

Course Syllabus

Level 2

Spanish 3-4:

Sra. Coffman

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Hours Available: before & after school (7:00-7:30 & 2:30-3:00)

Course Description

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, 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) o Competency #1. Derive meaning from messages and texts using listening and reading strategies. o Competency #2. Identify how authentic sources convey viewpoints and use authentic resources critically.

- o Competency #3. Comprehend and interpret information in authentic messages and informational texts. o 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) o Competency #1. Negotiate meaning using requests, clarifications and conversation strategies. o Competency #2. Interact with others using culturally appropriate language and gestures on familiar and some on familiar topic. o Competency #3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

Presentational Communication (Speaking, Writing) o Competency #1. Convey meaning using writing processes and presentational strategies.

- o Competency #2. Present information, concepts and viewpoints on familiar and some unfamiliar topics.
- o 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 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 understand the main topic of what is said.
- **Interpersonal (speaking or writing):** Be able to exchange information about familiar topics using phrases and simple sentences, supported by memorized language. Be able to participate in short social interactions in everyday situations by asking and answering questions.
- **Presentational Speaking:** Be able to present basic information on familiar topics using practiced/rehearsed language, phrases and simple sentences.
- **Presentational Writing:** Be able to write a paragraph/paragraphs 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 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 a kitchen or dining room, use the verbs tener que and deber, talk about plans/preferences using stem changing verbs, describe different types of housing/foods/geographic regions in Venezuela, and use demonstrative adjectives.

Lección B: Identify rooms and floors of a house, use decir, querer, gustaría, describe housing styles in Colombia, use tener (feelings), stem changers recognize the differences between pedir/preguntar.

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 stem changing verbs, talk about Argentina/passtimes/sports express time using 'hace...que' and form the present progressive to talk about what people are doing.

Lección B: Talk about seasons and weather, use verbs with special accents, the present tense of dar, poner, discuss Chile/sports/leisure activities, use ordinal numbers.

Beginning 2nd Semester

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 objects to say to whom or for whom, talk about what just happened using acabar + de +infinitive, talk about the daily life in Spain/leisure time, use oír, traer and 'ar preterite verbs.

Lección B: Identify and describe foods, talk about preparing a meal, make comparisons, talk about a typical Sunday in Spain/food/shopping/market, use the preterite of dar and estar.

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 body parts, use adjectives as nouns, 'er/'ir verbs in the preterite tense, talk about the Panama Canal/products/services/shopping, ir/ser in the preterite and affirmative and negative expressions.

Lección B: Talk about gifts and accessories, use diminutives to talk about affection or size, the preterite of leer, oír, ver, decir, hacer, and tener, talk about Ecuador/geography/products/services, making a payment in a store.

Unidad: Las Aventuras de la Familia Miranda:

Read and comprehend a short fictional story which uses a variety of grammar and vocabulary we've studied.

Assessment

Students will be assessed in a variety of ways throughout the year. All assessments strive to be based on real-world situations.

- **Formative assessments** are informal and serve to help the student determine if they have reached the learning target. Some are used as homework and will count toward the final grade. Often times multiple attempts on the homework are provided so that all students can achieve at a high level. They help the teacher plan instruction based on what the students already know and need to learn. Formative assessments include, but are not limited to,
 - homework assignments
 - class participation
 - in-class practice activities
- **Summative assessments** tell whether or not students have learned the material required, and **do go in the grade book**. Summative assessments will include, but are not limited to
 - vocabulary and grammar quizzes/tests
 - Performances in the 3 modes of communication
 - Final Exam/Performance- Comprehensive of semester material

Instructional Strategies

- Individual activities and projects
- Group projects and activities
- Partner projects and activities
- **21 century skills** (Digital-Age Literacy, Critical Thinking & Problem Solving, Communication & Collaboration, Creativity & Innovation)
- **Blended/flipped learning**- students learn at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace

Resources

- ¡Qué Chevere! Level 1 textbook (chapters 6-9) <https://passport.emcl.com>
- Canvas (learning management system) <https://dubuque.instructure.com>
- Variety of online resource for learning and presenting

Materials

- pens/pencils
- Binder
- Loose leaf paper or spiral
- Highlighters
- ear buds – for listening exercises done on CANVAS

Academic Expectations

- **Study Daily-** Students should prepare adequately for each class/assignment. Students are expected to study daily even if no homework was assigned. They can study from their notes, vocabulary lists, textbook or a variety of online resources.
- **Absences:** It is the student's responsibility to ask for missed work at an appropriate time for *both* of us. If they know ahead of time they will be absent for all or part of a day they should *get the work ahead of time and be ready for class on the returning day.*
- **Make-up work:**
 - Students will be asked to take the assessment or to set up a time with the teacher to make it up the day they return from the absence.
 - All work should be made up **by the end of the unit** unless there has been prior communication about extenuating circumstances.
- **Classroom Expectations:** I have high expectations in the Spanish classroom, and expect ALL students to treat me and all classmates with respect. I also expect students to actively participate in every class, be on time to each class, and complete all work to the best of your ability.

BE RESPECTFUL TO YOURSELF AND OTHERS.

Be open-minded and LISTEN to others' ideas. Teasing or name-calling that could inhibit other students from learning will not be tolerated. Look out for one another and be good to each other. **IT IS NOT ALWAYS WHAT YOU SAY- IT'S HOW YOU SAY IT!!** Keep hands, feet, and materials to yourself. Please keep your language appropriate.

Cell phones/earbuds need to be put away in your backpack and off desks once the bell has rung. At times earbuds are necessary for classroom activities but otherwise need to be put away (not around neck). Texting and checking messages during class inhibits focus during class time activities and is disrespectful to the teacher and to other students. Students need to ask permission if there is a family situation that they would need their phones out during class. Also, if the student feels that an app may be helpful in their learning during an activity, they may ask permission to use their phone.

If you choose to use your cell phone during class, on the **first** offense it will be taken away and brought to the Assistant Principal's office where you can pick it up at the end of the day. On the **second** offense, students will be required to turn in their cell phone to the AP office for 10 school days at the beginning of the day and pick it up after school. On the **third** offense, parents are required to come in and pick it up. Parents, please note that in case of an emergency, you may call the main office (552-5503), and your child will get the message immediately.

- **Identifications:** Student ID's must be visible between your chin and your waist upon entering and throughout the class period. If you forget your ID, you will need to get a temporary ID sticker from the AP office.

Bathroom and drink breaks are best taken care of during passing time but will be allowed at the teacher's discretion. Students who abuse bathroom privileges will lose their privileges.

- **Consequences:** Consequences will be given at the discretion of the teacher. Depending on the infraction, consequences could include phone call/ email to parent, behavior write up in office, detention or loss of classroom privileges.

Attendance Policy: I will abide by the district [attendance policy](#) Classroom Expectations

- RAM core values: Respect Engagement Integrity
- Appropriate use of Technology – (no phones or ear buds unless the teacher states otherwise)
- **Follow Senior High School rules**, policies and guidelines per Student Handbook

Grading Plan

The goal for grades in Spanish class is to provide feedback to students and their parents on how well students have mastered the following proficiencies:

Interpretive listening and reading, interpersonal speaking and writing, presentational speaking and writing, cultural knowledge and understanding.

- **Each Chapter students will practice the three modes of communication, investigate cultural points and take quizzes over vocabulary and grammatical knowledge need to communicate.**
 - **Grades are based on points.** They are not weighted.
- District Grading Scale Used

It is recommended that students need a C- or better or teacher approval at the end of the year to continue on to the next level

Students earning an F at the end of the semester will not be eligible to continue on to the next semester

Communication Plan

- **Parents:** the best way to communicate with me is through **email**. We will use a Learning Management System, Canvas. I will update students grade regularly through **Powerschool**. Contact me with any questions or concerns.
- **Students:** come and **talk to me** before or after school or during the 5th hour support time. You can also email me-kcoffman@dbqschools.org. Students will be able to use Canvas to see and submit assignments as well as get feedback. Students should check their grades frequently on **Powerschool** and address any concerns in a timely fashion.