
Michael E. DeBakey High School for Health Professions
LOTE Department
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Room 309
Spanish 2A Syllabus - Fall Semester 2016

Introduction

Language and communication are the heart of the human experience. As the world become increasingly independent, it is important for every person to acquire the skills necessary for effective communication and cross-cultural understanding. *A Texas Framework for Languages Other Than English* presents a curriculum framework for learning and teaching languages aimed at helping all students reach high and challenging standards. The following are the five program goals upon which *TEKS for LOTE* are based:

❖ **Strand 1: Communication**

Listening and Speaking: Understand and respond to routine questions, statements, or commands using age –appropriate activities at the novice level.

Reading: Demonstrate skills and concepts that result in reading and understanding routine expressions and familiar vocabulary using age- appropriate activities at the novice level.

Writing: Demonstrate and concepts that result in the production of essential messages in everyday situations using age –appropriate activities at the novice level.

❖ **Strand 2: Cultures**

Gain concepts that result in knowledge and awareness of the history of other cultures using age –appropriate activities at the novice level.

Strand 3: Connections

- ❖ Recognize and assess knowledge of other disciplines through a foreign language using age –appropriate activities at the novice level.

❖ **Strand 4: Comparisons**

Demonstrate understanding of the nature of language through comparisons of the language studied and the student’s own language using age –appropriate activities at the novice level.

❖ **Strand 5: Communities**

Participate in situations in the language both within and beyond the classroom using age –appropriate activities at the novice level.

Course Description

This course continues with the process of the acquisition of Spanish as a foreign language started in level 1 and prepares the student to succeed in the third level. The students will continue to develop skills in the target language such as listening, speaking, reading and writing and sub skills such as phonetics, pronunciation and intonation.

Organization

This is a course in which different approaches are used. The resources are varied and technology is incorporated. Among others, music, art, videos, the web, aural materials, hands-on activities, written texts and authentic materials are included in the lessons. The language will be practiced and promoted through a variety of oral and written activities and students will be encouraged to respond in the target language. Reading skills will be enhanced by using short stories and authentic materials. The students will be exposed to many different styles of speaking in order to facilitate their oral discrimination and to improve their ability to pick up salient facts and ideas presented orally.

The students are quizzed after each grammar and vocabulary topic is covered and a test is given after each chapter (A and B) is finished. Students are expected to do homework when assigned which will be posted on the white board at least one class before is due. Projects are also announced in advanced so that students have enough time to prepare them; there usually are oral projects that are carefully graded. Extra credit, if any will not be given at the end of a cycle.

Course objectives

First and foremost this class objective is to expand each student's understanding of the target language, its people and culture, and to raise each students' awareness of cultural diversity in order to better comprehend their own.

Also, the objectives of the class are based on the National Standards for Foreign Language Learning. Mainly the students are introduced, oriented and provided with tools that will make the learning of the target language an interesting experience.

1. To communicate in a language other than English.
2. To gain understanding and knowledge of other cultures.
3. To connect with other disciplines and acquire information.
4. To develop insight into the nature of language and culture.
5. To participate in multilingual communities at home and around the world.

Resources

Realidades Level 2

Various Additional Spanish Language Resource Materials for Practice and Homework

Grading Plan

Evaluation will be conducted by using different methods and techniques that will reveal students' strengths and weaknesses. Some of them will include quizzes and tests, written essays, oral presentations, projects, final exams, etc. The percentages are as follows:

Major Grades (Tests, Common Assessment Tests, Projects,)	50%
Class Participation & Quizzes	40%
Daily work (Professionalism, Homework, Class Work,)	<u>10%</u>
	100%

Items needed every class

- Spanish Binder
- Enough paper
- Pencil, Pen, Eraser and Wite Out .
- Laptop
- Intrinsic Motivation

Homework Policy

Homework is an important part of the curriculum and when assigned is expected to be done and turned in on the due date not later. Doing your homework shows your commitment and professionalism. Assignments will be posted every class in the white board and in the HUB. It is the student's responsibility to check for and write down their homework every class; they should not depend solely on what is posted in the HUB, as technology is not always reliable.

Make-up Policy

Per DeBakey policy, students are allowed three school days (not A or B days) to make up any missed work during their excused or un-excused absence. The responsibility for arranging make-up tests and work rests with the students and must be scheduled and completed within three days of the students return to school; after that period of time the students loses the opportunity to make-up any missed assignments.

Re-take Policy

Tests (which grade is 69 or lower) are the only assignment that can be re-taken. The original grade and the new grade's average cannot be higher than 70. In this class, students have five days to re-take a test. It is the student responsibility to schedule the re-take well in advance.

****Please**, be aware that oral proficiency of the language is incorporated into the chapter tests and quizzes.

Keep track of your grades both manually and online (Gradespeed) so that any discrepancies can be easily and fairly straighten out. Except in cases of actual error, final grades are

PERMANENT.

*****REMEMBER** that the use of you laptop is determined by the activities that your teacher asks you to do with it. If another tool is required there is **NO** reason to use it.

SEMESTER TENTATIVE CONTENTS * *THIS SYLLABUS IS SUBJECT TO CHANGE* *

Cycle 1

Administration of the diagnostic test.

Chapter PE (Para Empezar))

1. Reviewing the alphabet.
2. Reviewing the numbers.
3. Reviewing days of the week, months, seasons and telling time.
4. Describing people.
5. Reviewing the verb “ser”.
6. Talking about nationalities.
7. Reviewing the conjugation of the regular present tense verbs.
8. Cycle Project: TBD.

Cycle 2

Chapter 1A & Chapter 1B (Vocabulary)

1. Talking about, subjects and classroom rules.
2. Reading, Writing, Oral and Listening activities.
3. Conjugating stem-changing verbs.
4. Using affirmative and negative words.
5. Talking about extracurricular activities.
6. Cycle Project TBD.
7. Reading, Writing, Oral and Listening activities.
8. En busca de la verdad

Cycle 3

Chapter 1B (Grammar) & Chapter 2A

1. Making comparisons
2. Learn uses of saber and conocer.
3. Talking about how long people have been doing things.
4. Talking about getting ready for an event.
5. Talking about daily routines.
6. Reflexive verbs.
7. Reviewing the difference between ser and estar.
8. Expressing possession.
9. Cycle Project TBD.
10. Reading, Writing, Oral and Listening activities.
11. En busca de la verdad.

CLASSROOM CONTRACT
SPANISH CLASS
MRS. CASTRO

1. Thank you for being prompt. When the bell rings you should be ready for class to begin. If you are not inside the classroom when the tardy bell rings, please go to the main office to obtain your tardy pass.
2. Thank you for keeping your area clean. Refrain to bring food or drinks to class.
3. Thank you for speaking to your classmates and to me in a calm, considerate, respectful manner. You should expect the same from me.
4. Thank you for being an **HONORABLE** person. Your **HONESTY** is essential.
5. Thank you for keeping your requests to use the restroom to an emergency basis. People of your maturity are usually able to attend to those needs during passing time. Any medical problems should be addressed by a doctor's note.
6. Thank you remembering that the quality of your education is a cooperative effort on the part of you, your parents, our administration, our counselors, and me. If your progress is less than what we would like, I will not hesitate to contact any or all of our team to help you.
7. Thank you for studying every day for at least 10 minutes by reading the notes for the current unit. **DOING THE HOMEWORK THE DAY IT IS ASSIGNED IS A GREAT IDEA.** This is absolutely necessary if hope to pass. **I DO NOT GIVE GRADES, YOU EARN THEM!** Work hard, do everything I tell you that needs to be done, and come for help when you need it. A halfway job results in a halfway grade. **If absent you will have three school days to turn in your work starting on the day you return to school after your absence.**
8. Thank you for asking for help if you are having difficulty. This shows maturity and willingness to work hard. Individualized instruction may be very beneficial for you.
9. Any electronic device in violation of district policy will be taken up and turned in to the administration. (Refer to the DHSHP policy.)
10. Thank you for bringing your supplies to class every day: Laptop, a three-ring binder, sufficient notebook paper, pens, pencils.
11. Thank you for being in dress code at ALL TIMES. Refer to the Student Code of Conduct.

By signing this paper, you are indicating that you have read and understand what is expected of you in this class.

Student's Signature: _____

Parent's Signature: _____

Date: _____

LOTE Department Grading Policy Addendum

The LOTE Department excludes the following from the Grading Policy Re-take process:

1. Listening (aural) Comprehension exercises/quizzes/ or segments within quizzes
2. Speaking (oral) exercises/quizzes /assignments or segments within quizzes
3. Reading Comprehension exercises/quizzes/tests or segments within quizzes or tests
4. Impromptu writing exercises/quizzes/tests or segments within quizzes or tests
5. Projects (any “long-term” assignment for which the student has more than 2 days to prepare).
6. Journal and/or Notebook check
7. Homework assignments: Homework must be submitted on the due date. Late homework will not be taken. **NO EXCEPTIONS.** Only students who are absent will be able to submit homework within 3 days after returning to school from their excused or unexcused absence. (Refer to the Classroom Contract).

Homework is corrected as a class in order to clarify doubts and give the students the opportunity to ask questions, thus all the homework answers are given in class. By doing so the fact of turning in copied answers completely defeats the purpose of the homework. Besides Spanish we also learn ethics, responsibility, professionalism and integrity in class; traits much needed in a global citizen.

NOTES:

1. Items 1 through 4 are designed to test the student’s ability to perform in the target language “on the spot”: i.e. without preparation and under natural circumstances. This is part of the language acquisition process. To redo such an activity negates the purpose.
2. In this class students wanting to re-take a *test* (quizzes, projects or homework cannot be re-taken – Refer to the DeBaKey time tracker) **must** write a neat note in class to the teacher asking for the re-take on the day they are informed of their failing grade. The note has to be dated and it has to clearly state when (within 5 days after the day they are informed of their failing grade) they will seat for the re-take. Requests submitted on a different day will not be taken into consideration. For re-schedules see the teacher in advance.

I have read and I understand the parameters of the Grading Policy as it applies to the Languages Other Than English Department.

Student’s Name (print): _____

Student’s Signature: _____

Parent’s Signature: _____

LOTE Department Honor Code Addendum

Michael E. DeBakey High School for Health Professions maintains a Cheating Policy that is clearly outlined in the student tracker, as are specific consequences for each offense.

The members of the LOTE department feel strongly that the students at this unique magnet school need to think perhaps more personally about choices and decisions they make each and every day, decisions that reflect ethics and personal character.

LOTE teachers will specify clearly whether or not an assignment is designated as “HONOR CODE”. If an assignment is so designated, be it homework, quiz, test, oral presentation, or any other graded activity, the student is honor bound to complete that assignment ALONE. The student is then expected to sign the Honor Code upon completion of that assignment.

Example

At the end of an “Honor Code” quiz, the student will be asked to write the following: I have neither given nor received help on this assignment.

The student then signs his or her name.

In some instances, the Honor Code may already be written on the document, and the student, if he/she has abided by the “code”, then signs, asserting his/her honorable completion of the assignment.

When a student signs the Honor Code on a written assignment, he/she is asserting that absolutely no part of that assignment was plagiarized.

It is our sincere hope that by including this thoughtful process, students will be reminded repeatedly that honor must include good judgment, ethical behavior, and strong personal character. These are vital aspects of DeBakey students. As well, they will take personal responsibility for the choices and decisions they make as they learn and grow.

Student Name (print): _____

Student's Signature: _____

Parent's Signature: _____