



## WORLD LANGUAGES STATE STANDARDS

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.

Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. The targeted proficiency level is in accordance with the NJCCCS cumulative progress indicators as based on the American Council on the Teaching of Foreign Languages (ACTFL) learner-range descriptions. Student proficiency is assessed on performance across the 3 modes of communication-

# MHS 2023–24

## Course Expectations for Spanish 4 - 53400

Mrs. Licinski's Email: [elicinski@mtsd.us](mailto:elicinski@mtsd.us)

### COURSE DESCRIPTION:

*This course is designed to continue building upon skills of listening, speaking, reading and writing acquired in Spanish 3 in order to improve students' performances based on the ACTFL guidelines. Students will understand and communicate at the sentence level and will use sentences to understand the gist and some supporting details of conversations dealing with everyday life. S/he will ask and answer questions related to everyday life transactions such as expressing preferences and opinions, initiating and maintaining a conversation and getting needs met.*

*The course objectives are for students to demonstrate competence in the speaking, writing and interpretive modes using thematic vocabulary with emphasized language structures-- the preterit, imperfect and future tenses and the subjunctive mood. Some of the major assignments include creative writing pieces and individual speeches.*

*This course meets state graduation requirements for World Languages and NJ Student Learning Standard 7.1. Students progress towards ACTFL intermediate-mid proficiency.*

### OBJECTIVES:

- To develop competence in cultural exchanges with the language-related ethnic groups;
- To use written and spoken language at the *ACTFL Intermediate-High* level in a variety of familiar situations and contexts;
- To strengthen knowledge and application of foundational language structures needed for successful acquisition and continued, upper-level study

### UNITS FOR THE YEAR:

Unit 1 – Society and Entertainment	Unit 3 – The individual and Personality
Unit 2 – Progress and the Environment	Unit 4 – Diversity and Discrimination

### RESOURCES:

- Textbook: *Realidades 4*
- *Google Classroom page, Sra. Licinski's school webpage*

The curriculum is designed in thematic units, and therefore does not strictly follow the chapters of the textbook. Students will be given a variety of resources that may include videos, song lyrics, short stories, newspaper articles, news broadcasts, pictures, and photocopies.

*All resources are equally significant for learning.*

Interpretive (reading, listening); Interpersonal (spontaneous speaking, writing); Presentational (prepared speaking, writing)	<p><b><u>Supplies students need to bring to class</u></b></p> <ul style="list-style-type: none"> <li>→ Binder</li> <li>→ pencils/pens/highlighters</li> <li>→ Computer, Smartphone, Ipod or tablets, if available</li> <li>→ Headphones, with microphone</li> </ul>
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<b>GRADING:</b>	
50% - Assessments	50% - Skill Development
<p><b><u>2-3 Summative performance tasks</u></b></p> <p><i>DOK 1- End of Unit Exam</i>  <i>DOK 2- Interpretive Performance</i>  <i>DOK 3- Interpersonal Performance</i>  <i>DOK 4- Presentational Performance</i>  <i>Reference Unit Assessment Overview</i>  <b><i>(DOK = Depth of Knowledge)</i></b>  <i>Reference Unit Assessment Overview (per unit)</i></p>	<p><b><u>Supporting Content tasks</u></b></p> <p><i>Quizzes</i>  <i>Class &amp; sub assignments</i>  <i>Mini-projects</i>  <i>Responsible Learner Skills Rubric</i>  <i>Other as deemed appropriate by teacher</i></p>
<p><b><u>ABSENCE POLICY/ LATE WORK/ MAKE-UP WORK:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Per policy in the Student Handbook for make-up work resulting from an absence</i></li> <li>• <i>If absent, student is accountable for HW &amp; Resources posted on Google Classroom</i></li> <li>• <i>After an absence, it is the student's RESPONSIBILITY to make arrangements with the teacher to make any assignment and or assessment.</i></li> <li>• <i>Student is required to make up any announced test, performance task, or presentation THE DAY OF STUDENT RETURN.</i></li> </ul> <p><b><u>ACADEMIC INTEGRITY:</u></b>  <i>Per penalties for cheating, as outlined in the Student Handbook.</i></p>	

### **BEHAVIORAL EXPECTATIONS**

- ***Readiness:*** Have all needed materials, respect deadlines, etc.
- ***Mutual Respect:*** Avoid aggressiveness, insolence, insubordination; clean up after yourself, etc.
- ***Attentiveness:*** Heads up from start to end, be on task, **phone off & away**.
- ***No food or drinks—except water***

### **HOMEWORK**

- *Homework is checked and reviewed in class regularly and counts toward the Responsible learner Skills Rubric (RLS)*
- *All late homework will be penalized unless “no late homework is announced”.*
- *No credit will be given for homework done in class, is not legible or not done according to instructions*

### **STUDENT RESPONSIBILITY:**

*You play a vital role in the learning process and in your success. To be successful you must be willing to **take risks** and be **invested** in learning on a consistent basis. Try your best. Adhere to all classroom rules and use the target language to the best of your ability.*

### **Class Schedule and Office Hours**

- *Our class, Spanish 4 meets in Room B1121*
- *My After School Help hours are **Wednesdays** (or by appointment) at 2:30 pm in Room B1121*

**Please acknowledge your understanding of these guidelines by signing below.**

Date: \_\_\_\_\_

**Student's signature:** \_\_\_\_\_

**Parent or Guardian's signature:**

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