**CONCURRENT CREDIT SYLLABUS**

**Meridian Medical Charter Arts High School**

**COURSE SYLLABUS**

**Intermediate Spanish 1025**

**Spanish 2**

Teacher: Mrs. Elena Luaces-Dryer Email: luaces-dryer.elena@westada.org

Telephone: 208 855- 4075

Extra help: The best time to get extra help is during study hall and after school but we can make other arrangements if that does not work for you.

Materials: A Spanish/English dictionary would be a good idea but it is not required, but it would be good to have one at home.

**COURSE DESCRIPTION**

**SPAN1020. Elementary Spanish 2 (4 credits)**

A continuation of SPAN1010. For students who wish to begin the study of Spanish. The acquisition of basic vocabulary, sounds and structures with emphasis on conversation. An introduction to Spanish and Hispano-American cultures. **Prerequisites:** SPAN1010/Spanish 1 or equivalent.

In this course, our goal will be to acquire Spanish language. “Acquiring” a language is very different from “learning” a language. Acquiring is something that happens to you instead of something that you make happen. When you learned how to speak your first language, you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using Spanish--not using English to talk about Spanish--and the focus will be on listening, reading, speaking and writing. This Spanish course is a Comprehensible Input Spanish course, and we will use methods and strategies that are based on Dr. Stephen Krashen’s Input Hypothesis. In particular, we will use the TPRS (Teaching Proficiency through Reading and Storytelling) method of language instruction that was developed by Blaine Ray and based on the work of Dr. James Asher.

We will focus our class time on the acquisition of high frequency structures (the most frequently used words in a language); between three to six new target structures each week. (You will learn more than this, but you will only be assessed on the target structures.) We will use these structures in class discussions, stories, and cultural explorations, and you will be expected to recognize them when you read or hear them and, in time, be able to produce them in speech and writing. Before the year ends, you will read several novels.

EXPECTATIONS – Your Keys to Success!

Because I have high expectations for you, I also have high expectations for myself. I expect you to be respectful, responsible students, and I will in turn be a respectful, responsible teacher.

**Make up policy**

If you were absent and missed an assessment, you are expected to make it up. You may make up any assessments **up to the end of the unit**. You are responsible to get all missed materials or notes from your seat buddy. You will be expected to learn the materials covered during the missed lesson.

| Student Responsibilities | Teacher Responsibilities |
| --- | --- |
| Speak Spanish, not English! | Speak Spanish, not English! |
| Be respectful of yourself, your teachers, your classmates, and your school. | Be respectful of my students, myself, my colleagues, and my school. |
| Come to class prepared with the materials you need to do your work. | Come to class prepared with an organized lesson plan and all the materials needed |
| Pay attention to your teacher | Listen to my students |
| Participate actively  Ask questions when you don’t understand | Check to make sure that students understand what I am teaching; help them until they do. |
| Spend at least 15 minutes outside of each class each day looking over stories, vocabulary lists, etc. | Spend time reviewing material in class each day; build on information students already know |
| Complete all assignments on time. | Grade and return all assignments as they are submitted |
| Practice and re-do everything until you understand it! | Help you practice and allow you to re-do work until you understand it. |
| Attend class every day. | Attend class every day. |

**Seating Policy**

You will be assigned a new seat once or twice per quarter. Your seatmate is your study buddy. If you are absent, get notes and handouts from him or her. Speak Spanish to one another in class and check each other’s work when appropriate. You are a team, and your goal is to help each other meet the class standards!

Your class will spend almost an hour and a half each day acquiring language (the easy way!) and you may have to spend a similar amount of time at home to make up the learning that you have missed. Check with me on your first day back to see what work needs to be made up.

**Tardy Policy**

You are considered tardy to class if you are not in your seat when class begins.

**Borrowing Books Policy**

If you would like to borrow a book from the classroom, you may sign it out from Mrs. Luaces for a maximum of two weeks. It must be returned on-time, in excellent condition, or you will be fined.

**Speaking Policy**

If Mrs. Luaces asks a question in Spanish, you **must** answer in Spanish. If she asks a question in English, you may answer in Spanish or English. If you MUST say something in English, you must first ask, “¿En inglés, por favor?”

**Entering the Room**

These things should all be done before the bell rings:

1. Upon entry, sanitize your hands.
2. Take out your note-book and pencil.
3. Sit down at your seat.
4. Begin working silently on your Campanada (warm-up).

**Transition Signals**

Throughout the year, I will use several call-and-response exchanges to get your attention. I will say one thing, the whole class will say something else in response, and then everyone will be quiet with their eyes on me, ready for my instructions.

**Leaving the Room**

1. Return used materials and sanitize them.
2. Push/put away your chair.
3. Sanitize your hands as you leave the classroom.

**ACADEMIC INTEGRITY**

Academic Integrity is being honest and responsible with regard to your schoolwork. Basically, it means that your work is your work, and anything that you have found somewhere else is credited to its source. Students will receive a non-negotiable “0” on any assignment in which academic integrity has been breached. 

* You may not copy another student’s work or allow someone to copy your work
* You may not use **online translators like google translate** to write sentences or essays. **YOU WILL NOT EARN CREDIT!!!**
* You must cite any website, book, article, etc. from which you gather information.

Evaluations: Standards-based-grading

Your grade will be determined by how your performance compares to the standard expected for each category.

Advanced A Adv 90-100 You are confident and are reaching for the

next level.

Proficient B Prof 80-89 You consistently meet the standard without help from the teacher and are ready to move on.

Developing C Dev 70-79 You can meet the standard in familiar tasks

and situations.

Emerging WIP Em 69/less You know what to do to meet the standard and can do some things, but need help accomplishing it.

Beginning WIP Beg You know what the standard is but are confused and probably frustrated. You need some help to get started!

No attempt WIP N/S You have not done enough to be evaluated.

**Reading – 25% –** How well do I understand written Spanish, in the context of the

classroom.

**Listening – 25% –** How well do I understand spoken Spanish, in the context of the classroom?

**Writing – 20% –** How fluently and accurately can I write in Spanish, in the context of the classroom?

**Speaking – 15%** – How fluently and accurately can I speak in Spanish, in the context of the classroom?

**Formative/Work ethic – 5% –** Am I engaged such that I can acquire language?

**Semester/Final exam - 10%**

**GRADE CATEGORIES**

The target proficiency levels and the corresponding expectations for speaking, writing, reading, and listening will vary depending on the course level and time of year. Detailed expectations will be given for each assessment. The expectations for work habits are listed below.

**Work ethic/homework**

* Class participation/engagement: You look like you are engaged (participating and paying attention) by maintaining eye contact with the teacher and sitting up straight. You speak Spanish.
* Behavior: You are kind and respectful of yourself, your classmates, your teacher, and your school. You do not disrupt your learning or your classmates’ learning.
* You do not speak English. No side conversations. No blurting out in English.
* Homework: You review 10-15 minutes daily and come to class prepared. You complete the assigned homework on Schoology or Garbanzo.
* Preparation: You have all the materials you need for Spanish every day.

**Late work**

Late work will be accepted up to two calendar days late with a 20% deduction. **This is not negotiable!**

**GRADE REPORTING**

Some classwork assignments are formative assessments (showing how well you understand the material while we are still learning it), and some are summative (showing how well you understand the material after we have finished studying it). Formative assignments will not be entered in the gradebook and are considered supporting evidence for your grade in each category. Summative assessments are entered in the gradebook. Students will self-assess their participation/engagementon a regular basis. In addition to the student’s self-assessment I will score them monthly using a rubric on their overall engagement in class.

**STORY-ASKING**

Story-asking is a form of storytelling in which the storyteller (in this case, the teacher) doesn’t know what will happen in the story, and so she asks the audience what they want to happen at different points in the story. Therefore, the teacher is not telling the story to the students; she is asking them what happens, and they decide.

In each story-asking session, we will have several target vocabulary terms that we must acquire and therefore include in the story. Our goal is to repeat those terms over and over and over. For example, “dog,” “eats,” and “dances.” The story could be about a dog that goes on a cruise and eats and dances every night. Or maybe the dog eats a huge piece of cake and dances off the calories at a disco in Paris. It’s whatever the class decides.

Research shows that a word does not become a permanent part of our vocabulary until we have heard or seen it 70-150 times. In order to get those repetitions, I will be asking really dumb, obvious, silly questions about the story over, and over, and over. I will ask so many dumb, obvious, silly questions that you will want to poke your eyes out. That’s why we have to make sure that the stories we create are FUNNY and CREATIVE, so that we don’t get super bored while we try to get in all of the repetitions we need.

The most important thing in story-asking is that you ALWAYS understand what I am saying: you cannot learn what I’m saying unless you understand what I’m saying. If you ever get confused, all you need to do is (1) make the confused gesture (make a fist and put it in your other hand) or (2) ask me in Spanish to clarify. When that happens, I will either explain it differently in Spanish or write it on the board in English. I will do my best to make sure that you understand me, but sometimes I won’t see that you’re confused, so you need to be your own advocate and let me know! Class will be fun sometimes, sometimes not—this is a rigorous academic elective class. I want you to be involved and engaged in class, but not necessarily entertained all of the time.

**All things COVID (in case we have to switch to online instruction)**

**Online learning expectations/etiquette**

1. Our learning platform will be  **Schoology.**
2. We will connect through **zoom for virtual classes.**
3. Please join our zoom sessions on time.
4. Turn your cameras on.
5. Be presentable and dressed.
6. Sit in front of the camera. (no lounging in bed)
7. No eating during class time please.
8. No hoodies or hats please.

Materials:

* Bring your **laptop** to each class
* A **notebook** (not loose papers)and pencil and a red pen.
* A **separate binder** for Spanish materials.

Homework:

You will rarely have to complete homework in this class. You must complete your Garbanzo reading assignments each **Friday.** In case you complete your **reading assignments late**, there will be **30% deduction**.

Should you have extenuating circumstances and you need an extension, you MUST CONTACT ME PRIOR TO THE DUE DATE. The most important part is good communication. Should you have any questions or concerns don’t hesitate to contact me through our school- email at [luaces-dryer.elena@westada.org](mailto:luaces-dryer.elena@westada.org).

Señora Luaces