

# *Señora García's Spanish Class: Procedures, Expectations, and Syllabus*

*2019-2020 School Year: Spanish 2*

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¡Hola a todos! My name is Señora Garcia, and I am thrilled to be your Spanish 2 teacher! My role is to facilitate your continuing exploration the Spanish language and the many different aspects of Hispanic cultures.

I am originally from Pennsylvania and attended Dickinson College, where I majored in Spanish and English with teacher certification. I studied abroad in Querétaro, Mexico, and after graduating college, I returned to the same town to teach English at an American school there. Upon my return to the US, I began working as a Spanish teacher in Pennsylvania, where I taught levels 1 through 3 Honors. I earned my masters in Hispanic Studies from Villanova University in 2015, moved to Washington, joined Liberty in January of 2017, and have loved working here with the wonderful staff and students, and the supportive parents!

Below is important information for class. Please be sure to have the last page of this document **signed by a parent/guardian** and show me the signature **by Monday, September 16<sup>th</sup>**.

## **What should I expect as a Spanish 2 student?**

- memorize between 50 and 100 words every 3-4 weeks for accuracy and long-term retention
- learn and use new expressions
- make mistakes as a way to grow and develop skills
- learn and apply new grammatical concepts every 3-4 weeks, as well as demonstrate competence with any concepts
- follow directions and conversation in Spanish
- speak in Spanish whenever possible: when you don't know the word for something, describe using what you know
- write in multiple formats using appropriate grammar, vocabulary and conventions
- read level-appropriate material with some independence
- commit time to reading, listening and communicating in Spanish outside of regular assignments
- seek out ways to learn more about the language and culture in your community and the world

## **Materials Needed:**

Pen(cil) and paper daily, plus a place to store Spanish papers and packets (I recommend a binder for hole-punched materials). Access to the internet will be extremely helpful to you, as the entire textbook and many activities are online. See me if you would prefer a hard copy of a textbook, and if internet access poses a difficulty.

## **The Textbook(s)**

Years ago, the Issaquah School District selected the book series **Descubre** (Vista Higher Learning) for level 2 and we are currently in the process of curriculum adoption. This means that you lucky students will be part of the "piloting" experience for two chapters from two other textbooks (**Senderos** from Vista Higher Learning, and **EntreCulturas** from Wayside Publishing) as a means of testing out textbook possibilities for the coming years. More details are under **scope and sequence** on the next page. The **Senderos** and **Descubre** textbooks and many resources are accessible online using a student login code at [www.vhlcentral.com](http://www.vhlcentral.com). The **EntreCulturas** textbook information is available online, and more details will be on my website. We will spend time in class assuring that all students have access.

## **Units Covered:**

See the next page for what we will learn this year! We will cover 7 lessons from 3 different textbooks (see next page). Each lesson has a general theme and includes related vocabulary, grammar, audio, reading, and communicative activities.

Here's an overview:

		<b>Theme</b>	<b>Grammatical Structures</b>
Semester 1	<b>Descubre</b> Lección Preliminar	Review from Spanish 1	Present Tense Verbs, Preterite Tense Verbs, Direct & Indirect Object Pronouns, Gustar & Similar Verbs, Double Object Pronouns
	Lección 1 <b>Senderos</b> <b>Unit 4</b>	At the Doctor's Office  (en el consultorio)	The Preterite & the Imperfect, Reflexive and Reciprocal Verbs, <i>Hace constructions for time</i> , Demonstrative Adjectives, IOPs and DOPs+IOPs
	Lección 2 <b>EntreCulturas</b> <b>Unit 6</b>	A Trip Abroad  (un viaje al extranjero)	Por vs. para Preterite vs. imperfect Formal commands Affirmative/negative expressions
	Lección 3 + <b>Finals</b> <b>Review</b>	The Household  (La vivienda)	Relative Pronouns, Familiar commands, reciprocal reflexives, stressed possessive adjectives and pronouns
Semester 2	Lección 4	Nature  (La naturaleza)	The Present Subjunctive, Subjunctive with Verbs of Will and Influence The Subjunctive with Verbs of Emotion, the Subjunctive with Doubt, Disbelief & Denial, the Subjunctive with Conjunctions
	Lección 5	In the City  (En la ciudad)	The Subjunctive in Adjective Clauses, Nosotros/as Commands, Past Participles Used as Adjectives
	Lección 6	Health and Well-Being  (La salud y el bienestar)	The Present Perfect, The Past Perfect, The Present Perfect Subjunctive
	Lección 7 + <b>Finals</b> <b>Review</b>	The Job World  (El mundo de trabajo)	The Future, The Conditional

### **Grading: How will I be assessed?**

Grades are based on this scale and will be calculated by **total points** earned throughout the semester.

#### Grading Scale:

100-92.5	A	89.4-86.5	B+	79.4-76.5	C+	69.4-66.5	D+	59.94-0	F
92.4-89.5	A-	86.4-82.5	B	76.4-72.5	C	66.4-59.5	D		
		82.4-79.5	B-	72.4-69.5	C-				

#### **Students can expect to see these types of entries in the gradebook:**

Performance-Based Assessments: Students can expect about one performance-based assessment per lesson/unit. Performances are comprised of speaking, writing, listening and reading activities. Performance-based assessments will often take the form of Can-Do-Statements. Performance-based assessments will range from 20-50 points and will mostly be graded on a rubric.

Tests: Most lessons/units will include a multiple-choice test. Tests will have sections based on listening, reading, vocabulary and grammar. Test values will range from 50-70 total points.

Quizzes: Most lessons/units will include 1-3 quizzes in various formats: (matching, multiple choice, fill-in-the-blank, short response, etc) and may include sections on grammar, vocabulary, listening, reading, and culture. Quizzes will range in value from 10-40 points. On the block schedule you can expect about one quiz per week.

Classwork/homework: Students will have classwork and homework for practice with new concepts. Many book activities are online. Some assignments will be completed in class and others as homework outside of class. Assignments will range from 2-10 points.

**Formative and Summative assessments:** Assessments are meant to give feedback to the student and teacher about progress in learning. At times, assessments will be entered into the gradebook as “NO COUNT.” A low score on assessments should help to spark a conversation between students and parents/guardians.

**Retakes:** Quizzes can be retaken if a student meets with me, comes up with a study plan, and shows progress and effort in working toward improved proficiency of missed material. It is important to show proficiency on each quiz before taking the unit/lesson test.

**Extra help:** I’m available in the library after school on Mondays. If a different day works better for your schedule, please arrange that with me.

**Class and School Behavior Expectations**

<b><u>PURSUE EXCELLENCE</u></b>	<b><u>ACT WITH INTEGRITY</u></b>	<b><u>TAKE CARE OF EACH OTHER</u></b>
<ul style="list-style-type: none"> <li>-Participate to the best of your ability</li> <li>-Come prepared and ready to learn</li> <li>-Follow through with assigned tasks</li> <li>-Take risks and embrace that failure is a part of success</li> <li>-Be willing to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>-Be accountable for your choices</li> <li>-Have a growth mindset</li> <li>-Use technology for the purpose of learning</li> <li>-Present yourself honestly</li> <li>-Take pride in your work</li> </ul>	<ul style="list-style-type: none"> <li>-Look for strengths in all people</li> <li>-Practice empathy</li> <li>-Respect personal differences</li> <li>-Embrace and encourage collaboration</li> <li>-Advocate for each other</li> </ul>

**Phone use:**

Being **actively engaged** during class time is a necessary part of language learning. When we use our phones in front of people, we limit what we receive and contribute face-to-face, and are disconnected from those who are present. Therefore, **we will be checking our phones into a “Cel Hotel” while we are participating in the language classroom. I will let you know when you can use your phone for class games and activities.**

**Los servicios (restroom)**

Ask permission in Spanish, sign out, take a pass, sign back in. If the passes are missing, that means you will have to wait until your classmate returns. Cell phones stay in the cell hotel during bathroom breaks.

**¿Tienes hambre? (food)**

Eating in class: is acceptable provided that you do it with **discretion**. Ask yourself: is it loud, fragrant, or shared?

**Asistencia (Attendance):**

~ Attendance is a key factor in language learning, especially on the block schedule! If you are absent, it is **your responsibility** to come to me, find out what you missed, and to arrange a time to make it up **within one week from the missed assignment**.

~**Lateness:** please avoid being consistently late.

**Website: SenGarciaSpanish.weebly.com**

**Finalmente**, I know that we will be successful during this school year. I look forward to helping you learn a new language and explore its many cultures! ¡Gracias! ~Señora García

**Signing below indicates that you have read and are aware of the policies for Spanish class:**

Student Signature:

Parent/ guardian signature:

\_\_\_\_\_

\_\_\_\_\_

I will not type an English sentence into Google translate to find the Spanish translation: \_\_\_\_\_  
(student signature)