

Clase de Español

CONTACT for Maestra Michelle Eiland:

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Students: meiland@paparts.net

Room: 5

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
- ❖ Equity
- ❖ Identity and Culture
- ❖ Authentic Application
- ❖ Interdisciplinary Approach

- ❖ Language as Science
- ❖ Brain Friendly Classroom - “mi cerebrómigo”
- ❖ 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.

3 Rs of Expectation:

Reason: Razón Use your brain. BE AN ACTIVE LANGUAGE USER! ☺

Respect: Respeto Demonstrate respect for all beings and space.

Reflect: Reflejar Be coachable. Be open. Be reflective.










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.

◆ Weekly Work (**DUE FRIDAYS top of class**):

- ◆  Bell Ringers
- ◆  Exit Luggage
- ◆  Daily Assignments
- ◆  Duolingo
- ◆  La Isla
- ◆  Citizenship Grade
- ◆  Assessments :
 - weekly quizzes each Friday
 - pop quizzes
 - Unit test
 - Unit Project

◆ 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



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. 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 original week will result in a 50% automatic deduction of the grade. This means you have 2 weeks to complete late work for any credit. Late work is due as is and will not be corrected for a higher %.

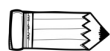
Absences:

Student presence is expected during class. It is the **student's responsibility** to acquire any work that was given during an 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.

Extenuating circumstances addressed at the discretion of teacher

Supplies:

(Maestra can help any students needing support)



- ✓ Physical Journal
- ✓ Play-Dough
- ✓ Stuffed Animal Toy
- ✓ Student Planner



FALL 2022 SEMESTER THEMES

Reading & Writing

Unit/Quarter I: Spanish in New Mexico

What is the relationship between language, art, and culture?

Students will compare & recreate New Mexican art and describe the content of the pieces in Spanish.

Unit/Quarter II: Spanish in the United States

How has language shaped the identity of/identities within the United States?

Students will create intersectional multimedia self portraits and provide written Spanish descriptions.

Spring 2023 SEMESTER THEMES

Speaking & Listening

Unit/Quarter III: Spanish in Central & South American countries.

How do we change language? How does language change us?

Students will examine Spanish language variation through a “passport” journal in which students record reflection of simulated in class experiences of travel 21 Spanish speaking

Unit/Quarter IV: Spanish around the World

How can language empower us to make changes we wish to see in the world?

Students will write children’s books in Spanish to address a global issue important to them.

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?
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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



