

SÍLABO DEL CURSO: ESPAÑOL 2 - 2020



¡Bienvenidos a nuestra clase de español!

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Salón de clase: 141

Horas de Oficina: M-F before school / Th and F after school, and another time by appointment

“The limits of my language mean the limits of my world” Ludwig Wittgenstein

Mission Statement

My mission as a Spanish teacher is **to inspire and encourage** my students to use their Spanish skills, to explore new cultures, and to demonstrate respect for diverse cultural practices. As a cultural ambassador, I aim **to empower** my students to live connected in the global world by providing my ongoing **support** not only for academic success but mainly **to connect** them across cultures in order to foster **relationships** of **understanding** and **respect**.

My goal for this school year, 2019-2020, is to give my students the opportunity to use their Spanish language by immersing them in meaningful communicative and intercultural contexts from the first day of class. Additionally, by participating of a Virtual Exchange Program with students from a High School in Peru, students will make new friends and learn the culture from Native Spanish Speakers. As a result of this interculturality, students will increase, their curiosity, open-mindedness, respect, and attitude towards others that leads them to want to learn the Spanish language.

State Standards for world languages learning:

- Communication in Languages Other than English.
- Knowledge and Understanding of Other Cultures.
- Connections with Other Disciplines and Information Acquisition.
- Comparisons to Develop Insight into the Nature of Language and Culture.

“In the 21st century society, the study of more than one language is not only absolutely essential to the core curriculum, but also imperative to the economic growth and continued prosperity of the United States. Language and communication are essential to the human experience. It is vital for students to develop and maintain proficiency in English and in at least one other language. Students from non-English speaking backgrounds must also have opportunities to develop proficiency in their first language”

Course Description:

In Spanish 2, students will review and build upon the foundational skills for learning and communicating in the Spanish language. In this class, students will be able to read

materials in Spanish such as short stories and write short essays. They will also learn to describe their houses and chores they do at home; to compare people and things; to give Informal (*tú*) commands; as well as to talk about activities using the present and present progressive tenses and daily routines using reflexive verbs and pronouns. In addition, students will learn to describe clothing and talking about shopping using the past tense (preterite); to talk about their vacation and travels using the simple future; to give directions to get locations in the school and around town; and to talk about their childhood using the past tense (imperfect).

The class is designed to be highly interactive and much of students' success will be dependent upon classroom participation. As with other Spanish classes at JA, about **95% of instruction will be in the target language** and students will be expected to use as much Spanish as possible every day. The overall emphasis is **to create and participate in realistic and meaningful situations** that will prove useful in real life scenarios.

In addition, students will learn aspects of Latin American and Spanish culture through a variety of avenues such as current events, music, poems, film, Zumba, Telecollaboration Exchange, and projects called "Desafíos" (challenges). Upon successful completion of Spanish 2, students will achieve a **Novice Mid approaching a Novice High proficiency** range level in Interpretative, Interpersonal, and Presentational Mode of Communication. This course will prepare students for Spanish 3 .

Technology is a tool that I utilize in order to improve students' speaking and writing skills. For example, I will use web applications called *Yabla* (www.yabla.com), *Duolingo* (www.duolingo.com), *Kahoot* (www.kahoot.it), *Conjuguemos* (<https://conjuguemos.com/>), which engages learners in pronunciation practice and creative writing. Learning in this class is also based on projects, which will involve technology.

Course Objectives:

Students will deepen their understanding of Spanish grammar, vocabulary, and culture by:

- Talking information about classroom rules and extracurricular activities (Interpersonal Mode)
- Describing their daily routine and clothes they wear to different events
- Exchanging information about shopping and how clothes fit (interpersonal Mode)
- Giving and receiving directions how to get common places (Interpersonal Mode)
- Explaining what they did in the past
- Describing what they were like as a child and explaining things they used to do
- Making predictions and observations about the language in reading texts and videos (Interpretative Mode)

- Presenting on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational Mode)
- Comparing cultural products, practices and perspectives of Spanish speaking countries and our community (Culture)

Materials and Resources:

Required Materials

Students are expected to bring all required materials to class on a daily basis:

- Textbook: Español 2 (Santillana): Student Edition (Provided) (textbook will be returned at end of year and a damaged or lost book fee will apply)
- Workbook: WB Practice 2 (Provided)
- Notebook for class notes and handouts (if no pockets in notebook or in binder, must have a separate folder to hold loose papers)
- Composition notebook (free writing)
- Calendar or planner to write in daily assignments
- Bring your own device (computer, laptop, chromebooks), for activities in class every day.

Suggested Materials

- Spanish / English dictionary or home computer/electronic device to access on-line dictionaries (www.wordreference.com)
- 501 Spanish Verbs (book) – excellent resource for verb conjugations in all tenses.
- Index cards for making flashcards.
- Different cored highlighters

Website / Class Calendar/Google Classroom

Please visit my teacher website in order to view the class calendar with assignments (*Tarea*) and important dates, access class documents, and find other useful resources! From the JA Secondary [Home page](#) , click on ‘Academic’, ‘Teacher Websites’, ‘Spanish’, ‘Bocanegra’, then choose your class.

Every day please check **Google Classroom** for the **TAREA** and resources that we will use in class such as: Power Points, handouts with instructions for projects, and compositions.

Extra Help:

Students can make an appointment with me to receive extra help and support in my **Office Hours**. Additionally, students can ask the school counselor Sra. Kyrie Adams for Spanish tutoring.

Library:

We will use the computers in the library to complete different tasks and activities.

Infinite Campus

Grades will be calculated based on **Daily Activities / Homework, Participation, Projects and Assessments, Quizzes and Tests, and Final Exam.**

Grades / Missing Assignments will be posted on Infinite Campus. It is the student's responsibility to check their grade for accuracy and any make up work that may need to be completed. Parents are encouraged to check a student's grade at any time by going to Infinite Campus. See key below:

A = Absent: student either was absent on the day that homework was assigned or on the day it was turned in. Students are responsible for finding out what assignments they miss and turning them in. If assignments remain an "A" for more than two days after the students return from being absent, they will be changed to an "M".

M = Missing: student did not turn in the assignment when it was due or make it up within two days after being absent. An 'M' counts as a zero in the gradebook and negatively affects their overall grade.

E = Excused: In rare instances, student is absent during the day of an activity that cannot be made up. This does not negatively affect their grade.

Classroom Expectations:

Classroom Policies

In addition to all school wide policies, **you are ALWAYS expected to be respectful, to be safe and responsible, and to be productive and prepared.**

The following is expected in our Spanish class:

1. **Spanish** will be the primary language spoken in this class – please push yourself to do your best and don't be afraid to make mistakes. Remember that ***"learning a language requires learners to tolerate ambiguity"***, you are not expected to understand everything you hear, read, or see. Just like English, you need to infer what was heard based on the words that you know along with any visual clues or body language.
2. **Food** is not allowed in class, only water. Please leave this classroom **cleaner** than the way you found it.
3. **Be polite and respectful** to your peers, the instructor and substitute teachers. Students that are disrespectful to substitute teachers will be given a Friday School, no questions asked.
4. **Phones** and other devices are only allowed when indicated by your teacher. Please ask before using! I have no problem taking them away if they become a distraction.

Classroom discipline

Minor cases: Students who are disrespectful, cause distractions, or break school / class policies will receive the following interventions:

- 1st Offense: Verbal warning
- 2nd Offense: Meeting with student outside of class / parents will be notified
- 3rd Offense: Administration will be notified and Friday School or other consequence(s) will be assigned

Extreme cases: I reserve the right to assign a Friday school without warning due to the severity of the behavior. This includes but is not limited to:

- Situations that involve violence or puts others in danger,
- Using overtly disrespectful or offensive language, tone, or gestures
- Not following the teacher's instructions in the event of a drill or emergency
- Being disrespectful to a sub or attempting to manipulate them in any way

Tardy Policy

Students need to understand that punctuality is incredibly important not just at school, but in our society as a whole. If students are not **inside the classroom** when the bell rings, they will be marked tardy. Backpacks and other place-markers do not signify that a student is present if they are not physically in the room when the bell rings. Please note the schoolwide tardy policy:

- **1st Tardy:** Teacher conference/speak with student when appropriate during that class period.
- **2nd Tardy:** Teacher notifies parent by phone and speaks to the student.
- **3rd Tardy:** Teacher contacts parent-student receives teacher led detention/consequence.
- **4th Tardy:** Referral to office.
- **5th Tardy:** Parent, student and admin meeting at school

Cell Phone Policy

All cell phones will be placed and remain in a holder for the entirety of class unless they are needed for a specific task indicated by the teacher. They are not allowed to be taken during restroom breaks. If a student doesn't comply, they will be given a warning and then progress through the steps outlined in the discipline policy above.

Attendance

Each student is expected to be at every class, on time, and ready to go when the instructor starts the class. Please see the student handbook for more info on JA's tardy policy.

Late Work

Late work is not accepted, except for in emergency situations that can be verify or some sort of plan is developed with parents and counselors. If students are absent, we will make a work plan.

Academic Integrity

The following actions are considered cheating or plagiarism in this class and will result in immediate notification of administration:

- Using someone else's work without citing it or representing it as one's own. This also includes translating someone else's work without putting it in your own words or citing it.
- Having a friend or family member complete their work and claiming it as their own.
- Copying answers or work from another student, whether on a test or homework assignment.
- Using a device to translate or look up a word for a test or assignment without the teacher's permission.

Grade Distribution

Daily Activities / Homework	20%
Participation:	20%
Quizzes / Tests:	15%
Projects / Assessments	30%
Final Exam:	15%

Grading Scale

A	90 - 100 %
B	80 - 89 %
C	70 - 79 %
D	60 - 69 %
F	60% and below

What Grades Mean in JA Spanish Class

A student who earns an A:

- Actively participates, uses Spanish when possible, and encourages others to use it
- Has a positive attitude toward learning the language and demonstrates respect for other cultures.
- Turns in all work on time and makes up absent work in a timely manner
- Stays organized by keeping a separate notebook and folder for all of their notes and class materials.
- Takes detailed notes in class and later refers back to them when studying
- Communicates with their teacher when they don't understand something - both during and outside of class.
- Takes advantage of any opportunity to improve their grade, whether through test corrections, revisions, or extra credit.
- Performs well on all assessments and follows rubrics to exceed expectations.

A student who earns a B:

- Participates sometimes and almost always attempts to use Spanish when possible
- Has a positive attitude toward learning the language and encourages others to use it
- Student turns in most of their work on time and usually makes up absent work in a timely manner
- Stays organized by keeping a separate notebook and folder for all of their notes and class materials
- Takes good notes usually and refers back to them when studying
- Communicates with their teacher when they don't understand something
- Usually takes advantage of any opportunity to raise their grade, whether through test corrections, revisions, or extra credit
- Performs well on most assessments and follows rubrics to meet or exceed expectations

A student who earns a C:

- Participates infrequently and sometimes attempts to use Spanish
- Turns in some work sometimes but doesn't always make up absent work
- Stays somewhat disorganized and loses important materials or notes
- Takes notes when asked but doesn't always refer back to them or can't make sense of them
- Doesn't always communicate with their teacher when they don't understand something
- Sometimes takes advantage of an opportunity to raise their grade, whether through test corrections, revisions, or extra credit but has to be reminded of these opportunities
- Performs well on some assessments and but doesn't always follow rubrics to meet expectations

A student who earns a D or F:

- Rarely participates or attempts to use Spanish in class
- Has a negative attitude towards learning the language
- Misses assignments often and doesn't turn in absent work unless asked
- Takes sparse or incomplete notes and has trouble finding things when needed
- Is highly unorganized, loses materials and notes from class
- Rarely communicates with teacher when they don't understand something
- Seldom takes advantage of an opportunity to raise their grade, whether through test corrections, revisions, or extra credit, despite being reminded of these opportunities
- Performs poorly on most assessments and but doesn't follow rubrics to meet expectations.

Daily Activities / Homework (20%):

Learning a language requires regular practice and exposure. Homework is used to reinforce grammar concepts and vocabulary should be expected at few nights a week. For the average student it typically takes under 30 minutes to complete.

It is checked at the beginning of class and will not be accepted for credit after the assigned date unless the student has an excused absence. Late homework will not be

accepted.

Homework missed due to an excused absence is due no later than 2 school days after the student returns to class. After that the student will receive a **zero** for the assignment. It is the **student's responsibility** to find out what the homework is if they miss class. Assignments will be posted on the **calendar** found on the class website and written on the board.

Participation (20%):

This plays a very important part in getting the most out of this class. Each student is expected to actively and vocally participate in all classroom activities. Every few weeks, students will use a rubric to evaluate their own classroom participation based on the following criteria:

- Attempting to use Spanish at all times
- Enthusiasm to learn and having positive attitude
- Classroom engagement / participation in activities
- Overall preparedness (being on time, having required materials and homework)

These evaluations will be reviewed by the teacher and used to determine the student's participation score for that week. Please see the Participation Rubric in my Web Site.

Quizzes and Tests (15%):

Students can expect to have a quiz every week. These may come in different formats and will be announced at least one day in advance and will always involve some sort of review sheet to be completed. Flashcards are encouraged for the practice of vocabulary and can be found in the provided workbook.

Make up tests and quizzes are to be completed outside of class time within 5 school days from the date of return. After school between 3:15 and 4:15 is preferable. It is **the student's responsibility** to schedule a time and day with me to make up any test or quiz.

Upon teacher's discretion, students may be given the opportunity to do corrections on a quiz or test to help raise a low score. When made available, corrections must be done outside of class time and must be completed within a week of receiving the original score.

Projects / Assessments (30%)

Other graded assessments in this class may include oral presentations, written compositions, article summaries, art projects, and research projects. These assessments will be given throughout the course in order to evaluate students in their understanding and communication in the target language: interpersonal, interpretative and presentational mode. Students will be assessed individually or in groups depending on the assigned project.

Oral communication is one of the most important skills to master when learning another

language. Students will present at least one scripted dialogue with a partner and one formal presentation in the class. Along with their presentations, students will sometimes be required to create a visual such as a PowerPoint presentation or a poster.

In order to build upon writing skills, students will write compositions to demonstrate their ability to properly use grammatical structures and vocabulary taught in class. It is strongly recommended that students use a Spanish spell checker with their word processor such as Microsoft Word or Google Docs.

Beware of Translators! The use of electronic translators such as Google Translate is prohibited and will result in a significant reduction in points or a complete redo of the assessment. It is obvious when they are used because they often confuse the context of grammar and vocabulary, resulting in numerous grammatical errors and misuse of words. However, online dictionaries such as www.wordreference.com are excellent resources for writing compositions and preparing presentations.

Final Exam (15%)

The final exam will come in written form and include key material learned throughout the entire semester. There will be a mix of multiple choice, fill in the blank and short answer questions, along with writing and listening components.

¡Que pasemos un excelente año!

*****Please return the following page signed for homework credit.**

I have read and fully understand the classroom policies stated above and will follow them to the best of my ability.

Student Name

(Please Print) Date

Student Signature

Parent/Guardian Signature

Parents' Email Address _____

Parents' Telephone _____

Movie Consent

1)Casi Casi – Puerto Rico

Emilio is a normal teenager who somehow finds himself being sent to the principal's office every other week. He has a crush on Jacklynne, the most popular girl in school, so he decides to run for Student Council President in order to impress her. After announcing his candidacy, Emilio discovers, to his horror, that Jacklynne herself will be running for office against him. Emotions fly high as campaign fever intensifies. Not wanting to lose his chance to win her heart, Emilio devises a risky plan that could come to a disastrous end if the tyrannous school principal gets wind of his scheme.

Rated PG for language and some crude humor

2)César Chávez - México

Chronicling the birth of a modern American movement, Cesar Chavez tells the story of the famed civil rights leader and labor organizer torn between his duties as a husband and father and his commitment to securing a living wage for farm workers. Passionate but soft-spoken, Chavez embraced non-violence as he battled greed and prejudice in his struggle to bring dignity to people. Chavez inspired millions of Americans from all walks of life who never worked on a farm to fight for social justice. His triumphant journey is a remarkable testament to the power of one individual's ability to change the world.

Rated PG-13 for some violence and language.

3)Selena (1997) – U.S.

Selena is the vibrant story of the Grammy-winning singer whose life ended at its creative peak. Pulsating with Selena's voice on the soundtrack, the film is bracingly authentic. In the title role, Jennifer Lopez powerfully captures the warmth and electricity of a beloved entertainer. Edward James Olmos, Jon Seda and others also shine in "a poignant, heartwarming movie that deserves a standing ovation." **Rated PG** for some mild language and thematic elements

I give my child permission to watch these films in this class

Parent / guardian signature