Comprehensive Course Syllabus

Course Title
Spanish II (WLG 220)
2009-2010

Course Description:

Students build upon the skills developed in Spanish I (with appropriate review of previously learned material). They develop greater proficiency in listening, speaking, reading and writing. The topical context is expanded from the student’s immediate world to the world of the target cultures. Topics include family relationships, shopping, cuisine, geography, travel, education, wellness, leisure time activities, careers, and the 21st century. During second semester students will also keep a journal as a tool to improve their writing.

INSTRUCTOR

- Name: Sra. Maria Atienza-Gabas
- Office number: A 134
- Telephone number: 630-907-5877
- E-mail address: mgabas@imsa.edu

Meeting Days, Time and Room(s):
A/C days 12:10-1:20 pm; and B/D days 12:10-12:55 pm
Room A 135

Text(s) / Materials:
No single textbook will be used, although we will make frequent use of Visión y Voz: An Introduction to Spanish. The instructor will provide all materials including many teacher-generated handouts, different literary selections, news articles, books, and films as the year goes on.

You are expected to have:
- your own Spanish-English dictionary (if you have a choice of editions, we recommend The University of Chicago Spanish Dictionary),
- a 3-ring binder with loose-leaf paper and 7 dividers: composiciones, gramática, tarea, lecturas, vocabulario, críticas, evaluaciones.
- a journal or notebook,
- black or blue pen and a different color pen for corrections and editing, and
- one or two highlighters for reading comprehension and vocabulary.

Essential Experimental Aspect:

At the Illinois Mathematics and Science Academy®, one of our main objectives in teaching foreign languages is for students to engage, on a deep, intellectual, and personal level, in new ways of seeing, thinking, interacting, and communicating. In order for this objective to be realized, students must encounter a communicative system and cultural perspectives different from their own. It is essential for our students’ growth that they
engage in immersion-based learning experiences where they are supported in going beyond normal comfort levels, and where they learn to function within a system that is unfamiliar to them, thereby developing real-world proficiency in another language and in other cultures.

As a result of language learning, our students think and act globally, are cosmopolitan in their outlook, and international in their understanding. They will be ethical leaders who advance the human condition. When one speaks another language, he or she thinks and acts differently. One’s perspective is widened and horizons are expanded. Students have a greater capacity to empathize, to make friends, to imagine "what it would be like" to be in another person's shoes. Imagination is stretched. Students no longer see "aliens" or "others", but rather they see real people with differences and similarities. If students stop studying a language, they may forget the words and grammar details. However, learning another language and its culture(s), learning how to effectively communicate with other human beings, and learning how meaning is constructed through words other than one’s native tongue, will remain for a lifetime.

The IMSA World Language Learning Standards, in which the five unifying concepts (communication, cultures, communities, comparisons, connections) are embedded, are the guiding principles of the program. Our standards are adapted from Standards for foreign language learning: Preparing for the 21st century, National Standards in Foreign Language Education Project, 1996.

Students studying foreign language at IMSA will:

A. communicate in multiple modes (interpersonal, interpretive, and presentational).
B. understand the relationships among the practices, products, and perspectives of the cultures studied.
C. reinforce and further knowledge of other disciplines through the foreign language.
D. acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
E. understand the nature of language through comparisons of their own language and the language studied.
F. understand the concept of culture through comparisons of their own culture and the cultures studied.
G. use knowledge of language and culture both within and beyond the school setting for personal enjoyment and enrichment.

In addition, the WL team guides students in the development of their metacognitive skills, their ability to collaborate, and their ability to accurately assess learning—skills which are applicable to all of their learning experiences.

**Standards of Significant Learning Outcomes:**
The following SSL’s, correlated with learning outcomes, will be targeted and assessed in this course, according to the following pattern: FA (formally assessed), IA (informally assessed).

IA. Students are expected to develop automaticity in skills, concepts, and processes that support and enable complex thought by
- engaging in oral and written discourse FA, IA
- providing and obtaining information FA, IA
- expressing feelings and emotions FA, IA
- exchanging opinions FA, IA
- decoding written and spoken language on a variety of topics FA, IA
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics FA
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis) FA
- using strategies that enhance the effectiveness of communication FA
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background FA
- recognizing and interpreting how cultural perspectives, embedded in the artifacts of the culture, give meaning to language FA
- directly accessing knowledge and information generated by other countries and cultures IA
- communicating with people from other countries and cultures IA

II. A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry by
- recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world FA
- demonstrating mutual cultural understanding and respect FA, IA
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures FA, IA
- identifying patterns among language systems FA
- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts FA, IA

IV.B. Students are expected to write and speak with power, economy, and elegance by
- engaging in oral and written discourse on given topics FA, IA
- providing and obtaining information FA, IA
- expressing feelings and emotions FA, IA
- exchanging opinions FA, IA
- decoding written and spoken language on a variety of topics FA, IA
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics FA
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis) FA
- using strategies that enhance the effectiveness of communication FA, IA
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background FA, IA

IV.D. Students are expected to develop an aesthetic awareness and capability by
recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts
recognizing that people of other cultures view the world from a perspective different from their own
identifying patterns of behavior among people of other cultures
applying knowledge of the perspectives, artifacts, and practices of a culture
experiencing more fully the artistic and cultural creations of other cultures

V.A. Students are expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by
recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world
applying knowledge of the perspectives, artifacts, and practices of a culture
assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
engaging in oral and written discourse
providing and obtaining information
expressing feelings and emotions
exchanging opinions
compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background
explaining the process of stereotyping and the role stereotypes play in forming and sustaining prejudice
demonstrating mutual cultural understanding and respect
engaging in meaningful direct interactions with members of other cultures
sharing their knowledge of language and culture

Instructional Design and Approach:

Spanish II is built around a premise of “learning together” in which students become active participants in every aspect of learning and instruction. In practice, this means that:
a) active participation in all learning activities is required and expected,
b) frequent and ongoing interaction with other students and the instructor are integral components of each lesson,
c) pair activities and small group interactions for practicing the language are the most common instructional arrangements,
d) frequent choice of instructional formats (individual, pair, small group), assessment types (presentations, skits, discussions) and media (audio, video, pictures, music, etc.) are built into the course,
e) self-reflection is promoted by means of self-assessments for video projects, the design of rubrics by the students themselves, the administration of a learning-styles questionnaire, and the identification of strategies to enhance individual learning.
The WL level II curriculum, entitled “Me and my world,” revolves around the student’s personal experiences: my daily routine, my school, my health, my childhood, my career and future plans, etc. The essential content of the course is intrinsically connected to the students’ personal experience. Real-world tasks (introducing one-self, shopping, ordering food, expressing wishes or emotions, etc.) provide a consistent focus for performance.

Students are always involved in assessing their own learning. Video assessments, beginning with a baseline video in the first few weeks of instruction, identifies areas of individual strength, and sets personalized goals for future performance.

Communication in Spanish is a problem-solving task. Students in Spanish II understand how to negotiate meaning, how to construct questions which further understanding, how to forge connections, and how deepen meaning. They understand that in order to function in the Spanish language, they must ask questions, carefully observe, interpret (words, meaning, nuance), apply knowledge (grammar, vocabulary, culturally specific verbal and non-verbal cues), reinterpret, infer, analyze, construct meaning based on evidence, and draw conclusions. The disciplined learner in Spanish II becomes aware that "validation" depends on performance and actual communication in real-world scenarios. The validation of one's knowledge is both intrinsic (I understand other people) and extrinsic (other people understand me). As one becomes more proficient in the language, the student moves from a conscious process of problem-solving (carefully choosing words, grammar structures, translating) to an unconscious process = automaticity.

Students in Spanish II also learn to think globally, not locally. They become cosmopolitan in their outlook, international in their understanding. Their perspective is widened and their horizons are expanded. They develop a capacity to empathize, to make friends, to imagine "what it would be like" to be in another person's shoes, etc. Their imagination is stretched. They no longer see "aliens" or "others" but rather they see real people with differences and similarities. They gradually develop awareness that learning another language and understanding the culture of the language, learning how to effectively communicate with other human beings, and learning how meaning is constructed through words other than one’s native tongues is a transformative experience.

Student Expectations:

One of the objectives of the World Language Team is to enable students to discover what they personally need in order to communicate in a foreign language. This places a greater responsibility on the individual student and assumes that you will display the motivation, maturity and personal responsibility necessary to participate in this sort of language acquisition environment.

You are expected to be in class daily, be punctual, be well prepared with all your class materials, and participate fully in class activities. Unnecessary use of English in class will have a detrimental effect on your language acquisition and your grade. In addition, you are expected to speak Spanish informally with your instructor, classmates and upper level students and with anyone who speaks the language. Remember, practice makes perfect!
Timely completion of homework is essential for successful participation in class. You should understand that assignments are not necessarily only written documents, but also include thinking about the language, practicing, learning, studying, reading, and memorizing. All assignments must be handed in on time. If you miss a class, call or e-mail a classmate or your instructor to find out what was assigned for the next day.

The amount of time outside of class that a student needs to spend in order to acquire proficiency in Spanish varies from individual to individual. A reasonable expectation is 20 to 30 minutes per day. Shorter daily study sessions are much more conducive to language acquisition than one or two longer periods during the week.

**Active class participation is essential to your success and to the success of the course.**

**Academic Honesty**
I follow the Academy's academic honesty policy; refer to the Student Handbook/Planner. We will discuss academic honesty in class.

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**Attendance Policy**
The WL Team follows the Academy’s attendance policy. It states that three unexcused tardies equal one unexcused absence, and four unexcused absences may result in the student being withdrawn from the course. If you are absent, it is your responsibility to communicate with me to obtain the necessary information/class work/homework, etc.

**Assessment Practices, Procedures, and Processes:**
Assessment in Spanish II involves both the teacher and the student. The teacher provides regular feedback on student performance. The student follows through on the teacher’s feedback, and engages in self–assessment. Emphasis is on continued efforts to improve student’s language proficiency.

Students are assessed daily on the production of written and spoken language, and on reading and listening comprehension. Essential elements of effective communication are the creative use of vocabulary in context, and grammatical and syntactical accuracy. Written assessments include journal entries, compositions, short writes, summaries, peer responses, quizzes, and exams. Written performance assessment includes orthography, diacritical markings, legibility, punctuation, organization, and style. Oral performance is assessed through informal conversations, individual and group work, and formal and informal in–class presentations, and video and audio recorded assessments. Oral performance assessment includes quality of pronunciation, intonation, and fluency.

**Oral assessments**
There will be formal and informal oral presentations including, but not limited to, skits, informal debates, discussions, demonstration speeches, reading for intonation and pronunciation. Some of these presentations will be video recorded for self-assessment purposes.
Formal video assessments take place throughout the year (one each unit), with the fourth quarter’s video assessment being part of the final exam.

Quizzes

There will be frequent graded and non-graded quizzes. Most of them will be used as pre-assessments for essential learning in each lesson/unit of study.

Homework

There will be daily meaningful homework in different formats. Homework is an essential part of your learning experience: do it with that purpose in mind. If you need help with it, come and see me before your next class.

The following are the cut-off values for quarter and semester grades as calculated by PowerSchool:

A    92.5
A-   90
B+  87.5
B    82.5
B-   80
C+  77.5
C    72.5
C-   70

Grading Scale (approximate):

Oral assessments (video assessments, class oral production, presentations, skits):  20%
Written assessments (compositions and exams)     20 %
Comprehension (listening and reading) assessments:     20 %
Homework, cultural assessments, miscellaneous:     10%
Quizzes          10%
Formative assessments (in class group oral and written activities completed)          20%

Sequence of Topics and Activities

Further explanation, including targeted SSLs, grammar, vocabulary, and culture, will be provided at the start of each unit. Number of weeks indicated for each unit is an estimate.

I.  *La familia y las relaciones familiares. La niñez. La adolescencia. La rutina diaria*  
Family and family relationships. Childhood and adolescence. Daily routines. (5 weeks)  
    Video assessment: 1) a group interview about family and childhood, 2) a group discussion about family and teen issues

II.  *La salud y el bienestar. La rutina diaria.*  Health and wellness. Daily routines. (5 weeks)  
    Video assessment options: 1) a visit to a doctor’s office, 2) daily routines: unhealthy lifestyle -> a healthy plan

III. *El tiempo libre.*  Leisure time  (4 weeks)
Video assessment: 1) instruct the class on how to do an activity you enjoy in your leisure time, 2) present a sport or activity from a target country we do not have in the US

IV. *La comida. Diferencias entre países. Tradiciones y celebraciones* (3 weeks)
   Video assessment: 1) a recipe: how to prepare a traditional dish from a Spanish-speaking country, 2) going grocery shopping in a traditional market, 3) dining out in an ethnic restaurant

V. *La geografía de América Latina y España. Accidentes geográficos* (6 weeks)
   Video assessment: small groups will teach the class the geography of a target country followed by a geo-quiz game

VI. *Los viajes* (6 weeks)
   Video assessment: a group presentation showing the itinerary of a trip including cultural attractions, restaurants, hotels, and transportation used during the trip

VII. *La educación en la escuela. La carrera profesional* (4 weeks)
   Video assessment: 1) my daily routine at IMSA, 2) differences between high school in the US and in a target country, 3) an interview for a summer job, 4) the professional career and accomplishments of a relevant person from a target country

VIII. *Las leyendas en la cultura de América Latina* (2 weeks)
   Video assessment: the process of writing a legend. What my legend is about, what a “moraleja” is, and what my “moraleja” is

To reference IMSA’s World Language Learning Standards:
[www.imsa.edu/learning/standards/wlang.php](http://www.imsa.edu/learning/standards/wlang.php)
Comprehensive Course Syllabus Template

This template provides the essential information necessary to document each course of study at IMSA. This information is reviewed and updated as needed annually. At the beginning of each academic year, a current electronic copy of this form must be on file with the Curriculum and Assessment Leader Facilitator, RESSS, and the overseeing disciplinary Curriculum and Assessment Leader.

Course Title

Course Description:

INSTRUCTOR(S):

- Name(s):

- Office Number(s) (When and where you are available for help.):

- Telephone number(s):

- Email address(es):
Meeting Days, Time and Room(s)

Text(s) / Materials:

Essential Content:

SSLs and Outcomes:
Instructional Design and Approach:
Student Expectations:

Assessment Practices, Procedures, and Processes:
Sequence of Topics and Activities