

**SPANISH III**WLG 230  
2018–2019**INSTRUCTOR**

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**CLASS INFORMATION**

ABCD A135  
Mod 3 10:00–10:55 Mod 4 11:00–11:55 Mod 7 2:20–3:15

**COURSE DESCRIPTION**

In Spanish Level III, students continue to build communication skills developed in Levels I and II. Specifically, students participate actively in extended oral and written discourse, using complex and compound sentences to provide information in a coherent and fluent manner. Students narrate and describe present and past events and predict future events. Students develop critiquing skills, explore options in a given situation, and handle difficulties and unexpected events. They also learn to initiate and sustain a conversation, discussion, or debate. Students demonstrate these language functions in various contexts (e.g., artistic, historical, literary, personal, philosophical, political, scientific, social, socio-economic). Students keep a journal throughout the school year as a reflective process and assessment tool.

No single textbook is used. The instructor will provide materials including teacher-generated handouts and grammar packets, different literary selections, news articles, and books. The textbook *Manual de gramática*, Dozier & Iguina, 2017 is signed out to students for the year. It is expected that they return it at the end of the year **without damage or writing in it**. The student is responsible for replacement cost if the book is damaged or lost.

**MATERIALS**

- headphones, preferably with a microphone
- audio recording program on student's computer, e.g., Audacity, QuickTime
- flash drive large enough to store and transfer videos
- highlighters
- colored pens other than blue and black for editing and correcting
- loose-leaf paper, letter size; avoid reinforcement tape (see homework policy)
- 3-ring binder with at least 8 dividers (dividers can be handmade):

*apuntes*                      *evaluaciones*                      *gramática*                      *lecturas*  
*misceláneo*                      *trabajos escritos*                      *vocabulario*

## ASSESSMENT PRACTICES, PROCEDURES, AND PROCESSES

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

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

**Please note: It is the Spanish program's policy not to round up.**

Oral assessments e.g., oral production in class, presentations, skits, videos	25%
Written assessments e.g., in-class compositions of any format (no journal entries)	25%
Exams and quizzes e.g., culture, grammar, vocabulary, reading and listening comprehension	20%
Participation	20%
Homework	10%

Assessment in **Spanish III** 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 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. Reflections and self-assessments will be essential components of your learning.

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 advanced 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 **intermediate low** level in August (sophomores). By the end of level III, all of you are expected to be at the **intermediate high** or above (pre-advanced low) in writing and speaking.

Written assessments in Spanish III include journal entries, compositions, short writes, summaries, peer responses, quizzes, and exams. Written performance assessments include orthography, diacritical markings, punctuation, legibility, organization, syntax control, use of advanced vocabulary, and style. Evaluation of written assessments will include: organization, flow, content, syntax control, orthography, comprehensibility, language control, and advanced and level appropriate vocabulary used, including connectors and transitions. I will follow the ACTFL (American Council of Teachers of Foreign Languages) and the AP 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 the binder. They are expected to be positive contributors and collaborators who actively participate in class activities.

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, homework, class work, etc. and to turn the homework in 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 and extensive class participation is essential to your success and the success of the course. Students are expected to speak only Spanish in class with the instructor and classmates. Do not hesitate to speak for fear of making mistakes. Also, 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:

#### **A, A-**

Consistently participates (in Spanish) in activities with enthusiasm and a positive attitude; **often volunteers**; frequently asks questions that reflect preparation of material; cooperates in small groups and works actively to keep the group on task; makes a concerted effort to maintain conversation **in Spanish**; comes to class prepared and with required materials; arrives on time; is respectful to other class members

#### **B+, B, B-**

Generally participates (in Spanish) in activities with enthusiasm and a positive attitude; **regularly volunteers**; occasionally asks questions that reflect preparation of material; makes constructive contributions in small group work and assists in keeping the group on task; almost always speaks **in Spanish**; comes to class prepared and with required materials; arrives on time; is respectful to other class members

#### **C+, C, C-**

Sometimes participates (in Spanish) in activities with enthusiasm; **sometimes volunteers**; 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 **English**; comes to class unprepared or without required materials; usually arrives on time; is generally respectful to other class members

## D/F

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; **lapses into English** frequently; comes to class unprepared and without required materials; 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 are not necessarily only written documents, but 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, partners, and/or group work. Though not all homework assignments will be checked or collected, assignments must be ready to review at the beginning of class. 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.

<b>RECEIVE</b>	<b>IF</b>
full credit	homework is fully, thoroughly, and correctly completed on time
half credit	homework is completed on time but demonstrates lack of effort or was done inappropriately <ul style="list-style-type: none"><li>• 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 supporting evidence.</li><li>• Example: homework has many mistakes that could have been avoided by simply reviewing it or using spell check before turning it in</li></ul> homework is completed fully and correctly but is turned in a day late
no credit	homework is incomplete or completed incorrectly <ul style="list-style-type: none"><li>• e.g., did not follow directions</li></ul> homework is turned in more than one day late

Whether typed or handwritten, homework should be done neatly and legibly. Unless specified, it should be double-spaced. Please **separate your homework** from your notes. Include your name, module, and task on each assignment.

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

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

Handwritten assignments should be done on **letter-sized, loose-leaf paper** with margins wide enough for teacher comments. Avoid turning in work torn out from spiral notebooks or using paper with reinforced margins as they limit the space for feedback.

There will be homework quizzes on topics covered in class and done as homework assignments. These quizzes will assess your full comprehension and mastering of the material. Therefore, 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, **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. 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.

### **USE OF ELECTRONIC DEVICES IN CLASS**

The teacher will often ask that students use their computer as part of classroom activities. However, when the teacher has not asked that students use their electronic devices, students should have them stored. This includes telephones; they should not be on students' desks during class.

### **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 III** 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.

### **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 21<sup>st</sup> 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>

### **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