Spanish level IV, Spring 2019

Dear Parents/Guardians,

 I am excited to have your student in Spanish this year! Please review the information in your student’s syllabus and contact me if you have any questions or concerns. If you would, also sign the back of the “Student Information sheet” (handed out on the first day of class). Thank you in advance for your cooperation, and I am looking forward to a wonderful year with your student!

*What makes Level IV different?*

Spanish IV is an exciting class, where students will be applying all the knowledge they have learned for the past three semesters in more “real” ways. There is less direct grammar/vocabulary instruction and in exchange there will be an added emphasis on the four skills of a language (reading, writing, listening, and speaking). English will only be used for instruction of new grammatical topics, and from time to time to clarify certain instructions (5-10% of class time). Students will also be required to use the target language at all times except for asking questions that can’t be expressed in Spanish, and will be graded on this as well. We will be reading excerpts of literature from many well-known authors and also listen to Spanish speakers in all types of situations, most of them real world and not those contrived for the classroom.

It must be said that because this is level IV, your student *should already have a solid foundation* in the language with previous levels. In level IV, there is less of a focus on grammar (most is review from other levels) and a new, intense focus on “application” of the language. If your student realizes that he/she is already “behind” the class and/or struggling, I must be contacted. I will use my best professional judgment in deciding how to help your student. However, please understand that if your student is struggling in the first few weeks of class, it will become increasingly difficult as we progress.

*Course overview*

Vocabulary topics covered in Spanish IV include the following: Literary terms, Poetry terms, the home, travel, health and sickness, the environment, food and cooking, and the family and relationships.

Grammar structures covered include a review of all major concepts from levels 1, 2, and 3, as well as the introduction and usage of the past subjunctive.

 The textbook program we use readings from time to time is called *Encuentros Maravillosos*. However, most of what we do is teacher and PLT-created, and therefore can be emailed to students when they are in need. Many supplementary materials for listening and reading have been found online, and can be shared with students when the need arises.

Activities done in class may include the following: short “mini-reviews” on concepts, assignments that focus on speaking/reading/writing/listening skills, cultural exposure, vocabulary-building activities, and periodic formal/informal assessments. We also do a lot of art-related projects and do activities with technology, allowing students to be more creative in their use of the language and to practice other skills.

*Grading policy*

A student’s grade will be calculated as follows:

 **Tests/Projects- 35%** Tests are given at the end of each chapter (about every 7-8 days).

 **Quizzes- 30%** 1-2 quizzes are given during each chapter and usually cover vocabulary.

 **Classwork- 20%** Classwork can be any type of assignment we work on in class.

 **Journal- 10%** Students will journal in Spanish at the beginning of class almost every day.

 **Homework- 5%** Homework will vary but can include vocab/grammar practice or reading at home.

A much more detailed explanation of your student’s grades has been given to your student on the back of the syllabus if you would like more information on this topic.

*Makeup work/late policy*

Students are responsible for taking tests and quizzes upon returning to school as soon as possible, due to the pace of the class and my prompt returning of grades. If he/she has missed instructional time, he/she will be responsible for setting up a time with me to get instructional assistance prior to taking the test if needed. Students who have a high number of absences (10+) may be asked to “make up” class time missed.

***Points will be deducted at a rate of 10 points per day on assignments that are turned in up to five days late. Students may turn in assignments late up to two weeks. At that point, if an assignment is still missing the grade will remain a zero and will not be allowed to be made up.***

*Extra help*

I will be available to students whenever I can. I have a calendar in the room with days/times that I am available each week, and students are to sign their name by the day(s) that they would like to come in after we agree on a time.

*I have provided the students with a syllabus that includes information on classroom rules, major classroom policies, consequences of misbehavior, the grading policy, and my recommendations for success in the class. I hope to meet or talk to each of you, whether it is an athletic event, other school event, or over email/the phone. You can contact me with concerns and questions by email (**mhenderson@wcpss.net**) or by calling my Google Voice phone number (919) 762-6685. By working together, we can provide an exciting and productive learning experience for your student this year in Spanish.*

*Course website*

On my website, you can find information about the class in general, a pacing guide of vocabulary/grammar topics covered, and links helpful website for Spanish students. You can travel to the website via the following address: <http://profesorahenderson.weebly.com/espantildeol-4.html> or by going to the FVHS website 🡪 Our School 🡪 Teacher Website 🡪 Mariah Henderson.

*Muchas gracias,*

*Ms. Mariah Henderson*

*Spanish levels I, II , III, and IV*

*Fuquay-Varina High School*