

Clase de Español

CONTACT for Maestra Eiland:

Email:

meiland@paparts.org



Room: 14

Office Hours: 2nd period: 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.

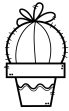
Students can develop an understanding of other cultures, including such elements as: their value systems, languages, traditions, and individual perspectives

- 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.

*Based on New Mexico PED Spanish Language Arts Standards, NM Modern Classical and Native Languages Standards, ELA Core Standards modified for Spanish, and English Language Arts Standards.

“...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



- ❖ Accessibility
- ❖ Equity
- ❖ Identity and Culture
- ❖ Authentic Application
- ❖ Interdisciplinary Approach
- ❖ Language as Science
- ❖ Brain Friendly Classroom
- ❖ Language “Ready” Mindset
- ❖ Social-Emotional Wellbeing and Learning
- ❖ Meta-Cognition
- ❖ Lifelong Language Skills

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 focuses on communicative and meaningful interaction. This model is also guided by Bloom’s Taxonomy (see attached 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 lifelong linguistic skills.

3 Rs of Classroom 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. Communication with parent and/ or school counselor
3. Administrative referral

Performance Expectations and Grades:

Daily/Weekly Activities:

- Daily and weekly work will be reflected in PowerSchool.
- Three grades will be recorded to reflect the following skill areas:
 1. Literacy Skills: Reading/Writing
 2. Literacy Skills: Speaking/Listening
 3. Enrichment/Participation.

Enrichment Activities:

- Some enrichment activities will be required. Some may be counted as extra credit at the discretion of the teacher.
- This may look like word work, arts integration, or interdisciplinary engagement.
- Enrichment Activities are not to exceed weekly points for literacy work.
- Languages Club in Room 14 during the last week of every month.
- Teacher & student-created enrichment opportunities.



Technology:

- All work will be posted on platform **Google Classroom**.
 - Students can access grades on **PowerSchool**.
 - Students will use a PAPA assigned computer.
- Students are not permitted to use a cellphone during class.

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:

- Improper use of AI.
- Copying work or allowing someone to copy work.
- Asking another student, friend, or family member to do complete school work.
- Use of translation programs, websites, and apps without approval during activities or on assignments.
- ◆ If a student is found not upholding academic integrity, they will earn a ZERO with no opportunity to make up work.

Absences/Late Work Policy:

- Students with **excused absences** may have a maximum of **one day for each day out** to make up from the date of their absence to complete their work.
 - Beyond **one day**, work may still be turned in for a 50% reduction.
- Work turned in after the quarter cannot be graded.
- Per school and state policy, students may not make up work or assessments from **unexcused absences unless with approval from administration**.
 - Teacher is available for support in person during class, office hours (2nd period), or by email.

Supplies:

- ✓ 1 subject notebook
- ✓ Teacher will accept sanitizer wipe donations with much gratitude!



2026-2027 SEMESTER Essential Questions

Unit/Quarter I: Spanish in New Mexico

In what ways do the stories we tell, the traditions we keep, and the places we call home shape who we are?

Unit/Quarter II: Spanish in the United States

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

Unit/Quarter III: Spanish Around the World

How do different cultures express shared human experiences?

Unit/Quarter IV: Q4: Spanish in Old World and Today's World

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



Bloom's Taxonomy

in the
Foreign
Language
Classroom



