

Ms. Bolinger-Valverde  
e-mail: dbolingervalverde@dbqschools.org  
phone/voicemail: (563) 552-5200 ext. 5693  
Office Room # C-144  
Hempstead High School, Spanish

## **Course Description Spanish 1-2: WSP181 & WSP182**

Beginning students study language that can be used in everyday communication. Students study Spanish through a communicative approach. Students begin to communicate in the target language through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students will expand their understanding of culture by studying various aspects of the Spanish-speaking world. Activities, including a variety of formative and summative assessments, are designed to help students meet district standards and ACTFL Standards of Language Learning.

### **World Languages Standards (Grades 9-12)**

**Communication Standard:** Communicates in languages other than English, both in person and via technology.

#### **Modes of Communication:**

##### **Interpretive Communication (reading, listening)**

- Competency #1. Derive meaning from messages and texts using listening and reading strategies.
- Competency #2. Identify how authentic sources convey viewpoints and use authentic resources critically.
- Competency #3. Comprehend and interpret information in authentic messages and informational texts.
- Competency #4. Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

##### **Interpersonal communication (Speaking and Listening, Reading and Writing)**

- Competency #1. Negotiate meaning using requests, clarifications and conversation strategies.
- Competency #2. Interact with others using culturally appropriate language and gestures on familiar and some on familiar topic.
- Competency #3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

## **Presentational Communication (Speaking, Writing)**

- Competency #1. Convey meaning using writing processes and presentational strategies.
- Competency #2. Present information, concepts and viewpoints on familiar and some unfamiliar topics.
- Competency #3. Present a range of literary, creative and artistic endeavors to audiences near and far.

**Cultures Standard:** Gain and use knowledge and understanding of other cultures.

Competency #1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.

Competency #2. Experience the target language and culture(s) and share information and personal reactions with others

## **Goal for the end Spanish 1-2 in different Modes of Communication (Novice High)**

- **Interpretive Reading:** Be able to understand words, phrases, and sentences within short and simple texts related to everyday life. Be able to sometimes understand the main idea of what you have read.
- **Interpretive Listening:** Be able to understand words, phrases, and simple sentences related to everyday life. Be able to recognize pieces of information and sometimes understand the main topic of what is being said.
- **Interpersonal (speaking or writing):** Be able to exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Be able to usually handle short social interactions in everyday situations by asking and answering simple questions.
- **Presentational Speaking:** Be able to present basic information on familiar topics using language I have practiced using phrases and simple sentences.
- **Presentational Writing:** Be able to write short messages and notes on familiar topics related to everyday life.

## **Content/Pace:**

The content of this course is based on themes that are relevant and of interest to teenagers. The Units are based on an essential question. Each unit will take about 30 class days to complete.

## **Unidad 1 ¡Mucho Gusto!: How do people reach out and communicate with others?**

Students will be able to:

**Lección A:** exchange names and spell, greet and say good-bye while using appropriate gestures, say where they are from and identify where Spanish is spoken in the world, state their age and talk about birthdays in Spanish-speaking countries, recognize cognates and talk about some of the wonders of the Spanish-speaking world, use Spanish punctuation.

**Lección B:** Express courtesy and know the difference between formal and informal Spanish, ask and tell how someone is feeling, ask and state the time, read a simple narrative in Spanish.

## **Unidad 2: ¡Al colegio! How does education promote understanding of different cultures?**

Students will be able to:

**Lección A:** Ask and tell who someone is and where someone is from, ask and tell how to say a word in Spanish, talk about people, places and classroom objects, give examples of Spanish in everyday life and identify Hispanic influence in the United States.

**Lección B:** Discuss school schedules, describe classroom objects and clothing, talk about what people do and need at school, identify technology items, ask and provide contact information, talk about where things are in a classroom, and talk about how people are feeling, talk about student exchange programs and schools in the Spanish-speaking world, read and discuss a poem by Gina Valdés

## **Unidad 3: ¡En la ciudad! How do major cities tell their stories?**

Students will be able to:

**Lección A:** talk about places in the city, modes of transportation and proximity, talk about where someone is going, invite someone, express a problem, introduce a friend and express courtesy, talk about interesting places to visit and the subway in Mexico City and Diego Rivera's murals

### **Beginning 2<sup>nd</sup> Semester**

**(Unidad 3)Lección B:** talk about additional places in the city, have a conversation in a restaurant and ask and tell what people do or are going to eat, drink, see, talk about Mexico's three cultures, Mexico City's landmarks and cuisine, and Frida Kahlo and her art.

## **Unidad 4: La familia y los amigos. How do cultural values shape relationships in Hispanic countries?**

Students will be able to:

**Lección A:** talk about family and relationships among people, describe people's feelings/condition, and talk about where they live, explain the Hispanic naming tradition, talk about Puerto Rico its languages and its people.

**Lección B:** describe friends and family, talk about activities people (don't) like to do, discuss the role of family and typical music and baseball in the Dominican Republic.

## **Unidad 5 La rutina y la diversión. How do key activities in a society reflect its values?**

Students will be able to:

**Lección A:** talk about electronics and interests in entertainment, say what electronics people have and express feelings about them, describe activities for a coming week/trip, and discuss conservation and political neutrality in Costa Rica

**Lección B:** talk about holidays and celebrations, who comes to them and what you do, talk about dates and birthdays, describe festivals in Nicaragua and discuss Rubén Darío and the annual celebration in his honor.

### **Assessments:**

*Formative Assessments (used to guide instructional decisions):*

Class participation

Content-Based Games

Homework assignments (completion is required to be eligible for re-taking structural/grammar quizzes) Assignments will receive a 0-5 rating but that will not be factored into end of semester grading

Graded – Vocabulary and Structural/Grammar Quizzes (Retakes for structural quizzes may be an option IF all assignments are noted as completed. Retakes may not be identical but will test the same skill)

Graded – Interpersonal/Interpretive and Presentational Performances as announced

*Summative Assessments (all are graded as final, no retakes):*

Graded - Individual and Small Group Interpersonal/Interpretive and Presentational Performances as announced

Graded – Summative Interpretive Listening and Reading quizzes

### **Instructional Strategies:**

The instructional strategies used in class include but are NOT limited to:

Direct Instruction

Cooperative Learning (pairs, small group work)

Differentiation

Formative and Summative assessments as described above that include elements of reading, writing, listening, speaking and cultural activities.

Games

Songs

Authentic reading materials, websites and videos as they fit in with the goals of each unit or activity

## **Resources:**

**\*\*If you would like a text available to you outside of class you may check a book out from the Book Room next to the Poolside Café, please make sure to have your student ID with you\*\***

Computer resources:

<http://www.passportemcl.com> ¡Qué Chévere! Level 1 textbook (accessed through CLEVER PORTAL on the school website)

<https://dubuque.instructure.com> Canvas (learning management system)

<http://www.quizlet.com> (vocabulary practice, not world language specific)

<http://www.conjuguemos> (vocabulary and grammar practice primarily)

Authentic Spanish Language websites for reading and culturally related videos **\*\*Please be aware that as public-directed sites I do not know what advertisements may present themselves\*\*** Some of the sites include:

[www.mexgrocer.com](http://www.mexgrocer.com) (market website that provides access to culturally relevant videos related to celebrations, cooking, and recipes in addition to purchasing ingredients)

[us.hola.com](http://us.hola.com) (Spanish language publication similar to People magazine)

Variety of online learning materials

## **Materials:**

1 inch 3 ring binder (recommended)

Loose-leaf paper

*¡Qué Chévere! Level 1 textbook (optional-check out available from the Book Room next to Poolside)*

Blue/Black ink pens (please do not use colorful pens for assignments and quizzes/tests some colors are difficult to read)

Pencil with an eraser (in case you need to rethink an answer)

Earbuds (highly recommended)

## **Academic/Behavioral Expectations:**

Students are expected to follow the policies in the student handbook but specifically in our room...

### **RESPECT AND COURTESY**

Respect and courtesy are expected:

Teacher to Student

Student to Teacher

Student to Student

Among other things courtesy and respect include but not limited to:

Respecting personal space and personal property inside and outside of the classroom

Being kind

Contributing to a positive learning environment through actions

AND words

Being mindful of the language used in class

Preparing for class

## Remember we are a TEAM with Mustang PRIDE

Trust

Engage

Appreciate/Achieve

Motivation

Prepared

Responsible

Inclusive

Dignified

Empowered

### ATTENDANCE

Students need to be in the classroom when the bell rings. Bring a pass or the equivalent if you are detained by another teacher.

If a student misses class she/he is responsible for getting the list of make-up items for time missed, however avoiding absence is best as you will miss out on important opportunities to use and hear the target language.

**\*\*This class is an elective, please elect to be an active participant each day through presence, volunteering, and preparing.\*\* Your growth depends on your participation.**

Below is the web address to the current attendance and tardy policy for our school that will be followed. Copy and paste into a new browser window to view.

<http://cdn.dbqschools.org/wp-content/uploads/2014/11/schoolboard-5107SchoolAttendance.pdf>

### **Grading Plan:**

#### GRADING SCALE

The grading scale is as follows:

100-93% = A	73-76% = C
92-90% = A-	70-72% = C-
87-89% = B+	67-69% = D+
83-86% = B	63-66% = D
80-82% = B-	60-62% = D-
77-79% = C+	Below 60% = F

Grades are earned through points on oral assessments, quizzes, tests and projects/presentations. Points are not weighted. Assessments will have a combination of elements from the following: vocabulary, structure/grammar, speaking, reading, writing, listening and culture.

Extra Credit will NOT be available, it is important to participate each day and ask questions when you are confused or want clarification.

## MAKE UP EXAMS & QUIZZES

If a student misses an exam or quiz, she/he is responsible for making an appointment to make up this missing item.

Students should be prepared to take tests and quizzes as announced with the class even if gone the day immediately before.

## USE OF ELECTRONIC TRANSLATION DEVICES

The use of translation aids/devices is considered cheating. These devices include but are not limited to pocket translators, translation software, and online translation websites. If a student uses them the student will receive a zero on the assignment. Additional consequences will be discussed in the event of an occurrence, but may include a conference between the teacher, the student, and the guardian. Any exceptions to this must come directly from the teacher.

There may be times while working on a writing project that you may use [www.wordreference.com](http://www.wordreference.com) to search individual words to enrich your writing or a presentation but those would be the exception not the rule.

**\*\*Asking siblings, family members or friends to do your work for you is not appropriate or acceptable. You are responsible for the content of your work. It is okay to work with others but the work must be yours if you have questions about this policy please see me outside of class.\*\***

## **ELECTRONIC DEVICES**

All electronic devices (phones, ipods, mp3...) are to be placed in your backpack or purse so as not to create a distraction, remember use of these devices results in the consequences laid out in the student handbook p23 located at the front of your agenda. If there is a classroom reason to use these devices then you will be informed at that time.

Laptops are a tool to enhance your language learning experience. Remember the technology is for school related on-task behaviors, it is important to show good digital citizenship. Good digital citizenship includes knowing when and how to use the technology appropriately.

## **Communication Plan:**

My primary means of contact will be parent/student e-mails based on contact information in PowerSchool and through the free Remind system. Students will be given a code they are encouraged to share with parents to receive messages with due date reminders and links to practice items such as Quizlet. However, please feel free to contact me via e-mail or by phone. e-mail: [dbolingervalverde@dbqschools.org](mailto:dbolingervalverde@dbqschools.org) phone/voicemail: (563) 552-5200 ext. 5693

## **SUCCESS TIPS!!**

A couple of things to help you on your journey through the world language program are the following:

- Spend at least 15 minutes each night practicing vocabulary, cramming does not work for long-term memory and YES you will need to know the vocabulary and grammar later
- Flashcards (you are practicing while you are writing them and while you are using them)
- Speak, we are working with a 'living' language spoken by millions
- Use the accompanying website [www.passportemcl.com](http://www.passportemcl.com) to practice outside of class
- Use the online resources shared by your teacher
- Blend the Spanish words you know into your use of English; for example, I have to feed the *perro* (dog) before we play basketball at the *parque* (park), you are giving context to your language practice instead of just a list
- Draw a picture with your new vocabulary word for a visual connection to its meaning
- Ask questions, individually or in class
- Remain invested in your language growth and experience
- Test out your new knowledge if the opportunity presents itself at a gathering, restaurant, or other setting where Spanish is being used
- Remember no one is a dictionary, if you don't remember the exact word for something describe it (we use this skill in English as well if we don't know or don't remember the name of something)

Please sign and return the following page including your preferred contact information, e-mail or other communication.

Please return this section to Ms. Bolinger-Valverde by Friday, September 01, 2017, confirming that you have read and understand the policies and expectations set out in this syllabus if something is not covered in this syllabus please see the students handbook or set a time to chat with me about your concern.

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

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

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

***Parent/Legal Guardian Information***

Preferred Phone: \_\_\_\_\_

Preferred e-mail: \_\_\_\_\_

Other: \_\_\_\_\_

If not completed I will use whichever information you've provided through PowerSchool.