

Clase de Español

CONTACT for Maestra Michelle:

Email: Parents: meiland@paparts.org

Students: meiland@paparts.net

Room: Online until further notice

Office Hours: By Appointment



* Academic Goals:

- Students can express themselves in a culturally appropriate manner for many purposes.
- Students can comprehend and interpret oral, written, and visual messages on a variety of topics.
- Students can observe the relationship between language and culture.
- Students can develop an understanding of other cultures, including such elements as: their value systems, languages, traditions, and individual perspectives

*Based on standards from NM Modern Classical and Native Languages and ELA Core Standards modified for Spanish

- Students can evaluate how languages work.
- Students can use the languages studied to reinforce and expand knowledge of other disciplines.
- Students can use the languages studied for personal enjoyment, personal enrichment, and employability.

"...so that, in the long run, students will be able to use another language to access communication and enjoy a positive relationship between themselves and their communities with language skill at the center."



Teaching Philosophy Key Points and Course Description:

- ✧ Accessibility
- ✧ Identity and Culture
- ✧ Authentic Application
- ✧ Interdisciplinary Approach

- ✧ Language as Science
- ✧ Brain Friendly Classroom - "mi cerebrumigo"
- ✧ Language "Ready" Mindset (Social-Emotional Wellbeing)
- ✧ Meta-Cognition

This course provides a platform for students to examine and apply Spanish linguistic, cultural, and historical principles. They will prepare to participate in their lives as globally ready citizens in an ever connected world, examining the language contexts of identity and culture. This class uses a well researched model for L2 (second language) acquisition which focuses on communicative and meaningful interaction. This model is also guided by Bloom's Taxonomy (see chart). Students learn to map form to meaning, develop linguistic meta-cognition and sharpened language observations, and practice authentic use. Students will engage in activities involving speaking, listening, reading, and writing (many based in the arts) as they practice the fundamentals of Spanish. Students will learn life long linguistic skills.

Expectations of Students:

- ◆ Respect: Demonstrate respect for each other and yourselves
- ◆ Readiness: Challenging yourself reasonably. Show up with a "willing to learn" attitude.
- ◆ Reason: Use your brain. BE AN ACTIVE LANGUAGE USER! ☺



Process of Consequences for Broken Classroom

Expectations:

1. Verbal warning
2. Teacher consequence (conference, written follow-up with plan for support)
3. Communication with parent and/ or counselor
4. Administrative referral

Grade Distribution:

Each school year is divided into quarters. Each unit will cover one quarter.
Each unit is worth 1000 points. The 1000 points are broken down into:

- ◆ Weekly Work (**DUE FRIDAYS 5:00**): 200 points per unit/25 points per week
- ◆ Assessments: 200/25
- ◆ Participation: 200/25
- ◆ Attendance: 200/25
- ◆ Unit Project: 200/25

- ◆ Extra Credit: Instagram/Languages Club/Teacher & Student created
 - (teacher discretion used for all extra credit)
 - not to exceed 100 points per unit
 - may not be substituted for assessment
 - Can only be made up within quarter of missing work during that quarter



■ Weekly Work ■ Assessments ■ Participation ■ Attendance ■ Unit Project



Technology:



All work will be posted on platform **Google Classroom**. Students can access grades on **PowerSchool**.
Students are encouraged to access a **smart phone** and resources **as directed by the teacher**.
Students will use a **Duolingo** account.



We will use a class **Instagram** for language practice and extra credit opportunities.
Only PAPA students have access. Please follow me @LaIslaDeEspanol ☺

Academic Integrity:

"Integrity. is doing the right thing, even when no one is watching." -CS Lewis

- ◆ Cheating is taking credit for intellectual property that isn't yours. It is stealing.
- ◆ This can look like:
 - Copying work or allowing someone to copy your work
 - Asking another student, friend, or family member to do your Spanish work FOR YOU
 - Use of translation programs, websites, and apps without approval during activities or on assignments (i.e. Google Translate).
- ◆ If a student is found not upholding academic integrity, they will earn a ZERO with no opportunity to make-up work.

Late Work:

Language Learning is cumulative. In order to progress, you must complete the prior levels and PRACTICE CONSISTENTLY. Frequent late work can result in a detriment to skill and to grade.

Weekly work is due 5:00 Fridays. Each week work turned in late beyond the first week will result in a 50% automatic deduction of the grade. Late work is due as is and will not be corrected for a higher %.

Absences:

Student presence is expected during class. Class will be held **twice a week** on **Zoom** (subject to change per needs of class as determined by teacher). It is the **student's responsibility** to acquire any work that was given during the absence. Teacher will be readily available to **communicate** with students to work to get caught up . Students are expected to turn in work that was due, make any necessary arrangements, and to make up any quizzes or tests **on the day they return** unless otherwise arranged.

Supplies:

(Maestra can help any students needing support)



- | | |
|---|---|
| ✓ Computer/Tablet | ✓ Highlighters |
| ✓ Smart Phone (not required but useful) | ✓ Dry erase markers (preferably a few colors) |
| ✓ Mini White Board | ✓ Colored Pencils |
| ✓ Notebook | ✓ Play-Dough |
| ✓ Pens | ✓ Stuffed Animal Toy |
| ✓ Pencils | ✓ Student Planner |



FALL 2020 SEMESTER THEMES

Unit/Quarter I: Spanish in New Mexico

Students will explore language and culture from their living rooms as we journey on the quest to find Spanish in New Mexico.

Unit/Quarter II: Spanish in the United States

Students will explore Spanish in neighboring states and territories beyond.

Spring 2021 SEMESTER THEMES

Unit/Quarter III: Spanish in Central & South America

Unit/Quarter IV: Spanish around the World

Detailed descriptions to follow.

Spanish I Grammar:

- **who: pronouns** (yo, tú, él, ella, usted, nosotros, vosotros*, ellos, ellas, ustedes)
- **adjective agreement:** masculine/feminine/singular/plural
- **action words 1:** conjugation of common verbs (hablar, bailar, comer, correr, vivir, escribir)
- **action words 2:** conjugation of irregular verbs (jugar, estar, ser, querer, tener, dormir, servir)
- **That is pleasing to me (I like):** gustar
- **to be:** ser vs estar
- **location:** prepositions (estar + preposition) ex. It is far (está lejos)
- **describing actions happening right now: the “ing”:** gerund (estar + verb with ando/iendo ending) ex: I am dancing Estoy bailando
- **future actions:** ir + a + infinitive
- **obligation “have to do something”:** tener + que + infinitive
- **tener expressions:** ex I have 16 years, not I am 16 years old
- **how you address someone/formal vs informal:** tú versus usted
- **basic sentence structure:** subject/subject pronoun +verb +rest of sentence
- **question words:**

What?	• ¿Qué?
Where?	• ¿Dónde?
When	• ¿Cuándo?
Who?	• ¿Quién?
Why?	• ¿Por qué?
Which?	• ¿Cuál?
How?	• ¿Cómo?

Spanish I Grammar (extended):

- **who:** pronouns (yo, tú, él, ella, usted, nosotros, vosotros*, ellos, ellas, ustedes)
- **descriptions:** adjective agreement: if the **noun** (person place thing) is **masculine/feminine/singular/plural**, then the words describing it (**adjectives**) must be **masculine/feminine/singular/plural** too
- **action words 1:** conjugation of common verbs (hablar, bailar, comer, correr, vivir, escribir)
- **action words 2:** conjugation of irregular verbs (jugar, estar, ser, querer, tener, dormir, servir)
- **That is pleasing to me (I like):** gustar ex: I like icecream → Me **gusta** helado or I like apples → Me **gustan** manzanas (NOT yo gusto)
- **to be:** ser vs estar (permanent vs temporary) ex: I am intelligent vs I am happy → Yo **soy** inteligente vs Yo **estoy** feliz)
- **location:** prepositions (estar + preposition) ex. It is far. → **Está lejos.**
- **describing actions happening right now: the “ing”:** gerund (estar + verb with ando/iendo ending) ex: I am dancing. → **Estoy bailando.**
- **future actions:** ir + a + infinitive ex: I am going to dance → **Voy a bailar.)**
- **obligation “have to do something”:** tener + que + infinitive ex: I have to dance. → **Tengo que bailar.**
- **tener expressions:** ex I have 16 years, not I am 16 years old → **Tengo 16 años.**
- **how you address someone/formal vs informal:** tú versus usted
- **basic sentence structure:** subject/subject pronoun + verb + rest of sentence
- **question words:**

What?	• ¿Qué?
Where?	• ¿Dónde?
When	• ¿Cuándo?
Who?	• ¿Quién?
Why?	• ¿Por qué?
Which?	• ¿Cuál?
How?	• ¿Cómo?

Spanish II Grammar*:

***IN ADDITION TO ALL SPANISH 1 GRAMMAR (INCLUDED)**

- ✓ **present actions:** present tense
- ✓ **past actions:** complete vs ongoing actions: preterite vs imperfect
- ✓ **future actions:** ir + a + infinitive/or infinitive + é, ás, á, emos, án (for ar, er, ir)
- ✓ **commands** (tú vs usted, affirmative and negative)
- ✓ **to know:** saber vs conocer
- ✓ **for:** por vs para
- ✓ **expressing routine:** reflexive verbs
- ✓ **It-direct object pronouns**
- ✓ **This, that, those, these, here, there, way over there:** demonstrative adjectives



Bloom's Taxonomy

in the
Foreign
Language
Classroom



