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**School Year/Semester \_\_2023-2024\_\_**

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| **Course Name** | Spanish IV, Semesters A & B | **Course Code** | 60.0740001-1 |
| **School Name** | Chamblee High School | **Teacher Name** | Sra. Anderson |
| **School Phone Number** | 678-676-7070 | **Teacher Email** | Theresa\_Anderson@dekalbschoolsga.org |
| **School Website** | http://www.chambleehs.dekalb.k12.ga.us/ | **Teacher Website** | www.senoratanderson.weebly.com |

**Course Description**

The Level IV language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level III course or are at a Novice-High to Intermediate-Low level of proficiency.

During this course, most students should move into the Intermediate level of proficiency. They gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They are exposed to more complex features of the language, moving from concrete to more abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s).

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

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| **CURRICULUM OVERVIEW** |
| **Unit 1 – Spain** - In this unit, students will identify and describe the historical groups that populated the Iberian Peninsula and create a timeline representing the most important periods, political and historical figures as well as artists. This will allow students to make connections between Spain and how its influences on many aspects of Latin America. Students will describe the major painters and choose one painter to write a biography highlighting their artistic techniques and influence in Spain. |
| **Unit 2 – Cuba** - In this unit, students will be able to identify the various Cuban rhythms including the importance of “son” in the history of Latin music. Students will also present information related to historical figures and periods from Cuba and Cuba’s relationship to the United States. |
| **Unit 3 – Dominican Republic** - In this unit, students will identify and connect the rhythms from Dominican Republic to the Dominican Republic. Students will understand the role that Trujillo played in the history and development of the Dominican Republic culturally from music to sports and what the significance of ‘El Chivo”. Students will compare the development of baseball in Cuba to the Dominican Republic and create a podcast of a baseball game. |
| **Unit 4– Puerto Rico**. Research and Presentation. In this unit, students will create their own poem version on the model of “Julia de Burgos”. Compare rhythms and their impact on music in the United States. Analyze the political relationship between Puerto Rico and the United States |
| **Unit 5 – México**. Research and Presentation. In this unit, students will: compare and contrast musical rhythms identified in Mexico with those of the Caribbean. Students will write their own version of legend- Ixtlaccihuatl y Popocatepetl or El Origen del Nopal and compare to legends that they have read in the United States. Compare the syncretism and fusion in the celebration of Día de Los Muertos and contrast it with the fusion and syncretism in Cuba. |

**BOARD-APPROVED INSTRUCTIONAL MATERIALS**

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| Title | **Galería de Arte y Vida and Avancemos 4** |
| ISBN |  |
| Replacement Cost | Full price |
| Online book and/or resources | All students have access to the textbook via Launchpad/Clever |

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA**.

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| **GRADING CATEGORIES** | **\*GRADE PROTOCOL** |
| **Formative and Diagnostic Assessments – 0%**  **Assessment Tasks (Skills & Homework) – 25%**  **Classwork (Guided, Independent, and Group Practice) – 45%**  **Quizzes, Tests, and Projects – 30%** | **A** 90 – 100 ~**P** (pass)  **B** 80 – 89 ~**F** (fail)  **C** 71 – 79  **D** 70  **F** Below 70 |

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| **DISTRICT EXPECTATIONS FOR SUCCESS** | |
| **STUDENT PROGRESS** | Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester.  The progress of students shall be evaluated frequently, and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. **See Board Policy IH.** |
| **ACADEMIC INTEGRITY** | Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. **See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.** |
| **HOMEWORK** | Homework assignments should be meaningful and should be an application or adaptation of a classroom experience.  Homework is at all times an extension of the teaching/learning experience.  It should be considered the possession of the student and should be collected, evaluated and returned to the students. **See Board Policy IHB.** |
| **MAKE-UP WORK**  **DUE TO ABSENCES** | When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. **See Board Policy IHEA.** |
| **SCHOOL EXPECTATIONS FOR SUCCESS** | |
| **CLASSROOM EXPECTATIONS** | * **Arrive on time to class.** * **Be prepared with all your materials and a charged computer.** * **Be respectful of classmates and teacher.** * **Be engaged in class, participation is expected.** * **Check teacher website regularly.** |
| **MATERIALS AND SUPPLIES** | * **NOTE: All class materials will remain in the classroom, unless otherwise directed.** * **(1)- 2 subject notebook with folders for separators** * **NO 3-RING BINDERS** * **(1)- pack of post-it notes** * **Divider tabs (assorted colors in packs of 20 or more)** * **Pens and (1) Sharpie** * **2 highlighters in different colors** * **(1) sandwich size baggie** * **School issued or personal computer** |
| **EXTRA HELP** | * **Tutorials: TBA** * **www.senoratanderson.weebly.com** |
| **PARENTS AS PARTNERS** | * **Please email me with any questions and/or concerns.** * **Please join my Remind.** |

**SYLLABUS RECEIPT: 2023-2024**

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| Course Name | Spanish IV, Sems. A & B | Course Code | 60.0740001-1 |
| School Name | Chamblee H.S. | Teacher Name | Sra. Anderson |

# PLEASE SIGN BELOW AND RETURN.

I have read the syllabus, and class rules, and will adhere to them. I understand that I (the student) will have consequences if I do not follow them.

Student Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Class: Spanish IV Class Period:\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional information to support continued contact:

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| **Information** | **Parent/Guardian** |
| **Day Time Phone Number** |  |
| **Cellular Phone Number** |  |
| **Home Phone Number** |  |
| **Email Address** |  |

OBSERVATIONS, REQUESTS, COMMENTS OR MESSAGES:

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Thank you,

Sra. Anderson