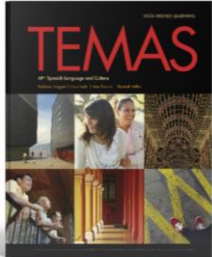


Syllabus Outline for an Online Unit of Instruction

Template	Self-Check
<p>Course Information</p> <p>Welcome to Spanish 4 class for on-track Sophomores, Juniors and Seniors. My name is Mr. Batista and I will be teaching Spanish 4 this semester. This is the Fall semester class to prepare you for the Spanish AP class in the Spring. This class will be conducted online in its entirety. We will be using the district's online learning system Canvas for all your assignments and communications regarding academic involvement. You can also find useful information in our class website.</p> <p>We will be using the online textbook Temas from Vista Higher Learning. You can access the textbook by clicking on the image of the textbook below. Assignments will be posted on Canvas.</p>  <p>Whenever you have a questions, I can be reached Monday-Friday from 8:00am to 5:00pm using the information provided in this syllabus under Teacher Communication.</p>	<p>Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources?</p>
<p>Expected Student Audience</p> <p>My students live in the Paulding County area in the State of Georgia, USA. This is a suburb near the city of Atlanta. The students have completed Spanish 3 either online or Face to Face. The class will be composed of Sophomores, Juniors and Seniors.</p>	<p>Is the expected student audience described? (Are your students in the USA?)</p>

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Teacher Communication	<p>Please join our class Remind here, with your full name as it appears on Canvas, this is the preferred form of communication and it will be the fastest way for me to respond to any questions you may have. I will respond to any inquiry within 24 hours. Also, you can use the Canvas e-mail system to contact me.</p> <p>A third way to contact me is through the Paulding County e-mail at ibatista@pauldingcounty.com, remember</p>	Did you provide at least two forms of communication are included in the syllabus?
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<p>Course Description</p>	<p>In this course the students will be exposed to the Intermediate level of Spanish. The course provides an intermediate level of communication skills that include listening, speaking, reading and writing in the target language. Students will apply principles of syntax, phonetics, and morphology within the context of the cultures of the Spanish-speaking world. Students will interact with authentic language in a cultural context, as well as with each other. We will be addressing the following World Language standards in the course:</p> <ul style="list-style-type: none"> • MLIV.IP2A Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses. • MLIV.INT1D Understand simple connected discourse. • MLIV.CU1C Research and report on some aspect of the history and development of the target culture(s). • MLIV.CCC1A Report on the role of major contemporary and historical figures and events from the culture(s) studied. • MLIV.CCC1C Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature • MLIV.IP2C Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages. • MLIV.IP2D Use self-correction. • MLIV.P1B Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. (Possible travel project and presentation) • MLIV.P1C Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate. 	<p>Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered?</p>
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	<ul style="list-style-type: none"> • MLIV.P1D Give prepared presentations (near full control of present, past, and future tenses), using visual and technological support as appropriate. • MLIV.P1E Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. 	
<p>Learning Outcomes</p>	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify and communicate in intermediate level Spanish that is spoken at conversational speed in the future, present and past indicative tenses, present and past subjunctive mood, and imperative, and all conditional tenses. 2. Recognize, interpret and explain literature written in the present and past indicative tenses, imperative, present and past subjunctive mood future, and conditional tenses from any intermediate reading passage. 3. Communicate with proper pronunciation with grammatically correct sentences in conversations with native or non-native speakers of Spanish using present and past indicative tenses, present and past subjunctive mood, and imperative, future, and conditional tenses. 4. Write compositions and short reports using appropriate syntax in the construction of sentences in present and past indicative tenses, present and past subjunctive mood, and imperative, future, and conditional tenses. 5. Demonstrate awareness of cultural norms, values and culturally relevant customs and events. 	<p>Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning?</p>

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<p>Topics by Week</p>	<p>Week 1: Future Tense Week 2: Subjunctive in adverbial clauses Week 3: Present Perfect Indicative Week 4: Past Perfect Indicative Week 5: Conditional Tense Week 6: Past Subjunctive Week 7: Present Perfect Indicative Week 8: Present Perfect Subjunctive Week 9: Conditional Perfect Week 10: Past Perfect Week 11: Future Perfect Week 12: Relative Pronouns Week 13: Reflexive Verbs Week 14: The neuter lo Week 15: Present Tense Review</p>	<p>Did you list the topics to be covered each week?</p>
<p>Expectations of Student Participation</p>	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Create a VHL account here follow the instructions and complete all assignments. 2. Participate on each of the Modules Discussions and provide at least 1 comment to another student's post. 3. Complete all assigned reading before joining the synchronous session. 4. Initial responses should consist of at least 2 complete sentences that reply to the prompt and properly demonstrate the grammar and vocabulary of the unit. Writing should be in Spanish with proper spelling and punctuation (including accents). 5. Do not use automatic online translation devices. 6. Join every Synchronous class session that is posted on Canvas. 	<p>Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)?</p>

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<p>Student Communication Expectations</p>	<ol style="list-style-type: none"> 1. Respect and tolerance is expected by all students. We do not all need to agree and it is ok to strongly disagree with your peers or even instructor, as long you do so with kindness. 2. Reply to all of Mr. Batista’s Remind messages and e-mails within 24 hours. 3. Be engaged during the synchronous sessions by asking questions and responding to questions. 	<p>Did you describe the expectations for student behavior when communicating online?</p>
<p>Late Work Policy</p>	<p>Work assigned during an instructional unit will only be accepted during that unit. Homework and practice assignments must be completed with adequate effort before it is due for full credit. If not adequately completed by due date, it will be worth half credit once completed until the end of the unit, after which it will not be accepted.</p> <p>Summative assessments such as presentations, videos, tests and at-home speaking tests work a little differently. If they are late, they will receive an initial 5% penalty and an additional 5% penalty each day it is late thereafter, with a maximum penalty of 50%.</p>	<p>Did you explain the consequences for not submitting assignments on time?</p>

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<p>Grading Policy</p>	<p>The following will be the grading scale used:</p> <ul style="list-style-type: none"> • 90+% = A • 80-89% = B • 70-79% = C • <69%= F <p><i>Grades will use the following category weights:</i></p> <p>Summative Assessments 70%: any quizzes, tests, presentations, skits, and at-home speaking tests.</p> <p>Formative Assessments 20%: homework, classwork, discussions, VHL assignments.</p> <p>Final Assessment 10%: Final exam, writing final, speaking final, and/or project</p>	<p>Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included?</p>
<p>Assessments</p>	<p>Each week assessment will include the following:</p> <ol style="list-style-type: none"> A. 1 lesson quiz that will be aligned with the learning objectives for that week. B. 1 spoken presentation using the language, verb tenses and cultural references discussed that week. C. 1 original Discussion Board post on Canvas. D. 1 original feedback to a classmate Discussion Board post. E. VHL assigned work on the topics discussed that week. 	<p>Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating?</p>

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<p>Academic Honesty</p>	<p>Please conduct yourself in an academic honest manner. Do not resort to cheating to obtain a high grade. If you are struggling with any topic, please contact me for any support you may need. Plagiarism is a very serious offence, if you are not aware on what plagiarism is, contact me for a more detail explanation. Students will adhere to the Paulding County student handbook for behavior on academic honesty. Any student found in violation of this policy will:</p> <ol style="list-style-type: none">1. Receive a zero for that assignment.2. A parent or guardian will be contacted.	<p>Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included?</p>
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Acceptable Use Policy	<p>The Paulding County School district explains that: PVHS students have 24/7 access to the curriculum. Please note:</p> <ol style="list-style-type: none">1. Students are offered the opportunity to enhance their education through the use of the internet and other electronic networks. There is no right to privacy as it relates to information accessed, developed, or used on Paulding County School District computers, networks and the internet. Paulding County School District employees may monitor or access information from computer workstations at any time. Paulding County School District does not provide electronic mail, off campus internet access, or equipment to students.2. Paulding County School District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the education center setting. On an unregulated network however, it is impossible to control all material, and a user may discover inappropriate material. Ultimately, the parent/guardian is responsible for setting and conveying the standards that their son/daughter or ward should follow, as the parent/guardian is legally responsible for his/her student's actions. Paulding County School District supports and respects each family's right to decide whether or not to authorize unsupervised access to the Paulding County School District education center's electronic networks. Any violation of the terms and conditions, outlined on the internet and electronic network usage form, will result in immediate revoking of internet and electronic network privileges and may result in termination from the program.3. You can find information about the Acceptable Use of Technology on the Paulding County Schools Student Handbook here.	Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described?
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<p>Student Right to Privacy</p>	<p>In compliance with the Family Educational Rights and Privacy Act of 1974 (known as FERPA or the Buckley Amendment) the following constitutes as policy which informs students of the procedures available to provide appropriate access to personal records while protecting their confidentiality. The complete Act is available for inspection.</p> <p>Parents/guardians or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.</p> <p>The right to inspect and review the student’s education records within 45 days of receiving a request for access. A student should submit to the Paulding County Schools a written request that identifies the record(s) the student wishes to inspect. The District will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Districts Office, the student will be advised of the correct location to whom the request should be addressed.</p> <p>For questions or concerns please contact Mr. Batista. Detailed information will be found in the Board of Education Student Handbook for Middle and High Schools here.</p>	<p>Did you include the conditions for sharing or not sharing student information?</p>
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<p>Technology Requirements</p>	<p>The students must have the following in order to participate in the program:</p> <ol style="list-style-type: none"> 1. A Laptop or a Desktop computer. 2. Reliable Access to the Internet. 3. A Webcam with recording capabilities. 4. A Canvas account. <p>According to Paulding County Schools the following supports will be offered:</p> <ol style="list-style-type: none"> a. Direct daily video-based support b. Access to web conferencing c. Flexible time scheduling d. Daily meeting with core academic teachers e. Full access to PVHS technology f. Full access to internet-based service <p>You can find more information about Technology Support in the Student Handbook here.</p>	<p>Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur?</p>
<p>Copyright Statement</p>	<p>This course is managed by Mr. Batista and all the content created in this course belongs to the Paulding County School district with the exception of the Vista Higher Learning textbook, website contents and digital resources, which are owned by VHL. Course and course materials are not to be copied, edited, or redistributed for any purpose. If you have questions regarding materials created by Mr. Batista, you may request details at jbatista@pauldingcounty.com .</p>	<p>Did you provide a copyright statement and disclaimer that identifies the owner of the course?</p>
<p>Students with Disabilities</p>	<p>Section 504 of the Rehabilitation Act of 1973 Public Law 101-476 prohibits discrimination based on disability. Paulding County Schools has an obligation to locate and evaluate all students with disabilities who are in need of Special Education and related services. Please read about this section in the Student Handbook.</p>	<p>Did you indicate your willingness to provide reasonable accommodations to a student with a disability?</p>

*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist)* by Lokey-Vega (2014).