

Illinois Mathematics and Science Academy®

Igniting and nurturing creative, ethical, scientific minds that advance the human condition

SPANISH II

(WLG220)

2019-2020



H. Duarte

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.

INSTRUCTOR

Name: Dr. Rogelia Lily Ibarra

Office / Hours: A133; I-Day 2-3pm, Tuesdays 2:20-3:20pm and by appointment

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MEETING DAYS, TIME AND ROOM(S)

ABCD A123 Mod 4 11:00–11:55am

REQUIRED MATERIALS

- recommended: Spanish-English dictionary, e.g., The University of Chicago (ISBN-13: 978-0226666969 / ISBN-10: 9780226666969)
- 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 (colors of your choice)
- headphones, with microphone
- 3-ring binder with loose-leaf paper and dividers (can be handmade):

apuntes evaluaciones gramática lecturas tarea escritura vocabulario

ESSENTIAL CONTENT:

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 students speak another language, they think and act differently. Their 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 connection) are embedded, are the guiding principles of the program. Our standards are adapted from ACTFL World-Readiness Standards for Learning Languages.

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

STUDENTS STUDYING WORLD 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 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)
- ❖ engaging in oral and written discourse
- ❖ 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

IV.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

IV.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

VA. 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
- ❖ 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. *The Webster's Ninth New Collegiate*

Dictionary defines “immerse” as “to plunge into something that surrounds or covers” and “immersion” as “an act of immersing; a state of being immersed.” Immersion means that you will be surrounded and covered by German at a level that is appropriate for you!

Spanish II class 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) variety and choice of instructional formats (individual, pair, small group), assessment types (presentations, skits, discussions, debates), 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.

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.

STUDENT EXPECTATIONS:

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 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 or placed in binder for future revision. 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, thoroughly, and correctly 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 supporting evidence. • Example: homework has many mistakes that could have been avoided by simply reviewing it or using spell check before turning it in <p>homework is completed fully and correctly but is turned in a day late</p>
no credit	<p>homework is incomplete or completed incorrectly</p> <ul style="list-style-type: none"> • e.g., did not follow directions <p>homework is turned in more than one day late</p>

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 30-60 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 may 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.

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 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 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 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, Dr. Ibarra will use 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. 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, quizzes, and exams. Written performance assessments include orthography, diacritical markings, punctuation, legibility, organization, syntax control, use of vocabulary, and style. Evaluation of written assessments will include: organization, flow, content, syntax control, orthography, comprehensibility, language control, and level appropriate vocabulary used, including connectors and transitions. I will follow the ACTFL (American Council of Teachers of Foreign Languages), AP rubrics, and other writing rubrics depending on the assessment.

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

CLASSROOM SPACE & LEARNING COMMUNITY

Respect your peers and diversity in this classroom! I invite you to envision the classroom space as a place of inquiry, as well as a communal space to learn through conversation. There are some topics that may be more difficult for some, or may hit home in ways that do not with others. Everyone in the classroom will come with different experiences that influence how one reads the assigned texts, assignments, and engage in dialogue; I ask that everyone is patient and are active listeners during the course and to reflect on these differences (and similarities!). **Please respect one another's pronouns and/or other forms of personal expression.**

And, most importantly: Take care of yourself! School can be a very a difficult place to navigate (not just for students!), and I truly believe that **our** health comes first!!! Please come and see me if you feel like you may be behind in the course, for whatever reason, and I will try my best to help you get back on track or find the necessary support.



F. Rodriguez

SEQUENCE OF TOPICS AND ACTIVITIES

Essential Question:

These are questions that are not answerable with finality in a brief sentence - and that's the point. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions - including thoughtful student questions - not just pat answers. They are broad, full of transfer possibilities. The exploration of such questions enables us to *uncover* the real riches of a topic. Deep and transferable understandings depend upon framing work around such questions (McTighe and Wiggins, *Essential Questions: Opening Doors to Student Understanding*, 2013.)

In **Spanish II**, you will sometimes address essential questions in a homework assignment, most often through a journal or essay reflection; other times, you will address them by way of class activities and final unit assessments.



F. Rodriguez

Semester Topics:

I. La rutina y las amistades (3.5 weeks - August - September)

- **EQ:** What do our routines say about us and our interests? What do they reflect about our cultures? How do we define friendship? How does friendship vary across cultures?

II. Familia y las relaciones familiares (3-4 weeks - September - October)

- **EQ:** How do familial relationships compare or differ across cultures? What changes are reflected in current family structures?

III. Cuentos de foflor (3weeks - October - November)

- **EQ:** What is foflor? How is foflor defined in Hispanic/Latino/x cultures? How does it compare to our own cultures?

IV. La comida y las costumbres culturales (4-5 weeks - November - December)

- **EQ:** What roles do food and cultural traditions play? What are some cross-cultural comparisons and what are their origin or influence? Are there convergences and what do these imply?