



College of DuPage



Naperville North High School

## Spanish V Blended

**Instructional Coordinator: [ldinon@naperville203.org](mailto:ldinon@naperville203.org)**

### **Dual Credit Information:**

Curricular Area: SPANISH  
Course Title: Conversation & Composition  
Course Number: 2251  
Semester credit hours: 3

**Dual-Credit Instructor:** L. Cortes-Markle  
**E-mail:** [lcortesmarkle@naperville203.org](mailto:lcortesmarkle@naperville203.org)

### **District 203 Mission**

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

### **Department Mission**

To enable students to communicate effectively in the target language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to be college-, career-, and world-ready.

### **Course Overview**

This is an advanced course conducted entirely in Spanish, designed to develop fluency of communication with increased linguistic accuracy. Students will develop greater proficiency in the four language skills (listening, speaking, reading and writing) while deepening insight into Spanish-speaking culture.

### **Course Description**

Develops students' listening comprehension, speaking, reading, and writing skills and expands knowledge of the culture and civilization of Spanish-speaking countries. Includes reading and discussion of modern texts, conversation, composition, grammar review, and cultural activities. For students who have successfully completed Spanish 2202 or equivalent, or four years of high school Spanish, or consent of the instructor.

### **SEL Standards:**

Recognize the feelings and perspectives of others  
Recognize individual and group similarities and differences  
Use communication and social skills to interact effectively with others  
Recognize personal qualities and external supports  
Demonstrate skills related to achieving personal and academic goals

### **Course Learning Objectives**

Upon successful completion of the course the student should be able to do the following:

1. Demonstrate intermediate- to advanced-level proficiency in speaking
  - a. Communicate plans and ideas about daily life and everyday contexts
  - b. Discuss opinions about current events, short stories, movies, television, and radio broadcasts
  - c. Produce a presentation about a topic of general interest to a group
2. Demonstrate intermediate-level proficiency in listening
  - a. Recognize Spanish spoken by native speakers in a variety of everyday contexts
  - b. Summarize short passages of authentic spoken Spanish

- c. Identify the main and some supporting ideas of longer presentations such as lectures, films, or broadcasts
- 3. Demonstrate intermediate- to advanced-level proficiency in reading
  - a. Summarize texts on various topics intended for a general audience
  - b. Produce accurate translations of short texts
  - c. Recognize the tone of most authentic texts
  - d. Identify the reader and audience of most authentic texts
- 4. Write at the intermediate level in Spanish with increased accuracy
  - a. Produce written summaries, interpretations, and analyses on various topics for a general audience
  - b. Produce personal correspondence comprehensible by native speakers
  - c. Prepare a presentation about a topic of general interest to a group
- 5. Identify cultural features of Spanish-speaking communities
  - a. Compare cross-cultural differences
  - b. Discuss issues related to contemporary life in Spanish-speaking countries
  - c. Analyze the relationship of language to culture.

### **AAPPL exam**

As part of this course, students will take a language proficiency exam called AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages). This exam will be given during the second semester and will provide valuable information on students' overall progress in Spanish. In Spanish 5, students will take all 4 parts of the Form B of the exam: reading, speaking, listening and writing.

### **World and Classical Languages Social Emotional Learning (SEL) Benchmarks**

*Grades 11-12*

1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.

2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.

### **Required Texts and Supporting Materials**

*Abriendo Paso: Gramática* by José M. Díaz

*Abriendo Paso: Lectura* by José M. Díaz

District-issued Chromebook

½" binder

Three-hole punched folder with pockets

Three-Hole punched spiral notebook

A POSITIVE ATTITUDE. Class will be very enjoyable and students will learn a lot if they believe they can

### **AAPPL Proficiency Exam**

As part of this course, students will take a language proficiency exam called AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages). This exam will be given during the second semester and will provide valuable information on students' overall progress in Spanish. In Spanish 5, students will take the reading, listening, speaking and writing portions of Form B of the exam.

### **Evaluation**

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning.

Course assessments routinely include interpersonal, interpretive, and presentational modes of communication and require students to produce Spanish with advanced grammatical structures and rich, varied vocabulary. Students

will be frequently required to integrate listening, speaking, reading, and writing skills and to cite sources for more formal assessments. Students, your course grade will reflect what you have learned, not what you have completed!

**Overall Semester grade:** 85% - coursework grade / 15% - final exam

### **Coursework**

**90% Evidence of learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances.

- Presentational speaking (in-class and recorded)
- Presentational writing (expository, narrative, persuasive, descriptive)
- Interpersonal speaking (conversations and simulated conversations)
- Interpersonal writing (e-mails, e-mail responses, short messages)
- Interpretive reading and listening (authentic sources)
- Grammar and vocabulary quizzes (fill-in-the-blank, short answer)

**10%: Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process

### **Grading Disbursement:**

Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

Semester Grade:

Coursework = 85% (Evidence of Learning = 90%, Practice= 10%)

Final Exam = 15% Final Exam Format: Performance-based assessment that may include reading, listening, writing, and/or speaking.

Grades communicate each student's progress toward mastery of goals/standards for the course.

- Infinite Campus Symbols/Comments:
  - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
  - Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
  - A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (completing 80% of practice listed in Infinite Campus.), a score of 50% will be the lowest possible grade.
- Late Work:
  - Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
  - Practice Work is not accepted for credit after the due date.
- Other:
  - No extra credit will be issued.

### **Reassessment Policy**

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work with a score below 85% is eligible for reassessment if students have:
  - Demonstrated readiness through timely and consistent completion of practice work. This means completing 85% of practice listed in Infinite Campus.
  - Completed designated learning experiences as assigned by the teacher, which will vary, depending on the assessment.
- Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).
- Project-Based Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment

If the qualifications for a retake are met, the following will apply:

1. The maximum grade the student can get on the retake is an 80%.
2. The higher of the two scores will be entered in Infinite Campus
3. The retake times and locations are left up to the individual teacher.
4. You are encouraged to speak directly with your teacher regarding questions.
5. Teachers make every effort to respond to emails within 24 hours during the workweek.

<http://schools.naperville203.org/north/academicdepartments/StandardsBasedAssessment.asp>

### **Attendance policy**

Students are expected to be in class on a regular basis to benefit from the rich language input that will be provided. It is their responsibility to communicate pre-planned absences with the teacher and refer to our daily targets and links to view missed work. Excessive absences may result in removal from the dual credit program. After 10 absences, students may not make up tests or assignments from days missed. This is determined on a case-by-case basis and at the discretion of the instructor.

### **Additional resources and support**

- Make an appointment with your teacher.
- Drop in for peer tutor during lunch periods or before school through the Literacy Center.
- Drop in for Spanish National Honor Society Tutoring before school: \_\_\_\_\_
- Online Resources:
  - Canvas (notes, practice): <https://naperville.instructure.com>
  - On-line dictionary: [www.wordreference.com](http://www.wordreference.com)
  - Tutorials & Practice: [www.studyspanish.com](http://www.studyspanish.com)

### **Academic honesty (from the school handbook)**

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles.

*"If you, as a student, intend to use any particular source of information or to collaborate with other students in any way on any type of schoolwork, you must get specific permission to do so from your teacher. Do not assume that if a teacher has not specifically stated that a source cannot be used or prohibited a specific form of collaboration acceptable that you may use that source or collaborate in that way. It is your responsibility to ask for permission."*

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

The use of translating devices and/or direct translation from a native speaker or tutor is strictly forbidden. You must do your own work. Remember: There is a significant difference between getting help and having someone else do your work for you. There are consequences both academic and non-academic for students who do not adhere to this policy. All District and school academic integrity policies apply to this course. Violations will be tracked and added during your time at NNHS.

[Here is the policy on the proper and improper uses of Ai in the classroom.](#)

**Parents or Guardian partnership:**

- Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.
- Some ways parents/guardians can support their student's learning are:
- Actively check Infinite Campus for their student's grades.
- Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
- Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.
- Teachers make every effort to respond to parent emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.

<b>Unidad 1</b>	<b>En clase</b>	<b>Exámenes</b>
Semanas 1-7 Tema: Las familias y las comunidades Enfoque: El prójimo y las comunidades minorías	1. Vocabulario del prójimo 2. Lecturas y audios sobre la familia tradicional y la moderna 3. Película “Un impulsivo y loco amor” 4. Las comunidades de las indígenas de Latinoamérica 5. La gramática del tiempo presente y los adjetivos con ser y estar.	Interpretive Listening: La estructura de la familia  Presentational Writing: Persuasive essay using 3 sources studied in class  Grammar Quiz: Present indicative and adjectives
<b>Unidad 2</b>	<b>En clase</b>	<b>Exámenes</b>
Semanas 8-13 Tema: La educación y la tecnología Enfoque: Las escuelas alrededor del mundo	1. Vocabulario de la tecnología y de la educación 2. <i>Nosotros. No</i> 3. Lecturas y audios sobre varias estructuras educativas 4. La gramática de los tiempos pasados (pretérito, imperfecto, presente perfecto)	Interpretive Listening and Reading: la educación  Presentational Writing/Speaking: Research and present the educational system in countries around the world  Interpersonal Speaking: Conversation about researched educational system of another county.
<b>Unidad 3</b>	<b>En clase</b>	<b>Exámenes</b>
Semanas 14-18 Tema: La vida contemporánea Enfoque: La inmigración	1. Lecturas y audios sobre los inmigrantes 2. Cuento <i>Cajas de cartón</i> 3. Película “La misma luna” 4. La gramática de los tiempos pasados (pretérito, imperfecto, presente perfecto)	Interpretive Listening and Reading: la inmigración  Interpersonal Speaking: Debate on hardships of immigration  Grammar quiz: Past tenses