**¡Bienvenidos a la clase de Español IV Honors!**

**Profe/ Sr. Shafer** **cshafer@eastwakeacademy.org**

![C:\Users\Clyde\AppData\Local\Microsoft\Windows\INetCache\IE\EESUK8EA\Bandera_Flag_Perú_00a[1].png]()![C:\Users\Clyde\AppData\Local\Microsoft\Windows\INetCache\IE\M1ROJQ9R\Flag_of_Argentina[1].png]()![C:\Users\Clyde\AppData\Local\Microsoft\Windows\INetCache\IE\EESUK8EA\spanish_flag2[1].jpg]()![C:\Users\Clyde\AppData\Local\Microsoft\Windows\INetCache\IE\OZDSFOC4\Flag-CostaRica[1].gif]()![C:\Users\Clyde\AppData\Local\Microsoft\Windows\INetCache\IE\OZDSFOC4\Flag_of_Mexico_(1916-1934).svg[1].png]()

**Course Description:**

This course will seek to immerse students in the language in order to move from “survival” Spanish towards fluency. We will use an immersion system to help mimic natural language acquisition. After week 1, we will aim to have 90% of our class time spent in the target language. At this point, I expect students to be comfortable to some degree with the language so I am going to aim to incorporate as much of the Target Language into each class as possible. By immersing students in the language, they will get continued exposure just like we learn our first language – not through quizzes, tests, vocabulary lists, and grammar lessons. They will learn the language simply by immersion which helps students to take more risks with the language and not focus on every single possible error they can make. I aim to help show students that errors are okay – I am looking for **communication in the language, not precision**. This course also seeks to provide students with basic cultural competencies and awareness. Students will also be able to gain valuable insights in the culture – not only within the classroom but also outside of class in their own communities.

**Course Outline:**

**January** – Ocho Apellidos Vascos (Film) La Guerra Sucia en Argentina (Novel) El internado Ep 1

**February** – March Music Madness, El internado Ep 2/3, Novel

**March** – La misma luna y immigracion, El internado Ep 4

**April** – La conquista (y también la lluvia – film), El internado Ep 5/6, Novel

**May** – Mayans, Incas, Aztecs (El Popol Vuh, Machu Picchu, Un Viaje a Peru, El internado Ep 7, Don Quixote o el secreto en los ojos?

**Please note that the following films may be watched – explicit scenes will be censored:**

1. El Internado – Season 1 (PG-13)
2. Y Tambien La Lluvia (Unrated)
3. La Misma Luna (PG)
4. El Secreto en tus Ojos (R)

**A note on Proficiency:**

 To assess students, I will be using the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. These are goals that we want students to work towards. The following are the proficiency guidelines for Spanish I and II. You can see more information on these guidelines on our classroom website.

1. Novice Low – I can use words!
2. Novice Mid – I can use phrases!
3. Novice High – I can use simple sentences! (Spanish I’s Goal! – it takes 135 hours to get here!)
4. Intermediate Low – I can connect sentences! (Spanish II’s Goal! - 135 more hours to get here!)
5. **Intermediate Mid – I can connect paragraphs on familiar topics (E3 and E4)!**
6. Intermediate High – I can connect paragraphs and address a wide variety of topics (AP).
7. Advanced Low – Approaching Fluency – Multi-Paragraph level discourse.

**What is Intermediate Mid? Our Goal for E4!**

Students at intermediate Mid should be comfortable writing and speaking at the paragraph level. Intermediate Mids create original sentences on their own on a variety of topics beyond everyday situations. They are beginning to move out of “survival mode” and should begin to feel a sense of confidence in the language. Their speech should be fully comprehensible and they should be elaborating with clear beginnings and endings to their work. Intermediate Mids can use a variety of verb tenses, demonstrate sufficient control of the language and use many communication strategies such as circumlocution, predicting meaning, and using context clues. Intermidiate Mids also possess a high level of cultural awareness and use that to begin to talk about 21st century global issues (such as immigration).

**Grading:**

**Grading will be split up into 5 categories:**

* **Interpretive Communication** (Listening and Reading) 25%
* **Presentational Communication** (Writing and Speaking) 25%
* **Interpersonal Communication** (Conversations) 15%
* **Process** (participation\*, practice activities, cultural activities, weekly quizzes) 25%
* **Tarea Semanal**\*\* (Weekly homework investigations) 10%

**\*\* Tarea Semanal:**

 Each week, students will engage in a weekly project designed to allow them to engage with the language outside of school. It is my hope that this will help them realize the presence of the language in their community and just how big of an asset knowing a foreign language can be. These assignments will be chosen by the student and will be due each Friday. Each week, they will post evidence of the activity being completed followed by a reflective essay at the end of each quarter. It is my hope that this will take the place of traditional homework to allow for flexibility in the student’s schedules, but still give them the exposure of the language in a meaningful context. More information can be found on our class website. In addition, Spanish 4 students will complete a weekly “current event” assignment. There will be class time provided each week for these.

**Policies and Procedures:**

**Phones:**

 Phones/ devices will be used frequently in this class. If you do not have a device with you, you are welcome to find a friend to partner with during activities that require devices. At the front of the room, there will be a stop light signal indicating whether devices may be out or not.

 **Green:** You may use your device.

 **Yellow**: You may use your device when the current assignment is complete.

 **Red:** No devices should be visible.

If you do not abide by our phone policy, this will result in a warning. Repeated offenses will result in parent contact or confiscation until the end of the period.

**Late Work and Missing work:**

 Late work will be penalized at a rate 10 points/ day. I do, however, understand that things happen. With this in mind, I am open to granting extensions on some activities, provided that the student is responsible and comes to me before the due date to let me know about their situation. In these cases, the student will not be penalized if the extension is granted.

Students will find recent handouts in the file folders on the class information bulletin board at the back of the room. This will be where you can find any missing handouts/ work. I will also check in with the student upon their return to get missing work to them. Students will have one week to turn in make-up work before it will be considered late.

**Exception Policy:**

Any student who receives higher than a 90% and less than 3 absences will be exempt from the final exam. Students taking the exam must stay for the entire testing period. Exemption notices will go out about 2 days before the testing period begins. Once exemption notices are handed out, exemptions are **FINAL**.

**Academic Integrity:**

 There will be no tolerance for cheating in this course. This includes things such as copying, and plagiarizing. Google Translate should not be used in this course. This is because this hurts the students in that they are not learning the language if they are just letting Google do all the work, and Google often gives incorrect translations since it translates “literally”, not considering the context of your sentence. Approved alternative resources include: [www.wordreference.com](http://www.wordreference.com), and [www.spanishdict.com](http://www.spanishdict.com). If students are caught with an issue of academic integrity, parent contact will be made.

**Classroom Expectations:**

1. Be Respectful to everyone and abide by our Social Contract (we will make these in class during the first week).
2. Phones should be completely away or screens down when not in use.
3. Check your English at the Door.
4. Be an active participant.
5. No Google Translate!

**Supply List: -** Highlighters/ Markers - Internet Access - FlipGrid App (Highly Recommended) - Notebook - Pencils Access to Netflix (Profe S. can assist as needed – however student may wish to bring personal device. If not, one may be provided).

**Contact:**

I am here to answer any questions or concerns you may have. The following is how to best reach me:

1. Email: Cshafer@eastwakeacademy.org
2. School Phone: 919-404-0444 ex 1052
3. Classroom website: <http://profealpaca.weebly.com/>
* I will reply to all emails within 24 hours on School Days. On weekends/ holidays I will respond the next school day at the latest.
1. Profe S’s School Twitter: @clyde\_sha

**Smart Period:**

This year, EWA will be implementing a new “smart period” allowing students in school time to address needs/ concerns, complete make up work, and receive remediation in their classes. Any student with a 70 or below will use this opportunity to seek remediation for Spanish class during this time. Students can also use the time to complete make up work or homework if needed. **I will also be available for extra support Mondays, Wednesdays, Thursdays and Fridays after school until 4:00, or later as needed in addition to the Smart Period.**

**\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_**

**Please detach and complete the following by January 12th, 2018.**

**For Parents:**

Please fill in the following info to allow me to best communicate with you or scan the QR Code to fill out the Google Form:

1. Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Phone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Best method of contact and time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Please let me know if there is anything special you would like me to know about

your student (such as allergies, preferred seating, etc). If you would rather email

this information to me or use the QR code, you may do so at cshafer@eastwakeacademy.org.

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

**Photo Release for Classroom Website:**

Periodically throughout the semester, I will upload pictures from class onto our classroom website as display student work on our website. If you do not want your child’s image being used on our classroom website, twitter, or other accounts, please do not hesitate to reach out to me.

**Syllabus Agreement:** I attest that I have read and understand the syllabus.

Student’s printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s printed name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_