

SPANISH – 7P-L4

School Year 2020-2021
Thomas County Central High School
Foreign Languages Department

INSTRUCTOR INFORMATION

Name Erika Wyatt
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Tutoring/Help Tuesday and Thursday 3 pm - 4pm

COURSE INFORMATION

Course Name Spanish Language Level - IV
Prerequisites Level-3
Sections 7P-L4 (60.0740003-3/60.2740003-3)
Day/Time M, T, W, T, F **Regular** 1:15-2:05pm
Classroom number E-Hall Room-08
Course Description The level IV language course focuses on the 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 minimal or no prior knowledge of the language or culture.
Course Text *¡Qué chévere ! Book-4 EMC. (\$79.95)*
Student will be able to access their textbook electronically, students may also sign out a textbook, of which it will be his/her sole responsibility to maintain the book in pristine condition. Student will be charged the FULL price to replace a lost or damaged textbook.
Textbook website: passport.emcl.com
Course Content 1.El trato con los demás. 2.El atractivo de viajar. 3.Paso a paso hacia el futuro. 4. La vida del hogar 5. Empleos y finanzas, 6. Salud y bienestar. 7. La vida urbana! 8. A nuestro alrededor, 9. Festejos con tradición, 10. Fuentes de información
Expectations * By the end of Level IV, students will exhibit Intermediate-Low level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

Mark Breakdown (i.e. Grade)	Your final course grade will be calculated according to the following percentages:
	1.Benchmark 20%
	2.Quizzes 15%
	3.Tests 20%
	4.Daily Work 15%
	5.Projects 15%
	6.Homework <u>15%</u>
	TOTAL <u>100%</u>

COURSE POLICIES AND GUIDELINES

- RESPONSIBILITY:** students must adhere to project and assignment deadlines and always have all necessary writing materials, textbooks and workbooks to class. It is also the student’s responsibility to check with the teacher for missing class-work and assignment if they were absent from class. Students should use **Blue, Black ink or a pencil** for writing assignments.
- Paper:** Should be headed across the top of the paper: **First and Last names. Class Period: Date:**
- Attendance/Tardiness** You are expected to be in class every day and on-time. Please refer to your student handbook and become acquainted with the rules governing attendance.
- Food, Cellphones,** It is strictly **prohibited** to eat food in class, ONLY water in (Clear containers) will be allowed a cellular phones and other electronic devices MUST be turned off during class. Reference your student Hand-Book in regards to these rules.
- Academic Integrity** Cheating, copying and plagiarism are forms of academic dishonesty and constitute a very serious offence. Even if you study or practice with a classmate, be sure to prepare your own individual work unless it is a group assignment. “Students are responsible for knowing and abiding by the Policies as set forth in the Student Hand-Book and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics
- Language Lab** The Foreign Language Lab is located in EH-10. Students are expected to use the equipment responsibly, and only for school-related work. The lab can only be used under teacher’s supervision.

CLASSROOM RULES AND EXPECTATIONS

- Come prepared to work and participate every day. Sleeping or putting your head down on the desk is **NOT** accepted.
- Arrive to class on time in an orderly fashion, take your seat immediately, and begin the warm-up assignment (bell ringer), which you will find posted on the board.
- Treat both the teacher and your fellow students with respect at all times. Ridicule and rude behavior will not be tolerated.
- At the end of class, remain seated and wait for the teacher to dismiss you before getting up to leave.
- Important TCCHS Student Handbook Reminders: Food and beverages (except for **clear, bottled** water) are prohibited in classrooms. Hats and hoods are prohibited inside the building.
- Cellphones can only be used with teacher’s permission.

Syllabus Changes

This syllabus is subject to revision due to unforeseen circumstances or needs requirements by the class instructor.

Unidad - 1 - pp. 01-43	
Greet friends	To ask for help
Farewells	Courtesy expressions
Introductions	Expressions of excitement and disappointment
To ask for information	Comparación y contraste: To ask , question, why, because, for
Unidad - 2- pp. 45-91	
Airport expressions	At a hotel
Travel	Traveling to Spain
Customs	Horoscopes
Train Station	Comparación y contraste: Expressions for the word "time"
Unidad - 3 - pp. 93-135	
Preparing for college	Professions and careers
Being a student	School buildings
Homework	Comparación y contraste: To fail, to take, expressions with acabar,
People in school	other idiomatic expressions
Unidad - 4 - pp. 137-179	
Rooms and objects	Family and relatives
Chores	Comparación y contraste: To know to meet
Meals	
Unidad – 5 - pp. 181-225	
Jobs and professions	Business expressions
Job research	Comparación y contraste
Transactions with money	To think, to come
At the bank	
Loans	
Unidad – 6 - pp. 227-263	
Health maintenance	Parts of the body
Emergency room	Doctor's office
Emergency situation	Recommendations and advice
Health symptoms	Comparación y contraste: False cognates
Treatments	
Unidad – 7 - pp. 265-305	
In the city	Food
In the street	Shopping in the market
Clothing and accessories	Comparación y contraste: to leave, to put
Unidad – 8 - pp. 307-345	
Geography	Politics
Natural phenomena	Comparación y contraste: quedar
The economy	
Unidad – 9 - pp. 347-387	
Celebrations	Legends
Holidays	Artisans
Traditions	Comparación y contraste: looks and appearance, to miss, date
Unidad – 10 - pp. 389-476	
Types of communication	Computer
Expressions on the telephone	Radio and television
At the post office	Video
Film and theatre	Comparación y contraste: but

Georgia Performance Standards for Modern Languages Level IV

Georgia Department of Education

MLIV.IP1A	Express needs and desires.
MLIV.IP1B	Share emotions and preferences.
MLIV.IP1C	Elicit and express opinions and information.
MLIV.IP1D	Exchange personal reactions to spoken and written information related to the target culture(s).
MLIV.IP2A	Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.
MLIV.IP2B	Exchange ideas clearly using level-appropriate material.
MLIV.IP2C	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
MLIV.IP2D	Use self-correction.
MLIV.IP2E	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
MLIV.INT1A	Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
MLIV.INT1B	Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.
MLIV.INT1C	Comprehend and react to current events and issues presented through print and electronic media.
MLIV.INT1D	Understand simple connected discourse.
MLIV.INT1E	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening, viewing, and reading comprehension.
MLIV.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
MLIV.P1B	Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
MLIV.P1C	Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
MLIV.P1D	Give prepared presentations (near full control of present, past, and future tenses), using visual and technological support as appropriate.
MLIV.P1E	Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
MLIV.P2A	Prepare and present organized culturally authentic poetry, skits, or stories.
MLIV.P2B	Prepare and present original essays, poetry, skits, or stories in the target language.
MLIV.CU1A	Participate in real or simulated cultural events.
MLIV.CU1B	Discuss cultural patterns of behavior.
MLIV.CU1C	Research and report on some aspect of the history and development of the target culture(s).
MLIV.CCC1A	Report on the role of major contemporary and historical figures and events from the culture(s) studied.
MLIV.CCC1B	Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
MLIV.CCC1C	Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature
MLIV.CCC2A	Discuss the influences of events and issues on the relationships between countries where the target language is spoken and the students' own culture.
MLIV.CCC2B	Discuss how members of the target culture(s) view the United States

- MLIV.CCC2C Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.
- MLIV.CCC3A Recognize basic differences between target language pronunciation, vocabulary, and colloquial usage in countries and regions.
- MLIV.CCC3B Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, and mood.
- MLIV.CCC4A Discuss information acquired through the use of media, entertainment, and technology in the target language.
- MLIV.CCC4B Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural understanding.

September 08, 2020

Dear Parent/Guardian,

I _____ and my child _____ hereby acknowledge that we have received and
Parent *Student*

read the syllabus in its entirety. We do understand that necessary adjustments and changes can be made to the syllabus at any time, and that my child will be notified of such changes. I the Parent/Guardian am also aware that I can contact you the teacher, should I have any questions regarding this specific syllabus (SPANISH – 7P-L4).

Parent Signature

Date