

I hope that in this class you will develop your own appreciation of cultural and linguistic diversity. In Spanish class, we will practice behaviors that translate to our roles within global society. Beginning in our classroom we can practice **tolerance**, **integrity**, and **respect** so that we can extend the same thoughtfulness to our interactions within the global community. We all must meet the following expectations on a daily basis. Remember that each of us is entitled to a *safe, enjoyable, and productive* learning environment.

This class will prepare you for IB-SL or AP-Language and Culture in Spanish 3/4

Student AIMS (skills you will learn & develop):

Analyzing, Communicating, Reasoning, Interpreting, Application & Synthesis

Objectives:

- To understand the significant events that created the current world in which we live.
- To develop critical thinking, communication, and writing skills.
- To learn to be an effective leader as well as an effective team player.
- To learn to be inquirers.

CLASS EXPECTATIONS

- If you need to have bite of your food you are so welcome to step out of the classroom and help yourself. If you start eating during class, I'll ask you to step out and finish your food outside.
- ✓ In this class your phone will be a tool, If you don't have one is not a big deal, I have other tools you can use instead to do the activities where a phone is need it. Phone will be used for research, video, voice memo, and screen recording. Please read the expectations for cellphone use:
- ✓ **GREEN:** Cell phones are permitted for research, practice, etc.
- ✓ **YELLOW:** Earbuds are permitted for listening to music, but cell phones must remain out of sight
- ✓ **RED:** Cell phones must be out of sight and silenced

When we are doing hands on activities, please have your phone out of sight. Make sure the volume is on if you are expecting a call, so you can go outside the room to use it. When you take a hall pass or go to the bathroom, leave your phone in your backpack if you worry about getting distracted by it while you are out of the classroom.

- Be in your seat, with your materials, ready to go **when the bell rings**. Please check "**absences**" and "**tardies**" to know the expectations regarding these subjects.
- **RESPECT YOURSELF, YOUR TIME AND YOUR POTENTIAL.**

If you choose not to meet the expectations above, or if your behavior compromises the *learning, happiness, or safety* of your classmates, your grade will be affected and you will simultaneously choose the following consequences:

STEP 1: seating change, time alone in hallway, lunch detention or after-school time with Profe Zhinin-Barreto, etc.

STEP 2: phone call home and / or written action plan

STEP 3: referral to administration / visit to office

ABSENCES.

If you are not in class in the first 15 minutes you will be marked absent.

For the time you are absent, you still have turn in all assignments and homework on Google Classroom on the due date assigned. If you know you will be absent on a certain date, please let me know. I'll post on Google Classroom all notes, assignments, and information on how to turn in them on time.

If the absence was unexpected and you didn't let me know, **talk with a classmate** to find out what you missed and get the notes, homework details, and materials from that person. Please know **you must make arrangements the day you return to class to make up tests and quizzes for full credit. You have one week.** This is your responsibility.

TARDIES

You are TARDY if you are not **in your seat and actively working on the warm-up when the bell rings**. You are allowed 3 "free" late arrivals per quarter. More than 5 tardies will require administrative action.

HALL PASSES

Consistent, regular attendance is crucial to your success in this class. Please use hall passes sparingly, only when absolutely necessary. DO NOT interrupt instruction to ask to leave the room. Wait until an appropriate time to leave (when students are working independently, not when instructor is speaking or teaching). Always ask to leave the class IN SPANISH. 😊

Hellgate uses a BLUE CARD system. If you are having a bad day and cannot focus through your emotions or circumstances, you may utilize the following steps:

STEP 1: Take a 5-minute break outside the classroom, away from other people. Just tell me what you need, then step outside, decompress and **breathe**. Join us again as soon as you can.

STEP 2: If this doesn't work – if you can't reengage with class after your 5-minute decompression – you may request a blue card. You'll take the blue card to the ISI room on the second floor. There you'll find space and the resources to help you take control of your day.

HOMEWORK & LATE WORK.

All homework needs to be turned in at the start of class in person or on Google Classroom, unless otherwise noted. Late homework will be accepted, but will suffer a 50% reduction in credit if turned in after the designated date. Late assignments will not be accepted after the school deadlines. There are very few exceptions to this policy, so BE DILIGENT with your work. These school-wide deadlines for late or missing work are also posted in our classroom.

ACADEMIC HONESTY

Do not cheat. Do not plagiarize (claim someone else's written work as your own). These offenses may result in zero credit on the assessment or assignment, a phone call home, and a referral to the administration.

TECHNOLOGY

We will use the following websites and tools with regularity:

- WordReference.com - The best online translator for looking up words (as opposed to Google Translate, etc.)
- Conjuguemos.com - Powerful website for practicing grammar, especially verb conjugations
- Email - For exchange of instructions, ideas, information, and ask questions and clarifications. **Please check your email every day.**
- Google Classroom – Every week there will be a list of vocabulary and grammar on your google classroom. You need to copy that list on your Notebook (Cuaderno de notas). After you have copied then mark "Sí" to get a grade. If you are confused about this please ask me for clarifications.

Using **online translators like Google Translate** to write in Spanish presents a significant issue. If you use an online translator to translate groups of *more than one word at a time* – and I WILL know if you do because it's very obvious – you will receive NO CREDIT for your work. This qualifies as plagiarism. You might need to look up one or two new vocabulary words, and that's fine; you may use an online translator to do so. However, if you use the translator to conjugate your verbs, to write a whole sentence / paragraph / essay, you will NOT receive credit for your work. *BE CAREFUL and ask me for guidance if this confuses you!*

MATERIALS

You will need the following materials in this class:

1. Pencil
2. Colored pen(s)
3. Index cards (for making vocabulary flashcards)
4. A three-ring binder – or section in a binder – devoted **just to Spanish** + paper

You will be creating an evolving Collection of Wisdom (Cuaderno de notas). In your Cuaderno, you'll be collecting vocabulary, notes on grammar, vocab, readings, notes on movies and art, geography and daily warm-ups. I will give you the notebook for your *Cuaderno if you can't afford one*.

Your Spanish *cuaderno de notas* should be divided into the following labeled sections:

- *Apuntes* (daily warm-ups)
- *Vocabulario* (vocabulary lists)
- *Gramática* (grammar rules)
- *Geocultura* (notes related to geography and culture).

You will create a **carpeta (portfolio)** to keep in the classroom. In that portfolio you will keep ALL of your *tests, quizzes, worksheets, and projects*. *Exámenes y pruebas (tests and quizzes – Keep them!)*

YOUR GRADE - grade break-down is subject to change

Only standard letter grades (A, B, C, D, F) will be given (no plusses or minuses).

Summative Assessments (60%)

unit tests, oral tests, final exams /quizzes

Formative Assessments (20%)

projects, compositions, informal presentations

Practice and Participation (20%)

homework/assignments checked for completion, positive daily contribution to and engagement in class, recordings

(a) How to score well on your **SUMMATIVE ASSESSMENTS** (the things that show WHAT YOU'VE LEARNED):

- **TO PASS THIS CLASS YOU ARE REQUIRED TO STUDY AT LEAST 15-20 minutes every day (beyond doing your homework or cramming for tests) – flashcards work wonderfully, study your notes, study with a partner or family member, etc.**
- **TEACH** a friend or a family member what you learn each day – teaching someone else what you know is the fastest way to master the material. You have to do recording almost every week.
- **PREPARE** yourself for tests and quizzes by *really learning* the material *well before* the day of the test.
- **PRACTICE** constantly by completing all assignments, speaking Spanish in class, and participating in class activities. Use our resources (Conjuguemos, Duolingo, Hellgate tutoring, Office Hours, etc.)

****TEST RETAKES**** – There are no retakes, but if you are not going to be prepared on the day of the assessment you can take it anytime later on as long as you do it in the following week and if that date is under the school-wide deadlines. You must let me know what day and time you plan in doing the assessment via email in advance before the due date.

(b) How to earn credit on your **FORMATIVE ASSESSMENTS** (the things that show WHERE YOU ARE in the process of learning):

- **DO** your homework and other assigned projects. It's that simple. Do it *on time* and do your *own work*.
- **NEVER USE ELECTRONIC / ONLINE TRANSLATORS** to do more than look up individual words.
- **STRIVE** to meet all daily, weekly, and unit objectives.
- **GET HELP** when you need it! **I have 13 tutors to help you when you need help studying, getting ready for presentations, quizzes, or exams. Please use this tool.**

(c) How to earn credit for **PRACTICE AND PARTICIPATION** (the things that show your commitment to the class community and language learning):

- **DO** the warm-ups every day.
- **ORGANIZE** your notes, vocab lists, etc.
- **DO** your homework every night.
- **PARTICIPATE** in class!

Please be patient with yourself, your classmates, and your teacher during the process. Be brave and know that no one in this class will ever judge you for your efforts. Please extend this very important courtesy to each of your classmates – refrain from judging, ridiculing, or otherwise harming the confidence of your peers. Please talk to me with any questions or concerns that you have now or throughout the semester. I'm here to help! I look forward to working with you this year!

Temas que vamos a enfocarnos este año: Themes/topics are subject to change. WE WILL TALK ABOUT GOOGLE CLASSROOM IN CLASS.

Cada unidad incluirá lo siguiente:

Time	Theme	Language Focus	Vocabulary
September Chapter 1	<ul style="list-style-type: none"> Geocultura: <ul style="list-style-type: none"> ¿Que es Latinoamérica? <i>deportes, costumbres, geografía, sociedad, etc</i> México (la ciudad de méxico) La quincianera familiares y amigos 	<ul style="list-style-type: none"> Nouns, adjectives, and gustar: <ul style="list-style-type: none"> El verbo ser Adjetivos masculinos y femeninos Sustantivos singulares y plurales Present tense of regular verbs, stem-changing verbs, and reflexive pronouns: <ul style="list-style-type: none"> Verbos -ar, -er, o -ir o---ue, e---ie, e---i. me, te, se, nos, os, se Tener, verbs with infinitives, present progressive, ir, direct objects pronouns, and informal commands: <ul style="list-style-type: none"> Tener Verbs followed by infinitives Affirmative and negative informal commands 	<ul style="list-style-type: none"> Describing people, routines, activities, offering help and talking about chores: <ul style="list-style-type: none"> Introducción y descripción de la familia Los quehaceres domésticos Adjetivos masculinos y femeninos Sustantivos singulares y plurales Talking about plans and places: <ul style="list-style-type: none"> Lugares públicos y privados Lugares en la casa
October Chapter 2	<ul style="list-style-type: none"> Geocultura: <ul style="list-style-type: none"> Sudamérica Perú Cuzco (arter, cultura, arqueología, celebraciones, agricultura, etc.) 	<ul style="list-style-type: none"> Indirect Objects and Indirect Object Pronouns: <ul style="list-style-type: none"> To whom or for whom? Me, te, le, nos, os les(dar and decir) Saber y conocer (yo-irregular) Ser y estar: <ul style="list-style-type: none"> Ser (descriptions, origins, characteristics, time and date, occupation, relationships) Estar (position, location, action-ing, condition, emotion) Prterite: <ul style="list-style-type: none"> -ar, -er, -ir Hacer- Ir-cambio radical 	<ul style="list-style-type: none"> Talking about what people do for living: <ul style="list-style-type: none"> Profeciones Lugares públicos y privados Los quehaceres domésticos Introducing people and responding to introductions: <ul style="list-style-type: none"> Lugares en la casa Cosas alrededor de la casa
November Chapter 3	<ul style="list-style-type: none"> Geocultura: <ul style="list-style-type: none"> El caribe República dominicana Santo Domingo (economía, cultura, comida, arte, naturaleza, etc.) 	<ul style="list-style-type: none"> Impersonal se and passive se <ul style="list-style-type: none"> Impersonal se (subject of 3rd person singular without an object. It can mean they, one, or you) Passive se (what is or isn't allowed) Preterite of car, gar, zar verb and conocer <ul style="list-style-type: none"> c=qu, q=gu, and z=c Irregular preterites: andar, venir, tener, dar, and ver Irregular formal commands 	<ul style="list-style-type: none"> Asking and giving information <ul style="list-style-type: none"> Profeciones Lugares públicos y privados Talking about where someone went and what they did.: <ul style="list-style-type: none"> Productos lacteos Viveres Frutas Carnes

		<ul style="list-style-type: none"> ○ Conjuga en la primera persona, cambia la o por la terminación • Commands with pronouns and informal commands: 	
December Chapter 4	<ul style="list-style-type: none"> • Geocultura: <ul style="list-style-type: none"> ○ Norte América ○ Estados Unidos ○ Florida ○ La pequeña Habana (celebraciones, deportes, la vida latina, arte, naturaleza, etc.) 	<ul style="list-style-type: none"> • Irregular preterites: ponerse, decir, ser and estar • Preterite of stem-changing -ir verbs • Verbs with reflexive pronouns and direct objects • Past participles • Preterite of verbs like caer 	<ul style="list-style-type: none"> • Talk about how something turned out • Talk about reacting to events • Talking about getting hurt • Ask for and give advice
January Chapter 5	<ul style="list-style-type: none"> • Geocultura: <ul style="list-style-type: none"> ○ América Central ○ Costa Rica ○ San José ○ Los museos ○ Los parques ○ Los festivales ○ Las bellas artes 	<ul style="list-style-type: none"> • Día a día: <ul style="list-style-type: none"> ○ Preterite of poder and traer ○ Verbs with reflexive pronouns ○ Possessive pronouns ○ Negative expressions and ninguno(a) ○ Hace with time expressions ○ Pero and sino 	<ul style="list-style-type: none"> • Día a día: <ul style="list-style-type: none"> ○ Tell someone to hurry ○ Remind someone to do something ○ Express interest and disinterest ○ Talk about how long something has been going
February Chapter 6	<ul style="list-style-type: none"> • Geocultura: <ul style="list-style-type: none"> ○ Europa ○ España ○ Segovia ○ Historia ○ Arquitectura ○ Geografía ○ Moneda 	<ul style="list-style-type: none"> • Recuerdos: <ul style="list-style-type: none"> ○ Imperfecto of regular verbs ○ Imperfecto of ir and ver ○ Verbs with reciprocal actions ○ Imperfecto of ser and haber ○ Preterite with mental and emotional states ○ Preterite of creer, leer, construir, oír; caerle a uno 	<ul style="list-style-type: none"> • Recuerdos: <ul style="list-style-type: none"> ○ Talk about what you used to like and dislike ○ Talk about what you used to do and wanted to be ○ Describe people and things in the past ○ Talk about an emotional reaction
March Chapter 7	<ul style="list-style-type: none"> • Geocultura: <ul style="list-style-type: none"> ○ Caribe ○ Puerto Rico ○ El viejo San Juan ○ Arquitectura ○ Vida cultural ○ La historia ○ La vida contemporánea 	<ul style="list-style-type: none"> • Buen provecho: <ul style="list-style-type: none"> ○ Double object pronouns ○ Commands with double object pronouns ○ Adverbs ○ The imperfect ○ Past participle as adjectives 	<ul style="list-style-type: none"> • Buen provecho: <ul style="list-style-type: none"> ○ Order in a restaurant ○ Talk about how food taste ○ Talk about your diet ○ Describe the presentation of food
April Chapter 8	<ul style="list-style-type: none"> • Geocultura: <ul style="list-style-type: none"> ○ América del sur ○ Chile ○ Santiago ○ Historia ○ Arquitectura ○ Barrios ○ Geografía 	<ul style="list-style-type: none"> • Tiendas y puestos: <ul style="list-style-type: none"> ○ Imperfect and preterite ○ Ir a + infinitive with the imperfect and preterite ○ Comparatives and superlatives ○ Por and para ○ Demonstrative adjectives; adverbs of place ○ Adjectives as nouns 	<ul style="list-style-type: none"> • Tiendas y puestos: <ul style="list-style-type: none"> ○ Talk about trying cloths ○ Talk about shopping for cloths ○ Bargain in a market ○ State preferences

My guardians and myself fully understand the information discussed in this syllabus for Profe Zhinin-Barreto's class and agree to the expectations stated.

PRINT STUDENT NAME: _____

STUDENT SIGNATURE: _____ DATE: _____

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