

# Glen Rose High School

## Languages Other Than English (Spanish) Level III Honors

### 2022-2023

#### Instructor Contact Information

Teacher: Elsa Muro Hill, Ed.D.

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Phone: 254 – 898 – 3856

Room: 403

Conference: 3<sup>rd</sup> Period, 7:55-8:40

Virtual Office Hours: TBD

#### 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.

*Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.*

(A) In the interpersonal mode of communication, students engage in direct oral or written 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 and written 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, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing 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 presenting 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 languages other than English (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) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) **Students in Level III are expected to reach a proficiency level of Intermediate Low to Intermediate Mid**, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.

(B) Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally

understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks.

(C) By the end of Level III, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate Low to Intermediate Mid proficiency level. Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) 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 §114.41 adopted to be effective July 15, 2014, 39 TexReg 5385.*

## **Course Objectives**

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation;

(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;

(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;

(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation;

(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures;

(F) interact and react in writing using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;

(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;

(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials;

(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;

(B) narrate situations and events orally and in writing using connected sentences with details and elaboration;

(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

*Source: The provisions of this §114.41 adopted to be effective July 15, 2014, 39 TexReg 5385.*

## **Prerequisites**

Spanish II

## **Desired Understanding**

Student should be able to use vocabulary from Spanish I and II (Novice Low-Intermediate Low) in short utterances to developing in listening, speaking, reading, writing, viewing, and showing

modes. Students should understand the culture through connections and comparisons within their own, as well as 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 prior skills/vocabulary/context to continually develop L2 (§114.41 b. 5.A.)

Communicate in Interpretive, Interpersonal, and Presentational Modes (§114.41 c. 1., 2., 3.)

Understand the culture: practices and products (§114.41 b. 1.)

Compare ones' culture to others (TCCRS: SS: II.A.2. & §114.41 b. 3)

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 and strive 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).

#### 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.

**\*\*\*Those of you who are online, you must attend everyday during your scheduled course time.**

Member ID: 9606793195

Password: 4747

## **Required Texts**

Boyles, P. P., Met, M., & Sayers, R. S., (2018) *Texas Auténtico* (Texas Edition) Level 3. New York, NY. Pearson, Inc. (*textbook and workbook*)

## **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)

## **Required Supplies**

Blue Folder

### ***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, you **can not retake** quizzes)

**40% Daily Grade** (Homework, Notes, Warm-Ups, Practice Activities, Workbook, 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.

## **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.

- -2 accents (on Test/Quiz/Daily Grade)
- 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 through the Respondus Browser in Canvas, otherwise online will be on Canvas and Zoom. All domains are graded automatically expect Speaking.

Format of Test

25% - Reading

25% - Writing

25% - Speaking

25% - Listening

Can-Do Statements are used to assess students’ proficiency and performance to show progress within each domain and mode of communication.

## Online/Distance

During the duration of online learning, students will choose/given a time for the speaking portion. The speaking portion will be conducted either through ZOOM or through the classroom phone.

## 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 your 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.

### Format of Test

25% - Reading

25% - Writing

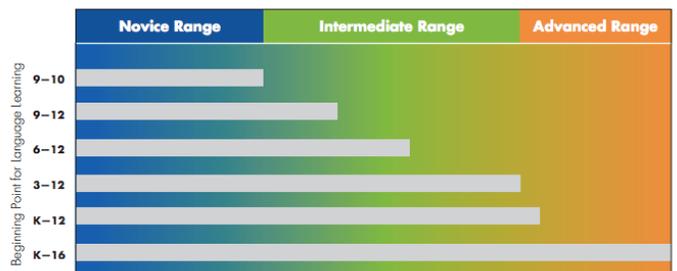
25% - Speaking

25% - Listening

## 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)

Time as a critical component for developing language performance



## 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.

\*Do not stick gum under table top of desk

## **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 day’s, 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/wsisa.dll/WService=wseduglenrosetx/seplog01.w>

## **Useful Websites**

### **Email Protocol Websites**

The E-Mail ABCs

[https://www.educationworld.com/a\\_tech/tech/tech185.shtml](https://www.educationworld.com/a_tech/tech/tech185.shtml)

### **Technology Websites**

Converting Keynote to PowerPoint

<https://appletoolbox.com/how-to-open-a-er-pc-or-linux/>

Converting Pages to Word

<https://osxdaily.com/2014/08/06/save-pages-file-as-word-format/>

### **Presentation Websites**

8 Great Tools for Classroom Presentations

[https://thejournal.com/Articles/2014/07/02/8-](https://thejournal.com/Articles/2014/07/02/8-Great-Tools-for-Classroom-Presentations.aspx?Page=1)

[Great-Tools-for-Classroom-Presentations.aspx?Page=1](https://thejournal.com/Articles/2014/07/02/8-Great-Tools-for-Classroom-Presentations.aspx?Page=1)

### **Dictionary Websites**

[www.spanishdict.com](http://www.spanishdict.com)

[www.wordreference.com](http://www.wordreference.com)

### **Vocabulary Websites**

<http://www.lingolex.com/spanish.htm>

<https://www.duolingo.com/>

<http://www.studyspanish.com>

<http://www.elearnspanishlanguage.com>

<https://www.lingualia.com>

<https://es.babbel.com/>

<https://www.clozemaster.com/languages>

<https://www.profedelee.es/>

### **Conjugation/Grammar Websites**

<http://www.conjugation.org/>

<http://www.verbix.com/languages/spanish.shtml>

Uploading an Assignment on Canvas

<https://community.canvaslms.com/docs/DOC-10663-421254353>

Converting Google Docs to PDF

<https://oregonstate.teamdynamix.com/TDClient/1935/Portal/KB/ArticleDet?ID=45811>

20 Presentational Tools

<https://www.educatorstechnology.com/2012/05/list-of-20-free-tools-for-teachers-to.html>

[www.conjuguemos.com](http://www.conjuguemos.com)

<http://www.columbia.edu/~fms5/>

### **Magazines**

<https://es.maryglasgowplus.com/magazines>

### **Textbook**

[http://www.phschool.com/atschool/realidades/program\\_page.html](http://www.phschool.com/atschool/realidades/program_page.html)

### **Assessments**

<https://www.laits.utexas.edu/spe/>

### **Methods**

<https://coerll.utexas.edu/methods/>

# **Evidence of Understanding Assignments**

## **40% Daily**

Vocabulary

Activities: Speaking, Reading, Writing, and Listening

Homework (Practice of learned material from the lesson)

## **20% Quizzes**

Grammar

WebQuest

## **40% Test**

Presentations (learned goal(s))

## **Semester Exams (equivalent to a six weeks)**

Fall Semester

Spring Semester

# Tentative Course Schedule

## Scope and Sequence

### Spanish Level III

First Semester		
1 <sup>st</sup> Six Weeks (27 days)	2 <sup>nd</sup> Six Weeks (29 days)	3 <sup>rd</sup> Six Weeks (29 ½ days)
<p><b>TEKS:</b> 1.A.1, 1.A.2, 1.A.5, 1.C.2, 1.E.2, 1.E.4, 2.A, 2.B.3, 3.A.5, 1, 3.B.4, 3.C.1, 3.E.1,2</p> <p><b>Country:</b> EEUU Mexico</p> <p><b>Theme:</b> Impact from the Hispanic society</p> <p><b>Content:</b> días inolvidables Early civilizations</p> <p><b>Grammar:</b> Presente Present Progressive Simple Future Present Perfect</p> <p><b>Reading:</b> The Legend of Popocatépetl &amp; Iztaccihuatl</p>	<p><b>TEKS:</b> 1.A.1, 1.A.2, 1.A.3, 1.A.5, 1.A.7, 1.B.1, 2, 1.C.2, 1.D.5, 1.E.2, 1.E.4, 2.A, 2.B.3, 2.C., 2.C.1, 2, 3, 3.A, 3.A.5, 1, 3.B.3, 3.B.4, 3.C, 3.C.1, 3.E.1,2</p> <p><b>Country:</b> Mexico</p> <p><b>Theme:</b> Struggles within the Society</p> <p><b>Content:</b> Spaniards ¿cómo te expresas?</p> <p><b>Grammar:</b> el pretérito y el imperfecto Pretérito contra el imperfecto Imperfect Progressive</p> <p><b>Reading:</b> Choose Reading</p>	<p><b>TEKS:</b> 1.A.1, 1.A.2,1.A.4, 1.A.5, 1.A.6, 1.A.7, 1.B.1, 2, 1.C.2, 1.D.2, 2.B.3, 2.C.1, 3.A.4</p> <p><b>Country:</b> México Puerto Rico Dominican Republic Cuba</p> <p><b>Theme:</b> Cultural Celebrations</p> <p><b>Content:</b> Remedios Encuentro entre culturas ¿qué nos traerá el futuro?</p> <p><b>Grammar:</b> El futuro/probabilidad Futuro perfecto Condicional</p> <p><b>Reading:</b> The Legend of the Poinsettia</p>
Second Semester		
4 <sup>th</sup> Six Weeks (27 days)	5 <sup>th</sup> Six Weeks (28 days)	6 <sup>th</sup> Six Weeks (31 ½ days)
<p><b>TEKS:</b> 1.A, 1.B, 1.C, 1.D, 1.E, 1.F, 2.A, 2.B, 2.C, 2.D, 3.A, 3.B, 3.C</p> <p><b>Country:</b> Puerto Rico Dominican Republic Cuba  El Salvador, Guatemala, Honduras, Nicaragua, Costa Rica, Panama</p> <p><b>Theme:</b> Regional Differences</p> <p><b>Content:</b> Taino Tribe ¿cómo te llevas? Amistad Comunidad</p> <p><b>Grammar:</b> Mandatos: tu, Ud., Uds. Negative: tu, Ud., Uds. Nosotros Commands Review: Presente perfecto</p> <p><b>Reading:</b> Puerto Rico, Cuba, Republica Dominicana</p>	<p><b>TEKS:</b> 1.A, 1.B, 1.D, 1.E, 2.A, 2.B, 2.C, 2.D, 3.A, 3.B, 3.C</p> <p><b>Country:</b> <i>Northern South America:</i> Bolivia, Peru, Ecuador, Venezuela, Colombia  <i>Southern South America:</i> Chile, Argentina, Paraguay, Uruguay,</p> <p><b>Theme:</b> Geographical Diversity</p> <p><b>Content:</b> Impact by the Polynesian People Civilizaciones ¿mito o realidad?</p> <p><b>Grammar:</b> Present Subjunctive Present Perfect Subjunctive Pluperfect</p> <p><b>Reading:</b> The Llama's Secret: A Peruvian Legend</p>	<p><b>TEKS:</b> 1.A, 1.B, 1.C, 1.D, 1.E, 1.F, 2.A, 2.B, 2.C, 2.D, 3.A, 3.B, 3.C</p> <p><b>Country:</b> España, EEUU</p> <p><b>Theme:</b> Cuisine</p> <p><b>Content:</b> The impact of the Arabians Comida Medio ambiente Derechos y deberes Responsabilidad</p> <p><b>Grammar:</b> Imperfect Subjunctive Past Perfect Subjunctive</p> <p><b>Reading:</b> Don Quijote Ferdinand</p>

## Appendix 1:

### **Dress and Grooming (All Grade Levels)**

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

#### **General Regulations:**

- a. Skirt and short length
- b. No student may wear dark glasses inside the building unless prescribed by a doctor.
- c. Hair that is distracting in color or style will not be allowed. (Example: any style mohawk, spike, multicolor, unnatural colors, streaks, shaved designs, etc.)
- d. No student may wear any apparel or jewelry with offensive or suggestive designs, wording, ethnic slurs, promoting violence or anti-social behavior, or advertising or names of any prohibited substance such as beer, wine, liquor, cigarettes or drugs.
- e. Students may **not** wear caps, hats, flags, bandannas, hoodies covering the head, or any disruptive head covering inside the building.
- f. Shoes must be worn. Cleated shoes or shoes that mark the floors are not to be worn.
- g. Tattoos and brands will be covered so as not to be visible.
- h. Excessive torn clothing or clothing with large holes above mid-thigh are not allowed.
- i. Tank tops, thin shoulder strap tops, or spaghetti strap tops are not permitted unless worn under a jacket or sweater.
- j. Low-cut collars are not permitted. See-through or fishnet shirts and tops are not allowed unless the shirt worn under meets the dress code. Midriffs or shoulders are not to be exposed.
- k. Shirts and shorts must be worn so that undergarments are not exposed.
- l. Piercings will be limited to the ears and/or one small stud in the side of the nose. Males with visible piercings must be clear or skin-colored. Gauges are not allowed. No other visible body piercing of any kind will be allowed.
- m. Leggings, tights, and/or yoga pants are allowed if worn with a shirt or dress that meets all dress code standards.
- n. Hair must be worn so that it does not cover the eyes.
- o. Beards, mustaches, or goatee's are not allowed. Sideburns must not extend below the earlobe.

**Any item of clothing, hair style, or code issue that is a disruption or is deemed inappropriate by administration can be restricted. In these matters, the school officials shall be the ultimate judge. This dress code will be enforced on all GRISD property and at all school functions home and away.**

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

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Appendix 2:

### Glen Rose High School Behavioral Step Plan

Consequence Action	Date	Teacher	Infraction	Parent Contact
Verbal Warning for D-Hall Level infractions				
1 D-Hall				
2 D-Hall				
3 D-Hall				
5 D-Hall				*
1 Day ISS				*
3 Day ISS				*
5 Day ISS				*
10 Day ISS				*
Assignment to DAEP (10 Days minimum)				**
Other Behavioral Consequences (Admin Discretion)				*
2 — 5 Days of ISS for a certain class period (Admin Discretion)				*
OSS 3 days				*
Mandatory Expulsion				**

\* - Parent must be contacted

\*\* - Meeting must be held with parent

# Glen Rose High School Behavior Plan with Consequences

## Detention Hall

Minor Classroom Disruptions

Public Display of Affection

Insubordination

5 Tardies

Anything after 3'd step on Teacher Discipline Plan

Take Ups (caps, headwear, ear/nose/lip rings, cell phone, gaming devices)

Use of Profanity

Pushing/Shoving

Other as deemed appropriate by administration

## 1 Day In-School Suspension

Petty Theft — under \$20

Misuse of Technology

Walking out/ skipping class

Gambling

Going off campus without permission

Academic Dishonesty, Plagiarism, Cheating

Blatant refusal to complete work as directed by instructor  
(includes sleeping)

Others deemed appropriate by administration

## 3 Days In-School Suspension

Verbal abuse and/or verbal threats

Using profanity to disrespect a teacher/administrator

Others deemed appropriate by administration

Possession of Objects deemed inappropriate (Tobacco, e-cig, vape cig, vape juice or refills)

## 5 Day In-School Suspension

Bold Public Display of Defiance

Theft Between \$20-\$50

Use of tobacco, e-cig, vapor cig

Major Classroom Disruptions

Others as deemed appropriate by administration

## 10 Day In-School Suspension

Theft of \$50 or more

Obscene/Lewd Behavior/Sexting

Bullying/Harassment (sexual/racial/verbal)

Extortion/Intimidation/Severe Threats

Major destructive behavior (Throwing/slamming objects/cursing)

Others deemed appropriate by administration

COMMUNITY SERVICE MAY BE OFFERED AS A CONSEQUENCE IN LEU OF D-HALL OR ISS FOR CERTAIN OFFENSES  
REPEATED OR MORE SERIOUS INFRACTIONS MAY BE REFERRED TO DAEP AND/OR EXPULSION.  
SEE STUDENT CODE OF CONDUCT FOR MANDATORY DAEP ASSIGNMENTS.

CLASS PERIOD: \_\_\_\_\_

## Please Sign and Return

I have reviewed the syllabi for Dr. Hill's class with my child, and I am aware of the requirements and expectations, as well as curriculum for this course.

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Parent/Guardian Name (Please Print)

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Parent/Guardian Name (Signature)

Date

---

Student Name

---

Student Signature

Date

Parent/Guardian Contact Information:

Home Phone/Cell: \_\_\_\_\_ Work: \_\_\_\_\_

Email address:

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