

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 3-4: WSP281 & WSP282

Developing students study language that can be used in everyday communication. Students study Spanish through a communicative approach. Students build on their previous knowledge 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 3-4 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.

(Intermediate Low)-students will work towards attaining these goals but may not be solidly in this level

- **Interpretive Reading:** Be able to understand the main idea of short and simple texts related to familiar topics.
- **Interpretive Listening:** Be able to understand the main idea in short, simple messages and presentation on familiar topics. Be able to understand the main idea of simple conversations that I overhear.
- **Interpersonal (speaking or writing):** Be able to participate in conversations on a number of familiar topics using simple sentences. Be able to handle short social interactions in everyday situations by asking and answering simple questions.
- **Presentational Speaking:** Be able to present information on most familiar topics using a series of simple sentences.
- **Presentational Writing:** Be able to write briefly about most familiar topics and present information using a series of simple sentences.

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 6 Mi casa es su casa: What does a house and its contents tell us about the people who live there?

Students will be able to:

Lección A: identify items in the kitchen and dining rooms, describe table settings, express obligation using *tener que* and *deber*, talk about plans and preferences using stem changing verbs, describe typical Venezuelan foods, describe various regions of Venezuela, describe different types of housing in Venezuela, and use demonstrative adjectives to point things out.

Lección B: identify rooms and floors of a house, report what other people say using the verb *decir*, express wishes using *querer* and *gustaría*, describe housing styles in Colombia, tell how I and others feel using expressions with *tener*, make requests using stem changing verbs, recognize when to use *pedir* and *preguntar*, and read and discuss a poem by Rafael Pombo.

Unidad 7 Las diversiones de todo el año: How does geography affect the sports and leisure of a nation?

Students will be able to:

Lección A: talk about leisure activities, use *o*→*ue* and *u*→*ue* stem-changing verbs, discuss Argentina's geography and pastimes, talk about pastimes, say how long something has been happening using *hace* + time expression + *que*, describe what is happening right now using the present progressive, discuss popular sports in Argentina.

Lección B: talk about seasons and weather, use verbs with special accentuation like *esquiar*, *enviar* and *continuar*, use the present tense of *dar* and *poner*, discuss how Chile's geography affects its sports and leisure activities, identify people who participate in sports using *-dor(a)* and *-ista*, use ordinal numbers to indicate order, and discuss the island of Rapa Nui and its inhabitants.

Unidad 8 La rutina diaria: How do routines inside and outside the home reflect cultural values?

Students will be able to:

Lección A: talk about household chores, use indirect object pronouns to say to whom or for whom something is done, use *acabar de* to say what just happened, discuss daily life in Spain for adults and teenagers, talk about party preparations, use the present tense of *oír* and *traer*, talk about the past using the preterite tense of *-ar* verbs, and talk about how people spend their time in Spain.

Beginning 2nd Semester

(Unidad 8)Lección B: talk about preparing a meal, identify and describe food, make comparisons, talk about a typical Sunday in Spain, describe where Spaniards shop for food, purchase food at a market, use the preterite tense of dar and estar, and read and discuss a popular Spanish short story.

Unidad 9 ¡Vamos de compras!: What can you learn about a country from the products and services it provides?

Students will be able to:

Lección A: describe clothing in terms of color and fabric, identify parts of the body, use adjectives as nouns, talk about the past using the preterite tense of –er and –ir, talk about the Panama Canal, and the products and services that Panama provides, talk about shopping for clothing, use the preterite of ser and ir, use affirmative and negative expressions in conversations, and read about and discuss a shopping mall in Panama.

Lección B: talk about gifts and accessories, use diminutives to express affection or size, use the preterite of leer, oír, ver, decir, hacer and tener, discuss the connection between Ecuador’s geography and the products and services it provides, talk about prices and payment practices in a store, use prepositions with their corresponding pronouns, and read about and discuss el Mercado de Otavalo.

Short Novel: Las aventuras de la familia Miranda

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 (access this through the School Website Clever Portal link)

<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)

OneNoteClassroom

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 (market website that provides access to culturally relevant videos related to celebrations, cooking, and recipes in addition to purchasing ingredients)

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)

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 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 available in the classroom as needed. Remember the technology is for school related on-task behaviors to enhance your education.

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 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 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

(success tips continued...)

- 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 student 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.