

Ms. Bolinger-Valverde  
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Office Room # E-41  
Senior High School Spanish

### **Course Description Spanish 1-2:**

This is an introductory course in the Spanish language and cultures. Students begin to communicate in all four skill areas: reading, writing, speaking and listening. Students will become acquainted with a variety of language and cultural aspects as they make comparisons and connections between English and the American culture and Spanish and Hispanic cultures.

Students are required to learn and memorize vocabulary, understand sentence structure and compare and contrast grammar in Spanish and English. Basic themes are introduced such as family, school, friends and activities.

A variety of learning activities using formative and summative assessments are designed to help students meet district standards and national ACTFL standards for the World Language learning. Skills developed in the classroom may be used in the community and beyond.

### **WORLD LANGUAGE STANDARDS FOR THE DUBUQUE SCHOOL DISTRICT:**

- #1 COMMUNICATION: Students will communicate in languages other than English.
- #2 CULTURE: Students will gain knowledge and understanding of other cultures.
- #3 CONNECTIONS: Students will make connections between target language learning and other disciplines.
- #4 COMPARISONS: Students will develop insight into the nature of language and culture.
- #5 COMMUNITIES: Students will use the target language beyond the classroom setting.

### **Assessments:**

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

Ungraded - Class participation

Ungraded - Content-Based Games

Ungraded - 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 – *Brief* Interpersonal/Interpretive and Presentational Performances as announced

**Assessments continued on page 2**

## **Assessments continued:**

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

Graded - Question and Answer 3pts. weekly beginning after midterm 1<sup>st</sup> semester, see example below

*Question ¿Cómo te llamas tú? (What is your name?)*

*Answer for 0 pts. = no response/English response/incorrect response*

*Answer for 1 pt. = Jane (understood the question but the response is not a complete sentence.*

*Answer for 2 pts. = \_\_\_ llamo Jane. (understood and the sentence was nearly there with just a small error- missing 'me')*

*Answer for 3 pts. = Me llamo Jane. (complete sentence with correct language usage)*

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

Graded - Individual and Small Group performances/projects (including but not limited to 1:1 interview/dialog and presentations related to unit topics/themes)

Graded – Chapter/Unit Exams

## **Content:**

Etapas preliminar (preliminary chapter): Introductions/Greetings, Place of Origin, Countries/Capitals, Alphabet, Numbers, Classroom Expressions

Unidad 1: Family, Colors, Clothing, Formal vs. Informal, Likes, Adjective-Noun Agreement, Definite/Indefinite Articles, Gender of Nouns, Age, Dates

Unidad 2: School, Schedules, Time, Interrogatives, Pastimes, Regular verb conjugations

Unidad 3: Feelings, Sports, Weather, Simple Past, Comparisons, Direct Object Pronouns

Unidad 4: Directions, Shopping, Transportation, Indirect Object Pronouns, Affirmative Familiar Commands

## **Instructional Strategies:**

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

Direct Instruction

Cooperative Learning

Differentiation

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

Games

Songs

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

At the end each chapter/unit, students will be assigned a summative project or test to assess whether or not they have learned the material. Students will receive a rubric for the projects or concise expectations of what learning will be assessed for tests.

## **Instructional Strategies continued**

Students will be expected to speak the language as much as possible. One of the main goals in learning a foreign language is to be able to speak the language so an emphasis on communicative activities will be incorporated into classroom instruction

### **Resources:**

¡En español! Level 1 textbook (Used as a guide for the year and available for check-out through the LRC)

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

Computer resources

<http://www.classzone.com> (vocabulary, reading and listening activities-this website is through the textbook company and allows students to review as well as work on the current chapter

<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)

### **Materials:**

1 inch 3 ring binder

Loose-leaf paper

*¡En español! 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)

## **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:

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 TEAM RAMS

|   |                    |   |            |
|---|--------------------|---|------------|
| T | Trust              | I | IntegRity  |
| E | Engage             | E | EngAgement |
| A | Appreciate/Achieve | M | Motivate   |
| M | Motivation         | R | ReSpect    |

### **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, since you are reading/hearing this information please elect to be an active participant each day through presence, volunteering, and preparing.\*\* Your growth depends on your participation.**

### **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 must find time during the school day to make up the missed assessment in the World Language Lab Room E37. Students should be prepared to take tests and quizzes that have been previously announced with the class even if gone the day immediately before.

#### UNEXCUSED ABSENCES

If a student has an unexcused absence as determined by Administration (as it shows on PowerSchool) the student forfeits the opportunity to receive credit for the work due on the day missed including exams, quizzes, projects/presentations, oral assessments.

#### 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.

**\*\*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 p24 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.

## **Communication Plan:**

My primary means of contact will be parent/student e-mails based on contact information in PowerSchool. 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) 552-5500 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.classzone.com](http://www.classzone.com) to practice outside of class.

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 11, 2015, 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.