Spanish V
2009-2010

Course Description:
Spanish V students continue to build on the skills from the first four levels of their study of Spanish by developing and refining the five major skills of listening, speaking, reading, writing, and cultural competency. They read authentic texts that include advanced grammatical structures (i.e. passive voice, subjunctive and conditional moods, indirect discourse), and topics that are technical, scientific, philosophical, and literary. As the year progresses, students' written and oral Spanish is expected to reflect advanced grammatical structures and an ever-expanding, sophisticated, precise, and eloquent vocabulary. Students become more adept at comprehending the speech of native speakers, speaking at a normal rate of speed, in most situations.

As the year progresses, students will be expected to demonstrate increasingly effective communication through the creative use of vocabulary in context, and grammatical and syntactical accuracy. For example, their written Spanish will demonstrate increased fluency, a more concise expression when necessary, and a greater control of the mechanics of the written and spoken language. Spoken Spanish will reflect more accurate pronunciation, increasing fluency, and authentic Spanish intonation.

INSTRUCTOR:
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Texts / Materials:
• A three-ring binder, for handouts and loose-leaf paper, to be used only for Spanish class.
• A dictionary, e.g. University of Chicago Spanish/English Dictionary,
• A notebook (spiral or bound, for writing and note-taking)

Essential Experiential Aspect:
At IMSA 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 students speak another language, they think and act differently. Their perspective is widened and their 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, and connections) are embedded, are the guiding principles of the program. It states that 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 and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and processes that enable complex thought by
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- expressing feelings and emotions
- engaging in oral and written discourse
- 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
- directly accessing knowledge and information generated by other countries and cultures
- using strategies that enhance the effectiveness of communication
- applying content knowledge to create with the target language.
- providing and obtaining information
- decoding written and spoken language on a variety of topics
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- transferring content knowledge in alternative scenarios and new problems

II. A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry 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
- processing information on the nature of language and/or culture
- identifying patterns among language systems
- demonstrating mutual cultural understanding and respect

V.B. Students are expected to write and speak with power, economy, and elegance by
- providing and obtaining information
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
using strategies that enhance the effectiveness of communication
engaging in oral and written discourse on given topics
recognizing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
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
expressing feelings and emotions
exchanging opinions
decoding written and spoken languages on a variety of topics

V.D. Students are expected to develop an aesthetic awareness and capability by
recognizing that language learning is not a word-for-word translation process, but is 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
experiencing more fully the artistic and cultural creations of other cultures
identifying patterns of behavior among people of other cultures
applying knowledge of the perspectives, artifacts, and practices of a culture

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
assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures
applying knowledge of the perspectives, artifacts, and practices of a culture
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:
World Languages teachers establish an immersion classroom where the goal is correct, uninhibited, creative expression and communication in the target language. "Communication" includes speaking, reading, listening, and writing. We denote, and help students to develop skills in, three modes of communication: presentational, interpersonal, and interpretive. Our instructional design provides the opportunity for students to develop core competency learner characteristics. We empower and enable students to discover what they personally need in order to acquire and use a foreign language; we place responsibility on the individual student to collaborate, utilize problem-solving skills, and critical and creative thinking. We ask students to persist through frustration, and to maintain a tolerance for ambiguity; we demand that they look at problematic situations from various viewpoints and perspectives, and we design instruction so that they must develop and go beyond automaticity, actively construct meaning, seek connections and interactions that deepen understanding, and appreciate the value of knowledge from multiple sources and perspectives. We help students develop the cultural sensitivity that is necessary to guard against miscommunication or misunderstanding. We assume that students will display the motivation, maturity, and personal responsibility necessary to participate in this sort of language acquisition environment.

Student Expectations:
Immersion means that you will be surrounded by Spanish at a level that is appropriate for you. You will not hear English in the classroom, and it is expected that students will only communicate in Spanish with the teacher and each other.

Students are expected to treat each other and the instructor with respect. They are expected to be positive contributors to the community of learners that is the Spanish V class. They are expected to be in class daily, to be punctual, and to be prepared, i.e. assignments completed, and in possession of materials that the teacher has prepared or distributed which are necessary for participation in class. Students should understand that assignments are not only written documents which are periodically collected for review by the teacher, but also include thinking about language, practicing, learning, studying, and memorizing.

The amount of time outside of class that a student requires to become proficient in Spanish varies from individual to individual. A reasonable expectation is that students spend 25-30 minutes outside of class per day doing homework and reviewing for a total of perhaps 200 minutes per week. Shorter daily study
sessions are much more conducive to language acquisition than one or two longer periods during the week. Class time and study time outside of class should be construed essentially as time devoted to practice in which the various skills can be refined in order to ensure success at the time of assessment. Active class participation is essential to success.

**Academic Honesty**
I follow the Academy’s Academic Integrity policy; refer to the Student Handbook/Planner, pages 9-10 for this information. I expect you to conduct yourselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility.

Specific examples of cheating in the Spanish classroom include: using an English version of a foreign language text; and using an online translator for more than individual words. When in doubt, ask me for clarification and we will discuss examples of appropriate and inappropriate collaboration and intelligent use of online dictionaries.

**Attendance**
For the Academy’s attendance policy, please refer to the Student Handbook/Planner each student receives. I will not inform you if you have too many tardies or absences; it is the responsibility of students and parents to check the attendance record in PowerSchool. If you are absent, it is your responsibility to turn homework in as soon as possible, to inform yourself of what we did in class, and to obtain the new homework. I cannot replicate what we did in class so you must make every effort to be ready to work and participate in class on the day of your return. If you are absent the day we view a film, you must borrow it from me, from the IRC, or another source. Long-term absences due to illness will be dealt with on a case-by-case basis.

You may not make up quizzes, oral assessments such as skits or presentations if your absence is unexcused.

**Assessment Practices, Procedures, and Processes:**
Assessment 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 language proficiency. Students are assessed daily through their participation and engagement in the production of written and spoken language, and on reading and listening comprehension. Essential elements of
effective communication are comprehensibility and comprehension, language control (grammatical and syntactical accuracy), creative use of vocabulary in context, communication strategies, and cultural awareness.

A variety of assessment tools will be used, including individual and group work, informal conversations, in-class presentations, video assessments, grammar exercises, quizzes, writing assignments of varying lengths, and reading and listening comprehension. There will be times when I ask you to reflect on your learning and progress, and you should regularly assess your own learning and to reflect on your learning experience. In addition, you will engage in peer editing.

Powergrade will be used to store many grades throughout the course and to provide feedback with written comments. No current or cumulative percentages will be used in Spanish V. As a general rule, the quarter or semester grade will be determined by the following:

Quizzes, classroom activities 25%
Homework and written assignments 25%
Class participation, oral production 25%
Exams, special projects 25%

Topics and units of study featured this year will include:

- La vida universitaria (weeks 1-3)
- Madrid, Chicago, Rio and Tokyo: los Juegos Olímpicos en 2.016 (weeks 4-5)
- Abre los ojos, película de Alejandro Amenábar (week 6)
- El trabajo infantil (weeks 7-8)
- La Presencia Hispana en EEUU (weeks 9-10)
- Movimientos Revolucionarios en América Latina (weeks 11-12), Diarios de motocicleta
- Como agua para chocolate, de Laura Esquivel (weeks 13-15)
- Selections from Lecturas Avanzadas (weeks 16-17)
- Breves Cuentos Hispanos (weeks 18-19)

Other topics may be featured in the course or added to the program, depending on news items, unplanned opportunities, student interests, possible field trips, etc.