

# Glen Rose High School

## Special Topics: Language and Culture

2022-2023

### Instructor Contact Information

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Conference: 1<sup>st</sup> Period, 7:55-8:40

### Communication Protocol

Students: Make sure you constantly look at Canvas for Lesson Plans, Assignments, Quizzes, etc., especially when you plan to be absent. Students, emailing is the best form of communication with me. Make sure you understand the format of an email (see Canvas). Please only use your [@glenrosetigers.info](mailto:@glenrosetigers.info) extension; otherwise, all others will go to spam. Do not use Canvas as a form to communication. Response for emails will usually be during school hours, or at the beginning of the day.

### Course Description

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of *two basic aspects of human existence: the nature of communication and the complexity of culture*. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral, written, or signed communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken, written, or signed communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, or visual materials.

(C) In the presentational mode of communication, students present orally, in writing, or in sign, information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to a signing or presenting orally to a group; creating and posting digital content; or writing reports, compositions or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) In the Special Topics in Language and Culture course, students demonstrate *novice level* communication skills acquired in a LOTE level I course, *develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities*. Students enhance their personal and public lives, and meet the career demands of the 21st century, by gaining insight into other world languages and cultures.

(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

*Source: The provisions of this §114.33 adopted to be effective July 15, 2014, 39 TexReg 5385.*

### Course Objectives

(1) Communication. The student communicates an understanding of the elements of languages. The student is expected to:

(A) introduce self and others using basic, culturally-appropriate greetings;

(B) ask simple questions and provide simple responses related to personal preferences; and

(C) exchange essential information about self, family and familiar topics.

- (2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:
- (A) identify and describe selected cultural practices and perspectives such as traditions, daily life, and celebrations;
  - (B) examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes; and
  - (C) describe various products across cultures such as food, shelter, clothing, transportation, sports and recreation, music, art, and dance.
- (3) Connections. The student describes connections between world languages and other disciplines. The student is expected to:
- (A) use authentic materials such as maps, graphs, graphic organizers, and other print and visual materials or literature to reinforce comprehension and expression of basic vocabulary in the target language; and
  - (B) research and present information on historical and contemporary cultural influences.
- (4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to:
- (A) compare and contrast selected cultural practices and perspectives such as traditions, daily life, and celebrations to student's own culture;
  - (B) give examples of cognates, false cognates, idiomatic expressions, or sentence structure to show understanding of how languages are alike and different; and
  - (C) demonstrate how media such as television, Internet, newspapers, and advertisements represent selected cultural similarities and differences.
- (5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment. The student is expected to:
- (A) participate in cultural events in local, global, or online communities and discuss experiences and perspectives gained;
  - (B) research careers in which cross-cultural awareness or LOTE language skills are needed; and
  - (C) describe how cultural awareness impacts personal growth.

*Source: The provisions of this §114.33 adopted to be effective July 15, 2014, 39 TexReg 5385.*

## **Prerequisites**

Spanish I

## **Desired Understanding**

Students should be able to use vocabulary from Spanish I (Novice Low-Novice High) in short utterances in listening, speaking, reading, writing, viewing, and showing modes. Students should understand the culture through connections and comparisons within their own, in addition to the practices and products.

## **Essential Question**

How can you accelerate linguistically from novice low to novice high using the language/vocabulary learned outside of the classroom?

Are you willing to challenge yourself to communicate in all communication modes effectively and efficiently outside of class?

Will you be able to carry out a simple conversation with the vocabulary learned over the connections and comparisons of the culture made throughout the year.

Are you willing to participate in and outside of the classroom the practices and products?

## **Knowledge and Skills**

Using Level I vocabulary (§114.33, b. 4.)

Communicate in Interpretive, Interpersonal, and Presentational Modes (§114.33 b., 2., A. B. C.)

Understand the culture: practices and products (§114.33 c. 2., A. B. C.)

Compare ones' culture to others (TCCRS: SS: II.A.2. & §114.33 c. 2.)

Use technology effectively to present the culture/product/practice desired (TCCRS: CDS: II.E.)

Use technology effectively to research other cultures (TCCRS: CDS: II.E.)

Present using an array of presentational tools (TCCRS: ELA: III.B.2.)

Present effectively and punctually to the audience (TCCRS: ELA: III.B.2.)

Use citations (APA/MLA) correctly (TCCRS: ELA: V.C.1, 2; CDS: II.C.)

Keep Portfolio organized (Organization/Evaluation)

## **Instructional Methods**

Having diverse students, and this being a foreign language class, as an educator I act as a facilitator when students are learning the language. You, the student, must put forth the effort, strive, and practice when learning the language to effectively communicate in all three modes. You must learn to work in different methods: groups, pairs or independently. You must also be able to present in different technological forms, while using the language when presenting.

## **Course Delivery Methods**

### **Traditional/Face-to-Face**

Students will meet in the classroom and will complete any in-class activities in class. Homework assignments will be assigned and are to be turned in to the appropriate location the following school day, this could mean by paper or through Canvas.

### **Hybrid/Blended**

Instruction for students will be in the classroom and online. Students will be assigned online activities that must be kept in the “Notes” section while at home. Students may also be assigned projects, or hands on activities, that are to be completed at home. Students will be given homework, test, and quizzes; these will be completed in class (with aspects of a Flipped Classroom). You will need to attend zoom during your class period, otherwise you will be sitting in the waiting room.

### **Online/Distance**

Instruction for students will be delivered online through Canvas. Students will be assigned online activities, which must be kept in the “Notes” section within the student’s binder. Students will be given homework (maximum of 2 per week) not including test/quiz, and will be due according to the due date posted in Canvas for each particular assignment, and will reflect Skyward.

ZOOM will be implemented throughout the duration of online learning with the direction of administration.

Member ID: 9606793195

Password: 4747

URL: <https://zoom.us/j/9606793195>

## **Textbook Materials**

Boyles, P. P., Met, M., & Sayers, R. S., (2018) *Texas Auténtico* (Texas Edition) Level 1. New York, NY. Pearson, Inc.

Boyles, P. P., Met, M., & Sayers, R. S., (2018) *Texas Auténtico* (Texas Edition) Level 2. New York, NY. Pearson, Inc.

## **Learning Platforms**

Canvas: <https://grisd.instructure.com/>

### ***Supplemental Material/Platform***

Conjuguemos (Web-based Application)

DuoLingo (Gamification/Supplemental Resource)

Quizlet (Adaptive and Personalized Studying)

Scholastic (Supplemental Resource)

YouTube – Educational Video Platform

## **Required Supplies**

Orange Folder **\*\*\*YOU WILL NEED THIS FOR THE WHOLE YEAR**

### ***Supplies***

Pencil/Pen

Paper

Laptop

*\*Throughout the year we will work on crafts*

## Grading Policy

**40% Test** (Unit Tests, Projects, Presentations, Verbal Communication, etc.)

**20% Quiz** (checkpoint of the lesson)

**40% Daily Grade** (Notes, Warm-Ups, Practice Activities, class participation etc.)

**\*There are no curves given; nor on semester grades.**

Letter Grade	Percentage
A	89-100
B	79-88
C	70-78
F	69 & Below

**Please Note:** If you have a blank/No Grade/Missing under your grade, it is NOT missing; it has not been placed in the Skyward's Gradebook. If there is a 0 in your gradebook, then you have a score of 0. Use Skyward as your checklist to complete and submit assignments.

Students constantly communicate with your parent/guardian, as this can clear a lot of questions.

Canvas is not an accurate location to view your overall grade. Teacher will transfer grades from Canvas to Skyward. Grades will be posted by the Friday or Sunday before the new week. Please be understanding as some weeks are busier than others.

## Homework Procedures

Homework is to be turned in before the tardy bell, or within the beginning of class. Do not work on assignments during that time or within instructional time. See Late Assignments. Homework is to be turned in to the assigned class period box, unless otherwise stated.

### *Online/Distance*

Homework assigned online will be due on the due date/time given, not the window frame that the assignment is open. The due date will be the same on Canvas and Skyward. Students have three opportunities to complete assigned homework.

## Extra Credit

There is no extra credit for this course, please complete all work, and turn in all assignments when they are due.

## Re-Test

No retakes for quizzes or semester exams. You may retake a chapter/unit test\* for a grade that was less than 70%. For retesting to occur the student must attend 2 tutorial sessions after school before taking the test and should be completed within five days after the test has been handed back to you and/or graded.

\*Understand that you will be retaking the same objectives, different test.

## Late Assignments\*\*

Late assignments will result in a ten-point reduction per day for a maximum of three days after which a grade of less than fifty will be given for work completed correctly.

Late work absolutely will not be accepted after the Friday before the last week of the six weeks.

Homework may not be completed during class time (right before it should be turned in), nor shall it be completed during instructional time; this will result in a ten-point reduction. \*Please remember Canvas time stamps your submission.

If a student fails to complete an assignment/presentation when class time is given (in which it must be presented to the class) the student will need to schedule a time after school to present (see Academic Support).

If a student fails to present a presentation (test grade) during class time, point reduction will occur (see rubrics for point reduction).

Point reduction will also occur when students fail to complete online assignments on time.

- late projects; see rubrics
- -10 if homework is being completed before submission (during class/instruction)

\*\*Student must pick up a Late Work Form to fill out, then write all assignments/grades for Dr. Hill to record.

### “Make-Up” Assignments = Absence \*\*\*

Student will be responsible for obtaining and completing the missed work in a satisfactory manner and within the time specified (which is the amount of days absent will be the amount of days you will receive to complete assignments, this includes projects if you were absent when the project was given) by the teacher. A student who does not make up assignments within the time allotted by the teacher the student will receive a late grade or a zero for the assignment (see section Late Assignments).

A student is expected to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.

*It is the student’s job to stop and pick up work from the Spanish I box, or from Dr. Hill.*

*Make sure to communicate with me before, during, or after your absence. Do not wait until the last week of the six weeks.*

School-Related – A student involved in an extracurricular activity must notify his or her teacher ahead of time about any absences. If you are involved in any extracurricular activity it is the student’s responsibility to ask for assignments, you are still responsible to take the quiz and test on the assigned date even if you had a PRIOR absence. If you are borderline of a pass or fail, it is the student’s responsibility to have turned in assignments on time.

A student will be permitted to make up test (under the “make-up assignments) and to turn in projects due missed because of absence (you will still need to find a day to stay after school to complete/present). If you are given a rubric prior to absence, you are responsible for turning the assignment on the due date.

\*\*\*Taken from you Glen Rose High School Student Handbook

### Six Weeks Exams

Six Weeks Exams is an accumulation of what has been taught in the given six weeks, with the use of past material. When the course is offered face-to-face/traditional/blended exams will be on the Respondus Browser through Canvas or paper copy, otherwise online will be through Canvas and Zoom.

### Semester Exams

Semester Exams will be given at the end of each semester, this test counts a fourth of a semester grade. If a student fails to complete a semester exam, a zero will be given. There will be behavioral consequences for academic dishonesty, see Behavior Plan.

Understand that a semester exam is an accumulation of the content learned within the semester. Make sure that time is separated to study before the exam date.

When the course is offered face-to-face/traditional/blended exams will be on the Respondus Browser using Canvas, otherwise they will be on Canvas.

*\*Do not ask me: “How low can I (the student) make to pass for the semester/year”; nor how to calculate. It is important that you do your best no matter how bad you may dislike the subject, or how low to score to receive credit receive credit.*

### Semester Exams Procedures

1. You will place phones at the front of the class  
See Student Handbook
2. Don't be surprised if you are moved
3. No talking during exam, point reduction could occur; habitual will result in disciplinary action
4. Academic dishonesty results to Behavior Plan [see policy *EIA*]
5. You will not receive your phones until EVERYONE has finished

6. You will need to use the restroom before exam (you will NOT leave)
7. Do NOT eat
8. NO BLANKETS
9. You must finish during the allotted time
10. You may NOT leave early (see instructions on exemption form)

### **Academic Support**

After-school tutorials will be Monday/Wednesday, and Friday afternoon by appt. (let me know by Wednesday). No Tuesday/Thursday. There are NO morning tutorials

Remember it is your responsibility, the student, to study before any given assignment/quiz/test.

### **Plagiarism**

Remember that this is unacceptable and will be given an automatic zero. Remember to cite your material either APA or MLA. No copy and paste. See your Canvas on how to cite material.

Do not copy other's work, **this includes your daily homework**; this hinders you and the grade you receive. See Student Handbook/Behavior Plan for discipline \*\*\*Day of ISS. [see policy *EIA*]

### **Bathroom Use**

Unless it is an emergency/medical reasons (you must have let the nurse know) you are to use the restroom BEFORE class. You will not leave during class time.

### **Dress Code**

Please see your handbook.

NO BLANKETS/PILLOWS, during regular or semester exam schedules.

### **Food and Drinks**

No FOOD (snacks) OR OUTSIDE DRINKS (this includes soft drinks/flavored drinks) allowed. The only drink allowed is water from the school vending machine, or in its original container. If you bring food/drinks they will have to be discarded/placed outside. If you have a medical condition, make sure the nurse is aware of the condition so that can be communicated.

### **Absence**

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous days, and to grow as an individual.

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, or a final grade lost because of absences [See policy FEC.].

### **Tardiness**

A student who is not in class at the time the tardy bell rings will be considered tardy.

3 tardies equals one absence.

5 tardies equals a d-hall (Behavior Plan)

### **Interventions**

1. Verbal warning (unless it is a severe infraction).
2. Conference with student.
3. Telephone call/letter to Parent(s) or Guardian(s).
4. Teacher/Parent (Guardian) Conference.
5. Referral to the Principal.

## **Classroom Expectations**

Students will:

- It is your **responsibility** to be prepared and bring all materials needed for class.
- **Respect** every adult and peer in the classroom, including yourself.
  - Personal space, health, likes and dislikes, ideas, beliefs, etc.
  - Raise your hand and stay in your seat.
  - Be understanding.
- **Results** occurs during participation of in-class activities to continually learn and use the language
  - Listen to others when they speak.
    - All students must abide by the District/Schools Student Conduct
- Language: please refrain from using foul language
- Must ask permission to leave the classroom
- Do not enter the classroom if teacher is not present; stand against the wall until you are told to come in.

## **Daily Expectations**

Engage in Spanish Conversations

Seek help teacher/students when you don't understand

Participate, prepare, practice, present in Spanish

Aim high/Achieve goals

No Negativity (refrain from foul language)

Organize

Listen, learn, and lead

## **Drills**

Comanche Peak evacuation

Three to a seat

Lock-Down

Everyone has a job; silence your phones

Fire Drill

Nearest exit; Art room

Tornado Drill

Stay in class (403 students go to 304)

## **Electronics**

- Devices must remain turned off/silent during the instructional day this includes testing
- Cell phones should be placed at the front of the class/holders, or be put up away from sight
  - unless you are given permission by teacher
- Do not make phone calls during class time.
- Do not take pictures/videos in class
- No headphones/ear buds during instructional time
  - unless permission is given by the teacher
- Parents are to call the office for students
- Do not charge your phones in class, *outlets are only for laptops*
- Cell Phones/Apple Watches/FitBit watches are to be placed in front of the class during exam/test time.

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes  
*See Student Handbook, policy FNCE*

## **Important Websites**

[grid.instructure.com](http://grid.instructure.com)

<https://stoneware.grid.net/>

<https://skyward10.iscorp.com/scripts/wsis.dll/WService=wseduglenrosetx/seplog01.w>