

Course Objectives

By the end of this course, students will:

- * Increase their vocabulary and use it accordingly, regardless of their Native Spanish speaker level.
- * Learn and utilize diverse verb-tenses appropriately, and feel more comfortable using them.
- * Have been exposed to a variety of culture, music, and gastronomy from the Hispanic World.
- * Have increased their Geography level, learned about famous monuments and museums from many places.
- * Have been exposed to regional varieties of the Spanish language.

PART III. ASSIGNMENTS

Course Assignments and Projects

Key assignments/projects are described in the course outline.

Instructional Strategies & Methods

The course will use individual, pair, and group activities, along with teacher-led instruction. Students will be watching authentic videos in the target language, and listening to audio files to increase their comprehension. There will also be short student-performed skits, vocabulary and grammar drills, journaling, and writing. Using all of the above will allow students to show the knowledge they have acquired throughout the course. Technology will be used daily in many different ways: videos, audio files, creating short videos, writing (postcards, e-mails, skits) and visiting a variety of web sites in the target language for listening and reading comprehension.

PART IV. GRADING POLICY

97 - 100	A+	73 – 76	C
93 – 96	A	70 – 72	C-
90 – 92	A –	67 - 69	D+
87 – 89	B+	63 - 66	D
83 – 86	B	60 - 62	D-
80 - 82	B-	59 - 0	F
77 - 79	C+		

Late and Make Up Work

Late work policy: All work is due by the due date for that assignment. However, students that have difficulty meeting these due dates may talk to the teacher about an alternate due date. These conversations need to happen before the original due date for the assignment. If a student is absent, their work is due the day that the student returns. If this is not possible, the student must make arrangements with the teacher. This is the student's responsibility.

Extra Credit

If a student is responsible in class throughout the whole term, there is no need to get extra credit. Students have to remain on task, do all classwork, homework, projects, and assignments.

PART V. BEHAVIOR EXPECTATIONS

School-wide Behavior Standards

- Students must be in their seat, on time, and ready to learn every day
- Students must demonstrate respect for other people
- Students must demonstrate respect for the property of others
- Students must demonstrate respect for our culture of learning

Classroom Policies

- **Cell Phones:** There is no need for a cell phone in class. Students will be asked to put them away; however, the teacher may take the device if a student continues to use the device after the warning. If the teacher confiscates the device, a parent will be notified and the return of the device will be negotiated between the teacher and parent.
- **Food and drinks:** Food and drink: There is a nutrition break daily. Food and drink will not be allowed in the classroom. This is a school-wide policy.
- **Tardies:** The attendance policy of Bayfront Charter High School is as follows: During each quarter, students shall not receive credit for a class in which they have missed 4 or more days (3 tardies of more than thirty minutes is equivalent to 1 absence). A student who misses 4 or more days can make up each absence by attending Saturday School. After several tardies, teacher will be contacting parents to notify them.
- **Absences:** It is the student's responsibility to get any missing assignments or homework. The student will get full or partial credit, depending on the case, after completing it and showing it to the teacher.
- **Hats/Hoods:** Hats will be allowed in class as long as they do not cover your ears. Hoods are never allowed in class.

Digital Use Policy

The **Bayfront Charter High School Digital Use Policy** is available in the Parent Handbook, the school website, and in the main office.

PART VI. RESOURCES FOR PARENTS

- Bayfront Charter High School Website: www.bayfrontcharter.com
- Classroom website: <http://avidales1.wix.com/world-languages>
- Jupiter Grades: www.jupiterEd.com
- Common Calendar (listing homework assignments, due dates, events and projects) www.bayfrontcharter.com/calendar
- California Department of Education (CDE): <http://www.cde.ca.gov/index.asp>
- Career Technical Education (CTE): <http://www.cde.ca.gov/ci/ct/>

Important Dates

PART VII. TENTATIVE COURSE OUTLINE

	Unit 1	Global Challenges, Science and Technology	Environmental Issues Renewable and Non-renewable Resources Alternative Sources of Energy Environmental Contamination Green Society Spanish Grammar Spanish Writing Book “Cajas de cartón”
	Unit 2	Staying Healthy	Health-related issues Around the World Poverty and Health World Organizations (Red Cross, Doctors Without Borders) What Lies Ahead (Current Research, Vaccinations, Possible Outcome) Spanish Grammar Spanish Writing Book “Senderos Fronterizos”
	Unit 3	Global Challenges, Government and Politics	Social Customs and Values Social Expectations Community and Self Immigration Worldwide Spanish Grammar Spanish Writing Book “Mas allá de mi”

	Unit 4	Beauty and Aesthetics	Beauty and Creativity Visual Arts Plastic Arts Performing Arts Art Movements Spanish Grammar Spanish Writing
		Possible Projects	Students research a museum in a Hispanic country, find works of art they like explaining why they like them, and present it to the class. Students will research current events, and create a written report about at least three events they found interesting. Students do a research about famous living Hispanics in the United States, choose 3, create a document and show it to the class.
		Possible Projects	Students research about the current political status of Puerto Rico, historical issues (independence, full-statehood, remain as it is) and share it with the class. Students research about the Cold War and Communism, create a document and share their thoughts in class. Students research about famous people from Spain (dead or alive), choose three, create a document and share it with class. Students do a research about immigration to a country other than the U.S, create a document and present it in class. Students research famous women in the Hispanic World, choose three, and share the information in class. Students research about 2 musical genres from Spanish-speaking countries, create a document and share it in class.