

# Clase de Español

## **CONTACT for Maestra Michelle Eiland:**

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**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              | ❖ Language as Science                                   |
| ❖ Equity                     | ❖ Brain Friendly Classroom - “mi cerebromigo”           |
| ❖ Identity and Culture       | ❖ Language “Ready” Mindset (Social-Emotional Wellbeing) |
| ❖ Authentic Application      | ❖ Meta-Cognition  |
| ❖ Interdisciplinary Approach |   |

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: Respéto** 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, in some cases a lowered grade)
3. Communication with parent and/ or school counselor
4. Administrative referral

## Grade Distribution:

Each school year is divided into quarters. Each unit will cover one quarter.

- ◆ Daily Work
- ◆ 📞 Bell Ringers
- ◆ 🧳 Exit Luggage
- ◆ 📝 Daily Assignments
- ◆ 🦉 Duolingo
- ◆ 🗳️ 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



## Technology:

All work will be posted on platform **Google Classroom**. Students can access grades on **PowerSchool**.

Students will use a **Duolingo** account.

Students will use a personal or PAPA computer.

Students are not permitted to use a cellphone during class except with a written accommodation or teacher permission.

## 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 AI, 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.

## DAILY DEADLINE

Work is assigned and due daily.

- ✓ If time is observed by the teacher to be used wisely by the student, the work **may still be completed** after the daily deadline, and **will not** result in a **grade deduction**. \*
- ✗ If time is not observed by the teacher to be used wisely by the student, the work **may still be completed** after the daily deadline, but **will** result in a **50% grade deduction**. \*
- 🚫 😴 Sleeping is not permitted in class. Students unable to stay awake will be sent to the office.

## Late Work:

For the efficiency of your grade adjustment,  
**YOU MUST SEND ME AN EMAIL! Meiland@paparts.org**

Late work due to an excused absence may be turned in within the same amount of days absent :

(1 day absent=1 day for late work, 2 for 2, etc.).

After this deadline, students may turn in late work for final **50% automatic deduction** of the grade.

**"If it's late, I'll have to wait."**

Work turned in on time takes priority with grading.

## Attendance & Absences:

Student presence is expected during class. It is the **student's responsibility** to acquire any work that was given during an absence. Students are expected to make any necessary arrangements to turn in work that was due, and to make up any quizzes or tests **on the day they return** unless otherwise arranged.

We are an **in-person** school. This class provides a hybrid model to support accessibility, but it does not intend to replace sitting time in class, per state requirements. Work may not be made up for unexcused absences except in extenuating circumstances addressed at the discretion of teacher and administration.

\*Accommodations followed per individual needs

## Supplies:

- ✓ Computer
- ✓ 1 Item from New Mexico
- ✓ Sanitizer wipe donations are accepted, but not required.



# FALL 2025 SEMESTER THEMES

Reading, Writing, Listening, Speaking

## **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 2026 SEMESTER THEMES

## **Unit/Quarter III: Spanish Around the World**

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

Students will examine Spanish language variation through a "passport" journal in which they record reflections of simulated, in class experiences of travel 21 Spanish speaking countries

## **Unit/Quarter IV: Spanish: Past, Present, & Future**

"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.

\*Language acquisition is strengthened when accessing all senses and forms of communication.

### 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

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# Bloom's Taxonomy

**in the  
Foreign  
Language  
Classroom**



