

Syllabus: Hispanic Studies II

Trimester 1, Fall 2018

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Course Description/Objectives

Hispanic Studies is a thematically organized course that vertically aligns the building of communication skills to Advanced Placement Spanish 5. Students will use authentic print and audio texts along with textbook content to explore essential unit questions that relate to unit themes. Hispanic Studies II will begin exploring **the home and society** in unit one, **tourism and the state** in unit two, and **pop culture of yesterday and today** in unit three. Each unit will be carefully developing and strengthening abilities in the standard areas listed in the tables below.

Materials Needed: A growth mindset, binder & paper or folder & notebook, writing utensils, Google Classroom (Code: is38dci)

Course Essential Questions
<ul style="list-style-type: none"> ● What makes Latin America, Latin America? ● What is the lasting impact of Spanish colonization on the Americas? ● How do these themes compare with those of the United States?

Course Understandings The student will understand that...
<ul style="list-style-type: none"> ● Students will explore unit essential questions through Advanced Placement-Aligned thematically organized unit topics, accessing content through reading and listening to authentic resources. <ul style="list-style-type: none"> ○ Topics from the Spanish-speaking world as from the following themes: <ul style="list-style-type: none"> ■ Beauty and Aesthetics ■ Contemporary Life ■ Families and Communities ■ Global Challenges ■ Personal and Public Identities ■ Science and Technology ● Students will demonstrate an emerging understanding of the relationships between products, practices, and perspectives as they relate to the cultures of the Hispanic world ● Students will use new content knowledge, vocabulary and structures learning via authentic texts to complete real-world performance assessments where students coming from Spanish III or entering as heritage speakers will be asked to demonstrate at intermediate-high and students coming from Spanish IV will be asked to demonstrate at advanced-low as defined by ACTFL’s k-12 Student Performance Descriptors

American Council for Teaching Foreign Languages (ACTFL) Standards	ACTFL Global Can-Do Benchmarks Students that have completed level 3 as their highest previous course will be <u>working towards</u> the following “Intermediate High” range abilities:
Interpersonal Communication <ul style="list-style-type: none"> ● conversation 	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people,

	places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
Presentational Speaking <ul style="list-style-type: none"> a speech 	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.
Presentational Writing <ul style="list-style-type: none"> an essay 	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.
Interpretive Listening <ul style="list-style-type: none"> podcast, movie, commercial 	I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.
Interpretive Reading <ul style="list-style-type: none"> a short story, a biography, a newspaper article 	I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

American Council for Teaching Foreign Languages (ACTFL) Standards	ACTFL Global Can-Do Benchmarks Students that have completed level 4 as their highest previous course and native or heritage speakers will be <u>working towards</u> the following “Advanced Low” range abilities:
Interpersonal Communication <ul style="list-style-type: none"> conversation 	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.
Presentational Speaking <ul style="list-style-type: none"> a speech 	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.
Presentational Writing <ul style="list-style-type: none"> an essay 	I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.
Interpretive Listening <ul style="list-style-type: none"> podcast, movie, commercial 	I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.
Interpretive Reading <ul style="list-style-type: none"> a short story, a biography, a newspaper article 	I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.

Student Evaluation:

Grading Philosophy:

There are two overarching weighted categories: **formative assessments** (20 percent) and **summative assessments** (80 percent).

Formative assessments are at the heart of teaching and learning and provide the student with an opportunity for critical feedback, which is then used by the student to improve his/her performance. Examples include: quizzes, peer assessments, written paragraphs, and brief verbal responses. Not all formative assessments will be graded, but when they are they will be categorized in

a weighted category that makes up 30 percent of the final grade. Formative assessments serve as checkpoints for both teachers and students as students advance towards the more complex skill and knowledge levels that they must demonstrate for that unit/course.

Formative assessment breakdown:

- 20% of final grade
- Formative assessments are subject to re-assessment
- You will have a variety of these three types of formative assessments depending on the needs of the class:
 - interpersonal (conversational speaking)
 - presentational (writing, speaking)
 - interpretive (reading, listening, or both)

Summative assessments are considered high-stakes and provide students with the opportunity to demonstrate skills and knowledge that they have developed over time. The summative assessment category will make up 80 percent of the final grade. Students will have had ample opportunity to practice the various components that make up the summative assessment, receiving targeted feedback for improvement. For that reason, retakes will not be offered. There will be 3 summative assessments and all will be interpersonal speaking assessments. Summative assessment scores grow exponentially with the student's skills.

Summative assessment breakdown:

- Unit 1 Summative Assessment = 15% of final grade
- Unit 2 Summative Assessment = 25% of final grade
- Unit 3 Summative Assessment (final) = 40% of final grade

Teacher Practices:

Missing assessments: All missing assessments are expected to be completed by the teacher-posted end of the trimester deadline.

Re-Learning and Retaking Assessments: As noted above, formative assessments may be retaken. The highest score will stand. The deadline for retakes will be given ahead of time before the unit's exam date. This is to reinforce the idea that the purpose of the formative assessments is to provide the student feedback on his or her performance in class PRIOR to higher stakes testing (summative) that are NOT subject to retakes.

***Grading modifications may be made for students with IEP or 504 plans.

Extra Credit: Extra credit will not be offered unless it is offered to the entire class. Students should focus on course expectations.

Academic Dishonesty:

Cheating: Consequences for academic dishonesty, which includes copying others' work or allowing others to copy your work, engaging in unauthorized collaboration on academic work, use of online translators, use of resources not allowed during an exam or quiz, and plagiarism.

Consequences for academic dishonesty:

1. A call will be made to a parent/guardian.
2. Assistant Principal will be notified in writing.
3. Student must retake assessment under direct supervision of the teacher to receive credit.

Bullying of any kind will be not tolerated.

Cell phones/unauthorized electronic devices are not to be seen or heard during class time unless instructed by the teacher. If these devices are used during an assessment (test, quiz, etc.) will result with a 0 in the grade book, calls home and a referral to the office.

Guidelines for Student Success

Practice outside of class: Using a language is much like playing a sport or an instrument: one must practice it if one wants to use it. Therefore, nightly practice is required and expected. Students will receive a practice tracking form where they will record the type of practice they do. This will be periodically collected and also used as a tool to assist in the process of targeting areas for improvement.

Behavior: Student expectations in the area of “In-Class Student Behaviors that Support College and Career Readiness” will be set and feedback will be provided to student. Students will be monitored through daily observations. A non-graded category will appear for each of the areas below that will correspond to a number defined in the feedback column. This feedback will coincide with progress reports so as to provide a more complete picture of desired educational outcomes and allow for action that could lead to improved academic performance for the end of the trimester. (See attachment at end of syllabus.)

Participation IN SPANISH: This class requires students to participate in the target language at all times unless the teacher grants explicit permission for the use of English. (We build into this with time goals that increase with each passing day in class. My job is to always support this skill development with visuals, partial phrases, vocabulary, etc. You’re job is to TRY. We meet this expectation together as a team.)

Student Self-Reflection: Students will be given multiple opportunities to reflect and self-assess so as to track personal growth and progress made towards learning outcomes.

Absences: When a student does not receive an assignment due to an absence, it is the student’s responsibility to find out what he/she missed that day by accessing the class website via Google Classroom. This should be done prior to coming back to class. If a student is absent on the day of an assessment, the student must come in outside of class within two weeks of missing the original quiz/test/presentation date to complete it. Please sign-up on the bulletin board, providing me with the date, time, and assessment you need to complete.

Help: Please sign up for before or after school “meetings” if you are in need of extra help.

Please detach below and return signed to teacher. KEEP THE SYLLABUS FOR REFERENCE.

HISPANIC STUDIES II 2018-2019

Student’s Full Name _____ Hour _____ Date _____

La firma del estudiante – _____ Fecha- _____

I have read the above course expectations and procedures for my student.

Parent/guardian signature - X _____ DATE - _____