



Pfra. Carrie Ann Tawadros
Extra Help: Monday from 3-4 or by appointment
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Perspectivas

Level 3 Spanish
Fall 2015

Course Description:

This is a level three class dedicated to the culture of countries influenced by the Spanish language as portrayed through poetry. Students will build on their vocabulary, learn grammar, and have conversations and dialogues based on themes being developed within the classroom. We are also focusing on the students' interpretation of poetry, creation of poetry, and their overall ability to express and interpret different perspectives in detail through the Spanish language. The four outcomes of Innovation Academy will also be threaded into each activity and our overall classroom experience (problem solving, community membership, effective communication, and self-direction).

Level Three Capabilities (based off of ACTFL "advanced" level):

At the advanced level of Spanish, students learn and communicate within a range of grammatical structures, speaking and writing in various time frames, as well as engage in increasingly sophisticated tasks, such as classroom debates, reading current articles and selections from books, and watching and discussing films.

For more information on ACTFL levels, please see the link below:
http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf

Our Classroom Assessments:

We will be graded based on the following strands:
Communication/Conversation, Presentation, Interpretation, and Work Habits.

Strand	Activities
Communication/Conversation (25%) <i>Conversation assessments ask students to use their language ability to communicate as effectively as</i>	<ul style="list-style-type: none">Using Spanish in class (i.e. asking questions / addressing teachers or classmates)

<p><i>possible in Spanish. In spoken and written “conversation” assessments, students are assessed on the length and complexity of what they are able to communicate, not on the correctness of their Spanish.</i></p>	<ul style="list-style-type: none"> ● Using vocabulary words and phrases presented in class. ● Participating in conversational games, debates, interviews, surveys, dialogues, as well as providing feedback/questions on student presentations
<p>Presentation (25%) <i>Presentation assessments ask students to work to write and speak Spanish with a high degree of correctness. On these assessments, students have time to prepare and to revise in order to bring their Spanish to a high level of correctness.</i></p>	<ul style="list-style-type: none"> ● Two video diaries and self-assessments; one at the end of September and one towards the end of the semester as a reflection of personal growth within the Spanish language. ● 3 mini-presentations throughout the semester of your poetry ● <i>Proyecto final</i>
<p>Interpretation (25%) <i>Interpretation assessments ask students to understand authentic written and spoken Spanish. Unlike conversational assessments, which are in real time, interpretation assessments allow students time to re-read and re-listen.</i></p>	<ul style="list-style-type: none"> ● Recognizing/applying vocabulary words or phrases presented in class. ● Writing and verbal communication on students’ interpretations of poetry and their authors, as well as answering questions and commenting on reading and listening assessments on topics not limited to poetry ● Dictados (listening to written speech and writing what is heard)
<p>Work Habits (25%) <i>The Work Habits strand reflects the effort students put into completing homework, studying regularly, and working in class.</i></p>	<ul style="list-style-type: none"> ● Class participation ● Completion of Homework ● Recognition and recall of words, grammatical structures, and authors and their poetry (quizzes) ● Showing interest and effort in class
<p>Extra Credit</p>	<ul style="list-style-type: none"> ● You may complete Honors assignments for extra credit. The regular revision of work will be also encouraged.

** Please give at least two weeks to update X2 after an assignment has been completed.

Recurring Assessments:

- *Quicitos*: Once monthly, students will be quizzed on their acquisition of a list of vocab words, grammatical concepts, and information learned about authors and their poetry.
- *Poesía*: Students will write poetry on topics of study in order to solidify their ability to reflect on their (and others' experiences) in the language. Students will be assigned a certain week to have their poetry shared with the class.
- *Interpretaciones de la poesía*: Students will frequently have an open dialogue on the poetry and authors being read about in class, being able to both write and converse as thoroughly as possible about their own interpretations and perspectives.
- *Diarios de video*: Students will record themselves speaking on certain topics in order to see and reflect on their own growth within the language at least twice in the semester.

Proyecto Final:

Students will choose a hispanic author of poetry written in Spanish, and will reflect on the life of the poet for us. Students will also choose fifteen poems to reflect on, written by the author (although not all will be presented to class). They will also rewrite each poem according to their own unique taste and personality, according to the meaning they grasped from the poem.

Daily Work:

Work Habits will be graded on a regular basis after each assignment is completed. Please give at least two weeks to update X2 after an assignment has been turned in.

Late Work:

Please see following excerpt from the faculty handbook on late work:

All students are expected to complete work in a timely manner. Developing the mindset and skills to complete work on time will benefit students throughout high school, college, and in future careers.

- If a student is not able to turn in an assignment on time, he or she must make arrangements with the teacher within 24 hours of the due date. (Example: If an assignment is due at the beginning of class on a Monday, arrangements must be made by that time Tuesday, regardless if the class meets that day.)
- At the discretion of individual teachers, students may be provided extra time to receive credit on assignments
- Make-up assignments must be submitted within **7 calendar days (1 week) from the original due date.**
- **Any assignment submitted after the 7-day window will receive a lower grade in the Work Habits strand but fully assessed in all other strands.**
- **Students who have specific accommodations or modifications in a IEP or 504 plan may have this policy adjusted on an individual basis.**

Extra Credit:

You may complete Honors assignments for extra credit. The regular revision of work will be also encouraged.

Honors:

Honors in Spanish is an opportunity to challenge yourself and enrich your experience in this class. It is open to all students, but there is commitment involved. Honors students will be expected to help to keep a “Solo Español” environment in class and to do various activities (included but not limited to the following):

Las noticias: Honors students are required to listen to the news in Spanish once a week by finding videos on the internet relating to current themes. Sites that are approved for viewing news broadcasts are:

www.elpais.com

www.univision.com

www.telemundo.com

From there, students will write a small reflection on what they heard.

**Honors students may also complete any other assignment your teacher may find useful to help you expand your Spanish vocabulary.

****Please note that the deadline to apply for honors is September 18, 2015.*

The drop date is November 20, 2015.

“Cada momento de búsqueda es un momento de encuentro.”

Paolo Coelho

Looking forward to your perspectives,
Pfra. Tawadros