

SYLLABUS & PARENT/STUDENT CONTRACT

REQUIRED MATERIALS

1. Textbook: Nuevas Vistas Curso Uno, Holt, Rinehart and Winston
2. Cuaderno de Actividades Uno, Holt, Rinehart and Winston
3. A three-ring binder with six dividers (one for each collection). No spiral notebook please
4. Twelve 50 question SCANTRON sheets (Two unopened packages)
5. Supplies: Loose leaf paper, number 2 pencils, a good eraser, blue or black ink pens, a red pen, different color highlighters.

GRADING POLICY

1. Grades are assigned on the basis of accumulation of points. Points are assigned to a student's work on the following basis:

Item	Points per Item
Class work by chapter	2-50
Class notes divided by chapter in binder.....	20-40
Homework and workbook activities by chapter.....	30-100
Vocabulary cards by chapter.....	10-20
Projects.....	20-200
Class Participation (Semester).....	25
Quizzes.....	10-50
Chapter Exams.....	50-150
Final Examination.....	150-250

2. The total possible points at the end of each marking period, or semester, will be used to assign letter grades according to the following scale:

Percent of Total Points	Letter Grade	Percent of Total Points	Letter Grade
96.50-100%	A+	76.50-79.49%	C+
92.50-96.49%	A	72.50-76.49%	C
89.50-91.49%	A-	69.50-72.49%	C-
86.50-89.49%	B+	66.50-69.49%	D+
82.50-86.49%	B	62.50-66.49%	D
79.50-82.49%	B-	59.50-62.49%	D-
		Fail Below 59.40%	

3. It is the student's responsibility to obtain and make up any work missed due to **EXCUSED** absences (school related, illness, medical appointment or funeral...). If a student is absent on the day that the homework is assigned, the homework will be due the day after the student returns to class (exceptions can be made for extended excused absences).
4. **NO CREDIT** will be given for work missed due to **UNEXCUSED** absences.
5. **NO LATE WORK** will be accepted.
6. Student athletes and those involved in extra-curricular activities (all planned absences) must be cleared prior to the day of the event.
7. It is the student's responsibility to bring his/her materials to class every day. Students who repeatedly do not bring the required materials to class will consequently lower their semester grade up to two percent.
8. Students who do not bring their textbooks to class **will not** be allowed to share books with a classmate and therefore will not be able to complete the daily classroom activities and will receive a zero for that day's work.
9. **All** work must be written in **blue** or **black** ink. No work turned in in pencil, or ink other than black or blue, will be accepted.
10. **No credit** will be given for assignments that are completed with computer based translation programs.

Extra Credit Policy

I do not give extra credit assignments to individual students. Frequently, all students will have the opportunity to earn extra points during class activities. Occasionally, a bonus question or more may appear on some exams or quizzes.

Workbook Policy

The main objective of the Honors Spanish I workbook is to reinforce the material learned in class. Students receive points when they finish the assigned exercises completely and on time. The following rules and guidelines will facilitate the use and the grading of your workbook:

1. Write your name on all the outside edges of your workbook with the GREEN marker provided by your teacher.
2. Write your name on every front page with blue or black ink.
3. **Do not** tear off pages.
4. **Do not** do the work or answer the questions on a separate sheet of paper.
5. **Under no circumstances** should a student be in possession of another student's workbook. This is considered CHEATING and will result in a REFERRAL to the administration.

Binder Guidelines

The goal for having a binder for this class is that the students acquire organizational skills and create a portfolio of progress and accomplishments. This binder is divided into six chapters and will include:

1. All the notes you take in class.
2. All your graded class work (individual or group work).
3. Copies of chapter projects done in groups when possible.
4. Chapter vocabulary lists.
5. All the handouts and other important papers distributed in class.
6. All papers must have your name written on the upper right hand corner.
7. Students must keep all papers until the last second semester grades are mailed.

CLASSROOM DISCIPLINE

1. Students will follow **all** the rules established in the Parent/Student Handbook.
2. A student is considered **tardy to class** when **not** seated in the assigned desk, with materials prepared for class, at the sound of the tardy bell.
3. Students are expected to raise their hand (and wait to be acknowledged by teacher) before speaking.
4. Students will not speak when others are speaking.
5. Students will adhere to the dress code
6. No eating, drinking (re-sealable plastic bottled-water excepted), gum-chewing or personal grooming will be tolerated in the classroom.
7. High standards of Christian behavior are expected from each student. Courtesy will be exhibited to the teacher and to fellow students at **all** times.
8. Students are **NOT** allowed to enter the classroom if the teacher is not in the room. Students must wait in the hallway until the teacher gives them permission to enter.
9. Students are **NOT** allowed to get up from their desks without the authorization of the teacher.
10. Students are **NOT** allowed to open or close windows/doors in the classroom, to turn the heater on/off or to adjust the temperature without the teacher's approval.
11. Students are responsible for going to their lockers and to the bathroom during breaks.
12. Passes to leave the classroom are issued at the discretion of the teacher in the event of an emergency.
13. Students are encouraged to carry a small pack of tissues at all times since passes to leave the classroom to get tissues will **NOT** be issued.
14. Under **NO** circumstances a student is allowed to take or touch anything from the teacher's desk, computer desk, podium, shelves or any other fixture/furniture in the classroom.
15. I reserve the right to make/or change the rules!

CONSEQUENCES

If you **choose** to break the school rules and/or class rules and regulations, a Violation/Referral Slip will be issued.

REWARDS

If you **choose** to adhere to the rules, you will be rewarded with:

- ☺ Praise (Frequent)
- ☺ Various perks (random surprises throughout the school year)
- ☺ The joy of learning Spanish (every day of the school year! ☺)

It is my personal goal that you enjoy studying and learning Spanish (the heavenly language!) and that you achieve your academic potential in doing so, therefore: Sit back, relax and enjoy the adventure!

GOALS

1. Communicate in languages other than English.
2. Gain knowledge and understanding of other cultures.
3. Connect with other disciplines and acquire information.
4. Develop insight into the nature of language and culture.
5. Participate in multilingual communities at home and around the world.

OBJECTIVES

- 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students will understand and interpret written and spoken language on a variety of topics.
- 1.3 Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of subjects.
- 2.1 Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 Students will reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1 Students will demonstrate understanding of the nature of language through comparisons of the language Studied and their own.
- 4.2 Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- 5.1 Students will use the language both within and beyond the school setting.
- 5.2 Students will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

COURSE OVERVIEW

First Semester, Chapters 1-3

Reading	Culture	Communication	Writing
Rubén darío “Mis primeros Versos”, Gary Soto “Primero de secundaria”, Gabriel García Márquez “Un Cuentecillo triste”	Nicaragua	Expressing feelings, talking about causes and effects, narrating an experience in the past, combining sentences, prefixes and suffixes, Nouns, definite and indefinite articles, adjectives	Autobiography The letter h , The /y/ sound Diacritics
Comparing and contrasting Horacio Quiroga “La Guerra de los yacarés”, Juan Ramón Jiménez de Platero y yo,	Uruguay	Giving a description, talking about what one should do, word families, verbs: present, imperfect, preterite	The letters b and v division into syllables Writing a short story
Reading Rigoberto Menchú de Me llamo Rigoberta Menchú	Culture	Communication and uses of preterite and imperfect	Writing
Ana María Shua “Posada de last res cuerdas”, Antonio Landaura “La puerta del infierno”,	Argentina	Expressing certainty, presenting and connecting ideas, expressing doubt, synonyms and antonyms, Present subjunctive in noun and adverbial clauses	The /s/ sound The tonic accent Writing an essay
Ciro Alegría “Güeso y	Protecting the cultural heritage of the Americas		

2014-2015 Honors Spanish I – Mrs. Galdámez

pellejo, mitts, legends
folktales and fables

Second Semester, Chapters 4-6

Reading	Culture	Communication	Writing
Serafín y Joaquín Alvarez	Spain	Talking about the past	The /k/ sound
Quitero "Mañana de sol"	Latino artists	Asking for and clarifying	Persuasive writing
Isabel Allende de Paula	in the United States	an opinion	Tonic stress
Antonio Cabán Vale		hypothetical situations	
"Verde luz"		idiomatic expressions	
Recognizing cause and effect		imperfect subjunctive, conditional	
Drama		future	
Alforso Quijada Urías	Chile	Talking about poetry	The /x/ sound
"Hay un naranjo ahí"		Presenting and supporting	Accentuation
Pablo Neruda "La Tortuga"		an opinion, talking about	
Sabire R. Ulibarrí "El forastero		someone in the past	
gentil", Jorge Manrique "Coplas		Present perfect indicative	
por la muerte de su padre"		Present perfect subjunctive	
Antonio Machado de Soledades		Past perfect indicative	
y de Campos de Castilla		Past perfect subjunctive	
poetry: rhyme, imagery, similes		Sequence of verb tenses	
Alejandro Balaguer de "Valle	Peru	Expressing similarities and	the sounds /r/ & /rr/
del Fuego", Jordi Sierra I Fabra		differences, cognates	Diphthongs & hiatuses
de Aydin, Federico García Lorca		Infinitives: gerunds,	
"Romance sonámbulo"		prepositions	

Academic Assistance: I will be available for assistance both before and after school however; I ask that you make an appointment before coming in.

Contact information: email: dgaldamez@bmhs-la.org

School Phone number: (310) 540-2021

PARENT/STUDENT CONTRACT AND SPECIAL MESSAGE TO THE PARENTS

I hope that you have taken the time to read these course requirements. Please, keep informed with regard to your son's/daughter's progress. Be aware of any problem or concern and communicate any need to me or contact the Guidance Office. Please, supply the requested information and sign in the space provided by Friday, August 29th, 2014. Thank you in advance for your support and cooperation.

Name of Student (please print) _____

Name of Parent or Guardian (please print) _____

I/We, the undersigned, have read and understood the course requirements for Honors Spanish I 2014-2015.

Parent or Guardian Signature

Student Signature

(Keep this syllabus and contract in the student's Honors Spanish I binder; a copy of this syllabus is available for reference on the teacher's BMHS Webpage)