Instructor: Brianna Trower, M.A.  Email: btrower@burnetcisd.net  Room: D220

Teacher Webpage: https://bhs.burnetcisd.net/apps/pages/btrower (Google classroom codes available here)

Necessary supplies: Your chromebook, pencils, black or blue pens, spiral notebook, notebook paper, several dry erase markers for you to use for in-class activities, and index cards for studying vocabulary words. Students must bring ALL of these to class EVERY DAY. Anything you submit to me to be graded MUST be done in either pencil, black ink, or blue ink. Students may not keep their personal supplies or belongings in my classroom. Supplies that I keep in my classroom for student use must remain in my classroom.

Course credit: Successful completion of this course provides students with one year of high school Spanish credit, as well as credit for two semesters of college Spanish Credit (Beginning Spanish I & II) through Angelo State University if you have completed the enrollment process by the deadline.

Course description: This course provides students with a review of Spanish greetings, the verb Ser and its uses, the verb Haber, interrogative words, days, months, times, the present tense of regular verbs, descriptions, articles, adjective-noun agreement, subject-verb agreement, the verb Gustar, the verb Ir, the verb Estar and its uses, verbs with irregular yo forms, stem-changing verbs, commands, comparisons, regular and irregular verbs in the preterite tense, the imperfect tense, the contrasting uses of the preterite and imperfect tenses, and direct object pronouns, as well as accompanying vocabulary, verbs, artistic, historical, and cultural information. This course provides detailed instruction in Spanish indirect object pronouns, double object pronouns, commands, adverbs, relative pronouns, por vs. para, the Subjunctive Mood, the Future Tense, the Conditional Tense, the Present Perfect Subjunctive, the Past Subjunctive, and combinations of these tenses, as well as accompanying vocabulary, verbs, artistic, historical, and cultural information.

Attendance and Tardies: If a student has not arrived at my classroom by the time the tardy bell rings, he or she is tardy and will be sent to the Assistant Principal’s office for a Tardy Slip before being allowed to enter class. If a student is not in his or her assigned seat when the bell rings, he or she is marked tardy. Multiple tardies will result in consequences according to the Burnet High School Student Handbook. If a student has not arrived at my classroom within 10 minutes of class starting, he or she will be counted absent.

Classroom Conduct Expectations: Students are expected to listen to the teacher, pay attention, and stay on task at all times. It is never acceptable to interrupt the teacher. If you need to speak when someone else is speaking, you must raise your hand and wait to be called on. Students may not behave in a way that is off-task, disorderly, disruptive, disrespectful, disobedient, or dangerous according to the Burnet High School Student Handbook. Behaving this way will result in consequences. Students should respect the school’s rules and the property of others and of the district and they should cooperate with and assist school staff in maintaining safety and order. Students must comply with instructions given by school staff and must accept the discipline administered to them. They must not make negative remarks or insults, use profanity or vulgar or inappropriate language or gestures, fight or scuffle with, bully, harass, abuse, or threaten others, possess prohibited items in the classroom, or violate technology use policies. Students are expected to be respectful of others at all times. You are NOT allowed to line up at or stand around the door at the end of class. ALL students MUST be seated or participating in class when the bell rings. If this does not happen, all students must go back to their seats and remain seated until I dismiss the class. I, as the teacher, dismiss the class and the individual students- NOT the bell. Leaving the classroom before I have dismissed you results in disciplinary action.

Individual Disciplinary Procedures: Failure to abide by conduct expectations will result in the following:
1st offense: warning. If a warning solves the problem, further disciplinary action will not be needed. If it does not…
2nd offense: parent and coach/ sponsor contact. If contacting your parents and coaches solves the problem, more disciplinary action is not needed. If it does not…
3rd offense: You will receive a disciplinary referral.
*If you cause a problem in class that is so disruptive that class cannot continue, you will be sent to the AP office immediately.

Reward Tickets: Each class begins each week with 3 tickets. Each ticket is worth 1 point on whatever assignment you choose to add it to. The class gets to keep their tickets as long as the entire class demonstrates great behavior. If a significant portion of the class gets too loud, refuses to quiet down, behaves in an unruly manner, refuses to follow instructions, demonstrates rude or disrespectful behavior, or complains excessively, I will take away 1 ticket from the class for each offense. The tickets may not be earned back in the same week during which they were lost. The number of tickets that the class has left at the end of the week is the number of tickets each student receives at the end of the week. At the beginning of the next week, the class starts over with 3 tickets again. You may use them on whatever assignments you want to by stapling the tickets to the assignment or by writing down your name and what assignment you want the tickets added to, stapling the tickets to that piece of paper, and giving it to me. Tickets may never be used on missing grades- only on assignments you turned in. Be mindful of the expiration dates on tickets.

Class Disciplinary Procedures: If a large section of the class is behaving in a disruptive or uncooperative way, I will ring a bell. The first time it rings, if the class responds by behaving correctly, no punishment will be administered. After the second time I have to give the signal, the whole class will lose 1 ticket for each additional violation. If the class runs out of tickets, the whole class will be required to stay in their seats for 5 seconds after the bell rings for each additional violation.

Grading: The high school grade you receive for this follows the Burnet HS system of grading and grade categories for Dual Credit courses: 70% Test Grades; 30% Daily Grades
For dual credit students- You will also receive an additional grade at the end of each semester for Angelo State University. Here is their grading scale: 90%- 100%- A; 80%- 89.9%- B; 70%- 79.9%- C; 60- 69.9%- D; Below 60%- F

Writing assignments are graded this way: minus 2 points for a minor grammar mistake; minus 3 points for a major grammar mistake. Minus 1 point for a minor content error; For major content errors, the amount of content will be divided into 100 and the number of points subtracted will correspond to how much each item is worth. I will not give extra credit assignments except in the case of extreme extenuating circumstances.

Tutorials: I am available during Advisory time each morning from 8- 8:50 in my classroom for tutorials or help with work. Please ask your advisory teacher for a pass to come to my room during Advisory if you need to come and see me for tutorials. You will need to give the pass to me when you come for help. I am also available for tutoring on Tuesday, Wednesday, and Thursday after school. If you are going to come to after school tutorials, please let me know as soon as possible.

Daily Grades: ¡HOLA¡ (warm-up) beginning of class activities will be on the board when students enter the room. Students should have supplies on their desks and be working on the ¡HOLA¡ when the bell rings without having to be told to do so. If this does not happen, the student(s) will receive disciplinary action. Any end of class activities must be completed before a student can leave at the end of class. Oral participation will be one type of daily grade. Students will not be penalized for incorrect answers, but in order to earn full oral participation credit, students must make a sincere effort to answer the questions they are asked. I will document Oral Participation on a rubric. Classwork, homework, and quizzes will also be daily grades. Quizzes will be given frequently to reinforce vocabulary and grammar concepts. The dates when quizzes will be given will be posted on Google Classroom. You MUST check Google classroom to find out when you will have a quiz and what will be on it. No excuses for not knowing about a quiz will be accepted.

Test Grades: Projects and tests (written and oral). Tests will be given over a chapter, multiple chapters, a major concept, or multiple major concepts. We will have at least one vocabulary test and at least one oral assessment per 6 week period. Never put projects or tests in the black trays that are for turning in daily work! The dates when tests will be given will be posted on Google Classroom. You MUST check Google classroom to find out when you will have a test and what will be on it. No excuses for not knowing about a test will be accepted.

Phones and Electronic devices: Cell phones are NEVER permitted to be out or in use during class time because the school has provided each student with a Chromebook. Everything you may need to do for this class can be done using the Chromebook instead of a phone. You may not use your phone to communicate with ANYONE during class. If you need to contact a parent or family member, you need to go to the office. If a student uses a cell phone during class, I will ask the student to take the phone to the Assistant Principal’s office and give it to the secretary. If a student does not obey, I will call the Assistant Principal’s office and the student will receive disciplinary consequences.

<table>
<thead>
<tr>
<th>Offense</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Offense</td>
<td>Warning - Cell phone will be confiscated and held till the end of the day at which time the student can retrieve from the AP office.</td>
</tr>
<tr>
<td>Second Offense</td>
<td>Parent Pick Up - Cell phone will be confiscated and held till the end of the day at which time the parent can retrieve from the AP office.</td>
</tr>
<tr>
<td>Third Offense</td>
<td>Parent Pick Up &amp; Fine - Cell phone will be confiscated and held till the end of the day at which time the parent can retrieve from the AP office and pay a $15 fine for return.</td>
</tr>
</tbody>
</table>

Late Work Policy: Assignments are due at the beginning of the class period on the due date. They are late if not turned in at this point. Late assignments may receive a maximum of 10 percent deducted per late day. One day is defined as one school-calendar day. I will record a zero in Skyward as a “placeholder” until a late assignment is turned in. After the fifth late day, the assignment will be recorded as a zero permanently.

Missed Work due to Absence: For any class missed, the STUDENT will be responsible for checking Google classroom to get and complete the makeup work. I will post all the assignments there, and each student MUST check Google classroom for themselves. Please submit late work/makeup work electronically. You may complete the assignment on Google classroom or type your answers in a Google doc and attach that to the assignment and submit it on Google classroom. You may also email me your assignment or attach it to an email. You may also put your late work/makeup work in your class period’s folder in the late work tray. You may also put your late work in the designated date, it becomes late work. Any assignment for which the due date was announced in advance will still be due then. If we are working on a group project and you will be absent one of the days we are working on the project or the day the project is due, you must do your own project as an individual. I encourage you to speak with me if you know of an absence ahead of time, including an absence for extracurricular activities.

Academic Dishonesty: Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during a quiz or exam. A student found to have engaged in academic dishonesty will receive a grade of zero for the assignment and will not be given the opportunity to make up the assignment. They will also receive disciplinary action. Repeat offenses of cheating will earn the student a referral to the Assistant Principal’s office. The use of Google Translate or any other online translator is strictly prohibited and is considered cheating. Please use www.wordreference.com as an online dictionary. The following are considered examples of scholastic dishonesty:

<table>
<thead>
<tr>
<th>Dishonesty</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>The taking of passages from the writing of others without giving proper credit to the sources</td>
</tr>
</tbody>
</table>
Collusion Using another’s work as one’s own, or working together with another person in the preparation of work, unless such joint preparation is specifically approved in advance by the instructor.

Cheating Giving or receiving information on examinations.

Other Important Items of Business: Students should not expect to leave the classroom during the first or last ten minutes of class. You may not go to see another teacher during my class period. Doing assignments for another class during Spanish class will result in confiscation of the assignment, which will not be returned to the student. Spanish class time is for doing Spanish work.

Please read through this syllabus with a parent and/or guardian. You both need to sign it, indicating you have read it. When you bring it back to class signed, turn it in to your class’s tray by the due date and I will give you a grade for having done so.

Student name ________________________       Student Signature____________________

Level of Spanish ____________________________       Class Period __________________________

Parent/guardian name _________________________ Parent/guardian signature_______________________________

Date__________________________________________

Some Course Student Learning Outcomes and Corresponding Angelo State Student Learning Outcomes

Students will ask questions to their classmates in Spanish and record their classmates’ answers in writing. (ASU SLOs: CS1 & CS2).

Students will do many oral presentations in Spanish. Many of these presentations will be accompanied by slideshows with culturally relevant images (ASU SLOs: CS1, CS2, CS3, SR1).

Students will do research and compare and contrast the details of how we celebrate holidays in the United States with how people in Spanish-speaking countries celebrate similar holidays (ASU SLOs: CT1, SR1, SR3).

Students will write narratives in various tenses in Spanish that include specifically assigned grammar elements together as groups. (ASU SLOs: CT1, CS1, TW2).

Students will take written vocabulary and grammar tests in order to demonstrate their level of fluency in Spanish. (ASU SLO: CS1).

Students will participate in Spanish conversations with classmates and will take oral exams in order to demonstrate their level of fluency in Spanish. (ASU SLO: CS2).

Critical Thinking Skills (CT)
- THECB Description: “to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.”
- ASU SLOs
  CT 1. Gather, analyze, evaluate, and synthesize information relevant to a question or issue.
  CT 2. Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.

Communication Skills (CS)
- THECB Description: “to include effective development, interpretation and expression of ideas through written, oral and visual communication.”
- ASU SLOs
  CS 1. Develop, interpret, and express ideas through effective written communication.
  CS 2. Develop, interpret, and express ideas through effective oral communication.
  CS 3. Develop, interpret, and express ideas through effective visual communication.

Empirical and Quantitative Skills (EQS)
- THECB Description: “to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.”
- ASU SLOs
  EQS 1. Manipulate and analyze numerical data and arrive at an informed conclusion.
  EQS 2. Manipulate and analyze observable facts and arrive at an informed conclusion.

Teamwork (TW)
- THECB Description: “to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.”
- ASU SLOs
  TW 1. Consider different viewpoints as a member of a team.
  TW 2. Work effectively with others to support and accomplish a shared goal.
Social Responsibility (SR)
- THECB Description: “to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.”
- ASU SLOs
SR 1. Demonstrate intercultural competence.
SR 2. Demonstrate knowledge of civic responsibility.
SR 3. Demonstrate the ability to engage effectively in the campus, regional, national or global communities.

Personal Responsibility (PR)
- THECB Description: “to include the ability to connect choices, actions and consequences to ethical decision-making.”
- ASU SLO
PR 1. Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

Student Absence for observance of a religious holy day: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Course Requirements:
“Students must demonstrate mastery of the verb Ser and its uses, the verb Haber, interrogative words, days, months, times, the present tense of regular verbs, descriptions, articles, adjective- noun agreement, subject- verb agreement, the verb Gustar, the verb Ir, the verb Estar and its uses, verbs with irregular yo forms, stem-changing verbs, commands, comparisons, regular and irregular verbs in the preterite tense, the imperfect tense, the contrasting uses of the preterite and imperfect tenses, and direct object pronouns, accompanying vocabulary, verbs, artistic, historical, and cultural information, indirect object pronouns, double object pronouns, commands, adverbs, relative pronouns, and por vs. para.
We will have an exam over the vocabulary from each chapter of the 4th edition of Plazas: Lugar de Encuentros by Robert Hershberger, Susan Navey- Davis, and Guiomar Borrás Álvarez. This textbook is published by Cengage Learning.

We will have a Chapter Exam over each chapter's major grammar concepts.
Ch. 1: Number and gender agreement between articles and nouns, the present tense of regular –AR verbs
Ch. 2: Expressing ownership, uses of Ser, agreement between nouns and adjectives, the present tense of –ER and –IR verbs, uses of Tener
Ch. 3: Using Gustar and similar verbs, Using “Ir”, verbs with irregular “yo” forms, Using Saber and Conocer, weather expressions
Ch. 4: Stem changing verbs in the present tense, the present progressive tense, Affirmative informal commands
Ch. 5: Reflexive verbs in the present tense, Using “acabar + de + infinitive, Ser vs. Estar, Demonstrative adjectives and pronouns
Ch. 6: Comparatives and Superlatives. Regular verbs and verbs with spelling changes in the preterite, stem changing verbs in the preterite
Ch 7: Stressed possessive adjectives and pronouns, irregular verbs in the preterite, direct object pronouns, indirect object pronouns, double object pronouns
Ch. 8: the Imperfect tense, Interrogative words, Preterite vs. Imperfect, “Hace + que” expressions
Ch. 9: Formal commands and negative informal commands
Ch. 10: The present perfect tense
Ch. 11: Por vs. Para, Introduction to The subjunctive
Ch. 12: More uses of the subjunctive

Outcomes for this course: (1) Students will be able to use the grammar and vocabulary mentioned above in speaking and in writing the Spanish language with at least 70 percent accuracy. (2) Students will be able to understand spoken and written Spanish with at least 70 percent accuracy. The methods for assessing these outcomes consist of verbal, listening and written exercises, projects and exams given in class over the topics mentioned above.

This semester, We will have a lecture over:
1. Number and gender agreement between articles and nouns
2. agreement between nouns and adjectives
3. the present tense of regular verbs
4. Expressing ownership
5. uses of the verb Ser
6. uses of the verb Tener
7. Using Gustar and similar verbs
8. Using the verb “Ir” with places and infinitives
9. verbs with irregular “yo” forms
10. Saber vs. Conocer
11. Stem-changing verbs in the present tense
12. Reflexive verbs in the present tense
13. Using “acabar + de + infinitive
14. The present progressive tense with regular verbs, with object pronouns, with stem changing verbs
15. Affirmative informal commands
16. Ser vs. Estar
17. Demonstrative adjectives and pronouns
18. Comparatives and Superlatives
19. Regular verbs and verbs with spelling changes in the preterite
20. Stressed possessive adjectives and pronouns
21. Irregular verbs in the preterite
22. Direct object pronouns
23. Indirect object pronouns
24. Double object pronouns
25. the Imperfect tense
26. Interrogative words
27. “Hace + que” expressions
28. The Preterite vs. the Imperfect
29. Forming Formal Commands
30. Negative “Tú” commands
31. The present perfect tense
Receiving Accommodations as a Dual Credit Student at Angelo State University

- Complete and submit the online application for accommodations.
- Select “Dual Credit” under the classification section.
- All forms can be located at www.angelo.edu/ADA
- Request your high school counselor send supporting documentation to the address, fax number, or email address listed below.
- Meet with your high school counselor and Dallas Swafford, the Director of Student Disability Services at ASU, to determine appropriate accommodations.

Your Letter of Accommodation will be shared with you, your counselor, and your teacher before classes begin.

- Renew your accommodations with each subsequent semester by submitting the Renewal Request Form.

Send documentation to: Fax: 325-942-2211
Office of Student Affairs Email: ADA@angelo.edu
ASU Station #11047 For more information: 325-942-2047
San Angelo, 76909 www.angelo.edu/ADA

FERPA Statement

Please read through this syllabus with a parent and/or guardian. You both need to sign it, indicating you have read it. When you bring it back to class signed, turn it in to your class’s tray by the due date and I will give you a grade for having done so.

Students enrolled through Angelo State University and are enrolled in this class through dual credit have certain rights under the Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. In compliance with these rights, as the instructor for the university in this class, I and the university are prohibited from providing certain information such as class schedule, final grades, billing and other student record information from the student’s record to a third party. You hold the rights for the course(s) you are registered in at Angelo State University, and we may not release any record information to anyone without your permission. By signing this syllabus, you are giving Mrs. Trower permission to release and share educational records relevant to this class to your parents/legal guardians, Burnet High School, Burnet CISD, Burnet High School/Burnet CISD administration, counselors, and relevant school officials or their designees.

Parents/Legal Guardians of Angelo State University Dual Credit Students: Under FERPA, when a student reaches the age of 18 OR is attending a postsecondary institution, regardless of age, FERPA rights transfer from the parent to the student. Parents of Angelo State University students may not receive non-directory information without the signed written consent of the student. Your student’s signature on this syllabus will grant Mrs. Trower written consent to share with you educational records relevant to this class.

Thank you,

Mrs. Trower

Student name ___________________________ Student Signature ___________________________
Parent/ guardian name ___________________________ Parent/guardian signature ___________________________
Date ___________________________ Date ___________________________