



SPANISH II 2018–2019

INSTRUCTOR

Name: Dr. María Ghiggia

Office number: A134

Telephone number: 630-907-5877

E-mail address: mghiggia@imsa.edu

Office hours: I-Day 1:00–2:30; ABCD during Mod 5, and by appointment.

CLASS INFORMATION

ABCD A123 Mod 4 11:00–11:55

COURSE DESCRIPTION

Students build upon the skills developed in prior Spanish courses or the equivalent of Spanish I (with appropriate review of previously learned material). Students will continue to develop the linguistic and cultural knowledge needed to perform in a variety of cultural settings. The topical context is expanded from the student's immediate world to the world of the target cultures. Topics may include family relationships, shopping, food, geography, travel, education, wellness, leisure time activities, jobs, and careers.

MATERIALS

- recommended: Spanish-English dictionary, e.g., The University of Chicago
- audio recording program on computer, e.g., Audacity, QuickTime
- colored pens (other than blue, black, and green) for editing and correcting
- flash drive large enough to store and transfer videos
- highlighter
- headphones, preferably with microphone
- 3-ring binder with loose-leaf paper and dividers (can be handmade):

apuntes evaluaciones gramática lecturas tarea escritura vocabulario

ASSESSMENT PRACTICES, PROCEDURES, AND PROCESSES

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

A 93	B+ 87	C+ 77	D Below 70
A- 90	B 83	C 73	
	B- 80	C- 70	

Please be advised that grades will not be rounded up.

Oral assessments e.g., oral production in class, presentations, skits, videos	25%
Written assessments e.g., in-class compositions of any format	25%
Exams and quizzes e.g., culture, grammar, vocabulary, reading and listening comprehension	20%
Participation	20%
Homework	10%

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. Reflections and self-assessments will be essential components of your learning. Emphasis is on continued efforts to improve 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. To measure your progress in the language, a variety of assessments (interpersonal, presentational, and interpretive) will be used throughout the year. After each assessment, you will receive constructive feedback on your performance.

Oral assessments include daily informal conversations, individual and group work, and formal and informal in-class presentations including, but not limited to, skits, debates, film and reading discussions, impromptu and demonstration speeches, news reports, PowerPoint presentations, teaching assignments. Some of these presentations will be video recorded for self-assessment purposes. Oral assessments will evaluate content and information, organization, quality of syntax control, use of vocabulary and grammar, language control, presentation, pronunciation, intonation, and fluency.

You will receive specific rubrics for major oral and written assessments. For your baseline video assessment, you will receive a rubric for interpersonal communication to evaluate your level of proficiency according to IMSA SSLs (Standards of Significant Learning) and ACTFL (American Council of Teachers of Foreign Languages) proficiency levels. These rubrics and proficiency levels will be posted in Moodle and shown in class during the first

weeks of school. Most of you will be entering in the beginner level in August (sophomores). By the end of this course, you are expected to be at the intermediate low or above (pre-advanced low) level in writing.

Written assessments in Spanish II include compositions, short writes, summaries, peer responses, and journal entries completed weekly. Evaluation of written assessments will include organization, flow, content, syntax control, orthography, diacritical markings, punctuation, legibility, comprehensibility, language control, and level appropriate vocabulary usage, including connectors and transitions. Evaluation criteria and rubrics will be modeled after the ACTFL (American Council of Teachers of Foreign Languages) and the AP standards and rubrics.

Attendance

Students are expected to be in class daily, be punctual, and be well prepared with all required class materials and completed assignments in their binders. You are expected to be a positive contributor to our learning community, to actively engage in class activities, to collaborate with your classmates and teacher in the construction of knowledge and the fostering of a vibrant and inclusive classroom atmosphere.

The WL Team follows the Academy's attendance policy. Please, be aware that it is the responsibility of students and parents to check the attendance record in Power School. If you are absent, it is your responsibility to communicate with a classmate or with me to obtain the necessary information on homework, class work, etc. and to turn in assignments the day of your return to class. If your absence is unexcused, there will NOT be make-ups for any form of assessments, including unit final projects or presentations.

Participation

Active engagement and extensive class participation are essential to your success as a Spanish learner and the success of the class as a learning community. Active engagement requires that you be prepared for class. It is expected that you stay up-to-date with all assignments, including studying / reviewing vocabulary and grammar (e.g. verb conjugations) so that you can use the language readily in the contexts of both in-class and out-of-class work.

As part of the immersion program at IMSA, students are expected to speak only Spanish in class with the instructor and classmates. Do not hesitate to speak for fear of making mistakes; mistakes are learning steps. In addition, students are encouraged to speak Spanish informally outside class with anyone who speaks the language. Remember, practice makes perfect! Participation will be evaluated according to the following criteria:

Above expectations	10 – 9 (A)	Student assumes an active role in their learning, taking risks, challenging themselves, and accepting mistakes as a natural part of the language learning and acquisition processes. Through active engagement and inquiry, the student clearly demonstrates a genuine interest in the subject and a willingness to partake in the construction of knowledge along their classmates and instructor; consistently participates in class discussions without being prompted, often volunteers, asks relevant questions, and initiates discussions with different partners. During group activities, the student makes meaningful contributions, acts as a leader while working collaboratively with classmates; comes to class well prepared, having thoughtfully completed all assignments, has perfect or near perfect class attendance and arrives on time; makes a concerted effort to maintain conversation in Spanish and stays on task during group work. Overall, the student contributes to creating a positive, vibrant atmosphere and an inclusive learning community.
Meet expectations	8.9 – 8.0 (B)	Student generally assumes an active role in their learning, but may not be making efforts to reach their full potential as a language learner and an engaged member of our learning community. The student periodically volunteers, often participates in class discussions, occasionally asks significant questions; is always well prepared, has perfect or near perfect class attendance and arrives on time; almost always speaks in Spanish, makes constructive contributions in group work ,and assists in keeping the group on task; shows consideration towards others and listens respectfully to their classmates.
Below expectations	7.9 – 7.0 (C)	Student sometimes participates in activities with enthusiasm; sometimes volunteers to answer questions and / or report on group work but may need prompting to speak and is hesitant when speaking in front of the whole class; infrequently asks questions which reflect preparation of material; is often unfocused or does not contribute in small group work; attempts to speak in Spanish but is limited by vocabulary and/or grammar and may use English; comes to class unprepared or without required materials; usually arrives on time; is generally respectful to other class members.
Unsatisfactory	6.9 – 6.0 (D)	Student comes to class unprepared and without required materials. Lack of at-home preparation makes it difficult for student to participate in activities; rarely volunteers; does not ask questions which reflect prior review of material; does not stay focused on tasks in small group work; easily strays off subject and lapses into English during group work; may have used a cell phone in class once or twice; frequently arrives late; is disrespectful to other class members.

Homework

Homework is an essential part of your learning experience: do it with that purpose in mind. Homework assignments do not only involve writing, but also practicing, researching,

learning material, listening, reading, working on a project, etc. Since homework will be an essential component for a class review or activity the following day, timely completion of homework is essential for successful participation in class. Homework will be assigned as individual assignments, pair or group work. Although not all homework assignments will be checked or collected, assignments must be ready to be reviewed at the beginning of each class period. Homework will be collected unannounced to check for correctness and outstanding presentation. Students should carefully review and revise every homework assignment before turning it in.

RECEIVE	IF
full credit	Homework is fully and thoroughly completed on time.
half credit	<p>Homework is completed on time but demonstrates lack of effort or was done inappropriately.</p> <ul style="list-style-type: none"> ○ Example: I ask for a paragraph answering a question and the student completes the task (answers the question) but writes only three short sentences lacking details or examples. ○ Example: assignment does not meet requirements as specified in instructions or guidelines. ○ Example: homework has many mistakes that could have been avoided by simply reviewing it before turning it in. <p>Homework is completed fully and correctly but is turned in a day late.</p>
no credit	Homework is incomplete or completed incorrectly; e.g., did not follow directions; homework is turned in more than one day late.

Whether typed or handwritten, homework should be done neatly and legibly. Please separate your homework from your notes. Include your name, module, and task on each assignment. Handwritten assignments should be done on loose-leaf paper. Homework torn out from spiral notebooks will not be accepted.

Unless otherwise noted, typed assignments should be formatted as follows:

- Times New Roman 12
- Double spaced
- Left aligned
- Spell checked

It is essential that you review class material every day as part of your homework, and that you complete and fully understand your homework. If you don't, don't hesitate to **see me during my office hours or make an appointment.**

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. However, a reasonable expectation is 30 minutes per day. Shorter daily study and practice sessions are much more conducive to language acquisition than one or two longer periods during the week. Group work and collaboration outside class to practice speaking and peer editing is highly encouraged.

OFFICE VISITS

Office hours give me the opportunity to have a one-to-one conversation with you, to get to know you better, and get informed of any concerns you may have regarding this course. If you are having trouble understanding any course materials or language components, do not hesitate to visit me during my office hours or make an appointment to see me as soon as possible.

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, and 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 meta-cognitive 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).

I.A. 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
- applying content knowledge to create with the target language 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
- transferring content knowledge in alternative scenarios and new problems 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 IA
- demonstrating mutual cultural understanding and respect 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 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 IA
- recognizing that people of other cultures view the world from a perspective different from their own IA
- identifying patterns of behavior among people of other cultures IA
- applying knowledge of the perspectives, artifacts, and practices of a culture FA, IA
- experiencing more fully the artistic and cultural creations of other cultures IA

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 IA
- applying knowledge of the perspectives, artifacts, and practices of a culture FA
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the foreign language and its cultures IA

- engaging in oral and written discourse FA, IA
- providing and obtaining information FA, IA
- expressing feelings and emotions FA, IA
- exchanging opinions 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 IA
- explaining the process of stereotyping and the role stereotypes play in forming and sustaining prejudice IA
- demonstrating mutual cultural understanding and respect IA
- engaging in meaningful direct interactions with members of other cultures IA
- sharing their knowledge of language and culture FA, IA

To reference: IMSA's World Language Learning Standards:
<https://www.imsa.edu/academics/standards/worldlanguage.php>

INSTRUCTIONAL DESIGN AND APPROACH

World Languages teachers establish an immersion classroom where the goal is communication in the target language with correct, uninhibited, and creative expressions. Immersion means that you will be in class surrounded by Spanish at a level that is appropriate for you. "Communication" includes speaking, reading, listening, and writing within a cultural context. 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.

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, in-class essays, short writes, reading and listening comprehension, etc.) 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, overall performance after each unit of study, the administration of a learning- styles questionnaire, and the identification of strategies to enhance individual learning.

Students are always involved in assessing their own learning. A videotaped group interview/conversation in the first few weeks of instruction will identify areas of individual strength and weaknesses, and will set personalized goals for future performance.

ACADEMIC INTEGRITY

IMSA students are expected to conduct themselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility. Please refer to the Student Handbook/Planner for the Academy's academic honesty policy. Cheating includes: copying another's person work and presenting it as yours; using any form of notes during a test; looking over another's person answers during an exam; using a translator devise for more than individual words; and using an English version of a Spanish text, including news.