

# SÍLABO DEL CURSO: ESPAÑOL 3



**¡Bienvenidos al mundo hispanohablante!**

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**Classroom:** 141

**Office Hours:** Tue / Th before class 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:**

Spanish 3 is an intensive language and culture course in which students will be expected to communicate almost entirely in Spanish. They will continue to learn Spanish grammar and vocabulary while further developing their speaking, writing, reading and listening

skills. In addition, students will learn deeper aspects of Latin American and Spanish culture through a variety of avenues such as current events, music, film, Zumba, Telecollaboration Exchange, and projects call “Desafíos” (challenges). Upon successful completion of Spanish 3, students will achieve an intermediate low proficiency range level in Interpretative, Interpersonal, and Presentational Mode of Communication. This course will prepare students for Spanish 4 and AP Spanish at JA as well as help them to place into university-level Spanish courses.

This 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.

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](http://www.yabla.com)), *Duolingo* ([www.duolingo.com](http://www.duolingo.com)), *Kahoot* ([www.kahoot.it](http://www.kahoot.it)) 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:

- Using the preterite and imperfect tenses to tell personal history, and to tell a story from the past.
- Describing visual and performing arts using the preterite and imperfect tenses.
- Discussing nutrition, illness, health habits, exercises, and fitness using commands in both the formal and informal scenarios.
- Using the indicative and subjunctive moods to talk about leisure time, sports, and travel
- Expressing wishes, likes, preferences, need, and obligation using reflexive and reciprocal verbs.
- Expressing emotions, hopes, wishes, and describing conflict and resolution using the subjunctive mood.
- Using the future and present perfect tense to describe job, professions, and volunteer activities.
- Participating in conversations with students from a Peruvian school on a variety of cultural topics using learned vocabulary and grammar (interpersonal mode).
- Reading informative and literary readings and novels.

### **Materials and Resources:**

#### **Required Materials**

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

- Textbook: Español 3 (Santillana): Student Edition (Provided) (textbook will be returned at end of year and a damaged or lost book fee will apply)
- Workbook: WB Practice 3 (Provided)  
WB Listening and Speaking 3 (Provided during class)
- 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, chrome-books), for activities in class every day.

### **Suggested Materials**

- Spanish / English dictionary or mobile device to access online dictionary such as [www.wordreference.com](http://www.wordreference.com) which now has a free app you can download!
- 501 Spanish Verbs (book) – excellent resource for verb conjugations in all tenses.
- Multicolor cards for making flashcards.
- Note cards for making flashcards.

### **Website / Class Calendar:**

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 'Faculty and Staff', 'Spanish', then 'Nancy Bocanegra'.

### **Extra Help:**

Although the school does not offer tutoring for language students, students can make an appointment with me to receive extra help and support. To get help with your compositions, please come in my **Office Hours**.

### **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 allowed in class as long as messes don’t become an issue. Please leave this classroom **cleaner** than the way you found it.
3. **Be polite and respectful** of 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 issues:** Students who are disrespectful, cause distractions, or break school / class policies will receive the following interventions:

- 1<sup>st</sup> Offense: Verbal warning
- 2<sup>nd</sup> Offense: Meeting with student outside of class / parents will be notified
- 3<sup>rd</sup> 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 put 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 in this class, 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**

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

### **Grading Scale**

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

### **What Grades Mean in JA Spanish Class**

#### **A student who earns an A:**

- Participates often and always attempts to use 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 (15%):**

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 (20%):**

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, and research or art 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, a poster or videos.

This semester students will participate in a Telecollaboration Exchange and they will be required to write and talking with their language partners in Peru about cultural topics. Students will be assessed based on their responsible work that includes: attitude, motivation, compromise, collaboration, and respect to get the benefit of the project.

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](http://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.

**¡Keys to success!!!** 

- 1) Push yourself to speak Spanish and don't be afraid to make mistakes.
- 2) Practice active listening and repeat new words out loud.
- 3) Participate in all classroom activities and Telecollaboration exchange.
- 4) Come to class prepared every day
- 5) Complete all work on time and to the best of your ability.
- 6) Practice Spanish outside of class – any time you get the chance

**¡Que pasemos un excelente semestre!**

**\*\*\*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. I also understand that these policies can be adjusted at any time as deemed necessary.

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

### **Movie Consent Form**

In this class, we could possibly watch any of the following Spanish-language films. These movies help teach students about cultural aspects of the language, improve their listening skills and expand their vocabulary. Please contact me if you have any questions or concerns about these films.

**Selena – (1997)** In this biographical drama, Selena Quintanilla (Jennifer Lopez) is born into a musical Mexican-American family in Texas. Her father, Abraham, realizes that his young daughter is talented and begins performing with her at small venues. She finds success and falls for her guitarist, Chris Perez , who draws the ire of her father. Seeking mainstream stardom, Selena begins recording an English-language album which, tragically, she would never complete. The movie is rated PG for some mild language and thematic elements.

**Diarios de motocicleta – (motorcycle Diaries)** In 1952, twenty-three year old medical student Ernesto Guevara de la Serna – Fuser to his friend to his friends and later better known as ‘Ernesto Che Guevara’ – one semester away from graduation, decides to postpone his last semester to accompany his twenty-nine year old biochemist friend ‘Alberto Granado’ – Mial to his friends- on his four month, 8,000km long dream motorcycle trip throughout South America starting from their home in Buenos Aires. MPAA Rating: R for language ([IMDB.com](http://IMDB.com))

**A note from the teacher:** This is one of the important cultural films in the Spanish language. Its educational value comes from the way it beautifully depicts the cultural and geographic diversity of Latin America and shows us how travel can inspire and shape us. This movie is rated ‘R’ due to the way many of the Spanish expressions are translated to English and appear in the subtitles. Unfortunately, the translations are often much stronger and potentially offensive than they would be in Spanish. Much of the profanity comes in the context of two close friends arguing and blaming each other when things go wrong in their adventures.

**Cautiva- (2003)** - In 1994 Argentina, Cristina Quadri (Bárbara Lombardo), a teen from a well-to-do family, leads a charmed life. But when she's summoned in front of a judge one day, she learns the shocking truth of her real parents' disappearance during Argentina's "Dirty War" of the 1970s. Her actual name is Sofía Lombardi, and now she must live with her real grandmother (Susana Campos), a total stranger. With her life forever changed, Cristina works to uncover the deceit that for years kept her from the truth. Not rated.

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

\_\_\_\_\_  
Parent / guardian signature