estudiantes tendrán la instrucción y la práctica regular en la comprensión y el uso de materiales auténticos en su trabajo del curso que conduce al examen AP. Al prepararse para la parte escrita del examen, los estudiantes practicarán.

INFORMAL & FORMAL WRITING SKILLS:

Interpersonal and presentational writing tasks. When writing essays, students will learn how to allot time for planning, prewriting and proofing. Students will have ample opportunities to practice synthesizing materials from several different formal and informal authentic sources so that they will

I have read and understood Mrs. Alvarado’s classroom rules and procedures.

Student Signature:

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

Date:

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

**PARENTS, PLEASE SIGN AND HAVE YOUR CHILD RETURN THIS PAGE TO ME. THANK YOU!**

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I have read and understood the rules and procedures that my child is expected to comply with while in Mrs. Alvarado’s classroom:

Student Name (print):

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

Parent telephone number and e-mail:

Telephone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name (print):

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

Parent signature:

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

Date: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**