



Blackhawk Christian Secondary/ Grace College

SPA-2010 C INTERMEDIATE SPANISH I / Spanish IV

Fall 2024- Spring 2025

Office Hours: M-F

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Blackhawk Christian Mission, Vision, Core Values

Preparing Hearts and Minds to Serve Christ

For more information over these please visit, blackhawkchristian.org.

Course description:

This course will help you continue toward understanding and communicating with others while being introduced to the richness and diversity of the Spanish speaking world.

It will emphasize the development of communication skills in Spanish via a balanced approach to the four language skills: listening, speaking, reading, and writing. The vocabulary, grammar, and cultural readings will relate to cultural themes that are relevant to the Hispanic cultures.

The approach to learning will take students on a reflective journey, calling upon them to use their critical thinking skills and participate actively in the process of discovering the Spanish language and the cultural landscape of *El Mundo Hispano*. As they observe and infer, explore, and confirm, multiple layers of meaning are uncovered.

Course Rationale

The organizing principle of Intermediate Spanish is the concept of proficiency. The goal of proficiency-oriented language instruction is to develop students' "ability to function effectively in the language in real-life contexts."¹

The Proficiency Guidelines established by ACTFL (American Council on the Teaching of Foreign Languages) provide an outline of reasonable expectations of performance at four different levels of the language learning experience.

Course Goals (CG)

1. To develop comprehension strategies
 - a. To develop global comprehension by identifying the type of authentic written or oral script and verifying comprehension of a communicative situation (who is speaking? To whom? About what? Where? When does the situation occur? Why?)

- b. To refine the comprehension of a script by accomplishing a task, identifying specific information, and understanding the structure of a text.
- 2. To develop acquisition of linguistic forms
 - a. To be guided to conceptualize meaning by inducing form from meaning, verifying one's hypothesis and one's acquisitions.
 - b. To develop a toolbox of terms and phrases for oral and written activities.
 - c. To practice communicative and linguistic acquisition through systematization exercises.
 - d. To perfect pronunciation through activities (listening, auditory discrimination, conceptualization, and reproduction) and to focus on intonation to develop auditory perception.
- 3. To develop oral and written expression
 - a. To transfer pragmatic, linguistic, and sociocultural outcomes to oral and written expression to verify that learning outcomes were met and to reflect on challenges met through production.
 - b. To produce authentic written tasks such as writing a post card, a letter, an email, an article, or a journal entry.
 - c. To produce authentic, imaginary, dramatic and creative oral tasks such as purchasing an item, reserving a seat at a production, and inviting someone to go out.
- 4. To develop intercultural competence
 - a. To exchange thoughts in groups based on personal experiences, thoughts, and beliefs about culture.
 - b. To interpret cultural traits and concepts by interacting, sharing own experiences and observations and to access information on Spanish society and Spanish speaking world.

Retake/Make-up Policy - There will be no retakes for quizzes, tests, and Exams.

-Web Homework: In the Web homework (VHL), you will find a list of assignments to be completed at vhlcentral.com. I encourage you to complete all Web Homework assignments while you learn the grammar. All assignments will have designated due dates. Late assignments will be accepted for 50% within the quarter they were assigned.

-The VISTAS Web Homework System (vhlcentral.com/): distributes on-line homework assignments with immediate feedback for the results of student work.

-VISTAS SUPERSITE Online Resources : [vhlcentral](http://vhlcentral.com) Learning Center includes: an exciting interactive program designed to provide you with further practice in the four language skills. Students should make use of this new multimedia resource to better prepare themselves for class, and to acquire a better understanding of the Spanish language and culture.

-Chapter Tests: will be given at the conclusion of each chapter (1-6) and will incorporate a listening comprehension section, a reading section with a variety of cultural and authentic readings, a grammar, composition.

-Quizzes: quizzes on structure and vocabulary will be given to insure progress.

-Compositions: there will be two compositions, they should be typed, double-spaced, using Times New Roman font, size 12, no handwritten drafts will be accepted. Please make sure you turn in your composition on the due date. No Late compositions allowed.

-Composition grading: Compositions will be graded on the clarity in the presentation of ideas, grammatical, spelling, and format features, as well as on actual content. All compositions need to be typed completely in Google Docs, from beginning to end, and submitted/shared on google docs.

NOTE: compositions must reflect the individual work of each student. No one should revise your composition before it is turned in to your professor. Any composition that seems to have been corrected by somebody else, prior to the due date, will receive a zero (0) as a grade.

Use of Internet translation is strictly prohibited. Any use of such sites for compositions, tests, exams, or other assignments will result in a zero (0) for that assignment. (Text generated from such sites is easy for instructors to spot, since it is generally full of syntactical errors, vocabulary that is different from what is used in the textbook, and verb tenses that have not yet been introduced.)

Use of Internet translation Web sites is strictly prohibited. Any use of such sites for compositions, or other assignments will result in a zero (0) for that assignment. (Text generated from such sites is easy for instructors to spot, since it is generally full of syntactical errors, vocabulary that is different from what is used in the textbook, and verb tenses that have not yet been introduced.)

-Conversación con amigos:

The student and his/her partner will have a session of “conversación” with a Hispanic friend. You will create a video. A topic and a questionnaire will be given to the students to prepare. The conversation length of time will be 15 minutes. The professor will grade each student individually, based on their pronunciation, fluency, grammar, content, and vocabulary.

Academic Integrity

Academic dishonesty—in all forms—is a serious violation of academic integrity, Grace’s & BCS’s community standards for scholarship and behavior, and Christian morality. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, falsifying or fabricating data, stealing or interfering with another student’s work, and submitting substantial portions of the same work for more than one course without prior consent from the instructor. Violations of the Academic Integrity Policy will result in proportional consequences, which include but are not limited to, failure of the assignment, course grade reduction, and failure of the course, as stated in the course syllabus. See the complete Academic Integrity Policy found in the Academic Policies Manual for more details.

Universal Grading Scale (adopted by the School of Arts & Sciences and Grace Core, numerical values adopted by School of Ministry Studies)

100-93% = A	76-73% = C
92-90% = A-	72-70% = C-
89-87% = B+	69-67% = D+
86-83% = B	66-63% = D
82-80% = B-	62-60% = D-
79-77% = C+	59-0% = F

- A – exceeds expectations and is superior work
- B – meets all expectations and is good or very good work
- C – meets most expectations and is average in nature
- D – meets some expectations and is subpar in nature
- F – does not meet most or any expectations

Determination of Grade

Chapter Tests	50%
Quizzes/Participation- vocab. & gram.	20%
Classwork, VHL	15%

Compositions /Projects	10%
Conversaciones	5%

Email etiquette is important.

1. **E-mail is forever.** Once you send it off, you cannot get it back. Always be respectful.
2. **Subject lines are for subjects.** Please write a brief explanation of the nature of the e-mail (like "question about paper") in the subject line. Never include demands such as "urgent request—immediate response needed."
3. **Salutations matter.** "Dear Dr/Professor Howey" or "Hola Profesora Howey" (using my last name). It is not appropriate to address the professor by her first name, as 'señora', or using the familiar form of speaking (always make an effort to use the 'usted' form).
4. **Identify yourself and include the name of your class.** It will be easier for the professor to answer your question immediately.
5. **Always acknowledge.** Please let them know that you received the message or response.
6. **Signoffs and signatures count.** Always end by thanking the professor for her time and closing with "Best wishes" or "Regards" (or some other relatively formal, but friendly, closing)
7. **Please sign with your beautiful name!**

TENTATIVE COURSE SCHEDULE

SPA 2010/ Spanish IV - Sra. Howey
2024-2025

FECHA	LECCIÓN	VHL/Classwork/ Homework	Tests,Quizzes, Compositions, Finals
Week 1 8/15- 8/16	<ul style="list-style-type: none"> -Syllabus -Introduction -Class Expectations -VHL, Moodle -Duolingo <p>Lecciones Preliminares</p> <ul style="list-style-type: none"> -Leamos p.2-3 -Present Progressive, Present Perfect -Vocabulary from Lec.6 Sen 3 	Duolingo	Syllabus Quiz
Week 2 8/19-8/23	<ul style="list-style-type: none"> -Escuchemos p.4-5 -Subjunctive -Past Participles -El Mundo Hispano p.6-7 	Duolingo	<p>Pruebita-Los Medios de Comunicación</p> <p>Pruebita-Las noticias</p> <p>Pruebita - La política</p>
Week 3 8/26 - 8/30	<ul style="list-style-type: none"> -Escribamos p.8-9 -Future -Conditional -Hablemos p.10-11 -Sí Clauses -Subjunctive w/Doubt,Denial, Disbelief 	Duolingo	<p>Pruebita - Subjunctive</p> <p>Pruebita - Future/ Conditional</p>
Week 4 9/3-9/6	<p>Síntesis p.10 - Presentación de Dialogo</p> <p>Lección 1</p> <p>Contextos p.16-19</p>	<p>Tarea en VHL</p> <p>Duolingo</p>	Examen De Repaso

Week 5 9/9 - 9/13	p.20-23 Fotonovela P.24-26 El Mundo Hispano	Tarea en VHL Duolingo	Pruebita 1- Vocabulario - La Personalidad, Los estados emocionales, los sentimientos Pruebita 2 - Las relaciones personales
Week 6 9/16 - 9/20	Estructura 1.1 - Present Tense p.28-31 Estructura 1.2 - Ser v. Estar p.32-35 ***Start HHM Music Bracket***	Tarea en VHL Duolingo	Pruebita 3 - Vocabulario - en pantalla, literatura, cultura Pruebita - Present Tense
Week 7 9/23 - 9/27	Estructura 1.3 - Progressive Tenses p.36-39 En Pantalla p.40-43 Lecturas p.44-48	Tarea en VHL Duolingo	Pruebita - Ser v. Estar & Progressive Tenses Lección 1 Examen
Week 8 9/30 - 10/4	Cultura p.49-52*If there is time p.53 - Conversación p.54 - Atando Cabos- Writing Assignment Lección 2 Contextos 58-61	Tarea en VHL Duolingo	
Week 9 10/7 - 10/11* End of Q1	Fotonovela p.62-65 El Mundo Hispano p.66-68 Flash Cultura p.69	Tarea en VHL Duolingo	Pruebita 1 - Vocabulario - Las diversiones, los lugares Pruebita 2 - Los deportes, la música de teatro Pruebita 3 - En pantalla, literatura, cultura
Week 10 10/14-10/18	Estructura 2.1 - Object Pronouns p.70-73 Estructura 2.2 - Gustar and similar verbs p.74-77	Tarea en VHL Duolingo	Pruebita - Object Pronouns

Week 11 10/21-10/24	Estructura 2.3 - Reflexive Verbs - p.78-81 En Pantalla - p.82-85 Lecturas p.86-91*If there is time	Tarea en VHL Duolingo	Pruebita - Gustar & Similar Verbs Pruebita - Reflexive Verbs
Week 12 10/30-11/1	Cultura p.92-95	Tarea en VHL Duolingo	Lección 2 Examen
Week 13 11/3-11/7	p.95-96 Atando cabos- Conversación y Escribir Lección 3 Contextos p.100-103	Tarea en VHL Duolingo	
Week 14 11/10-11/14	Fotonovela p.104- 107 El Mundo Hispano p. 108 - 111 Estructura 3.1 - The preterite p.112-115	Tarea en VHL Duolingo	Pruebita 1 - Vocabulario - En Casa, De compras Pruebita 2 - Vocabulario - Expresiones, La Vida diaria Pruebita 3 - Vocabulario - En pantalla, Literatura, Cultura
Week 15 11/17-11/22	Estructura 3.2 - The Imperfect p.116-119 Estructura 3.3 - The imperfect v. Preterite p.120-123	Tarea en VHL Duolingo	Pruebita - El preterito Pruebita - El imperfecto
Week 16 11/25-11/26	En Pantalla p.124-127	Tarea en VHL Duolingo	Pruebita -El imperfecto y preterito
Week 17 12/2-12/6	Lecturas p.128-136 Atando cabos - Conversación y Escribir p.137-138	Tarea en VHL Duolingo	Lección 3 Examen

Week 18 12/9-12/13	Work on Composition & Conversation in Class	Tarea en VHL Duolingo	Composition 1 Conversación 1
Week 19 12/16-12/20	Review for Final Exam	Tarea en VHL Duolingo	FINAL EXAM

SPA 1020 - Spring 2025 - 2nd Semester

Fecha	Lección	VHL/Classwork/ Homework	Tests,Quizzes, Projects Compositions, Interview, Finals
Week 1 1/6-1/10			
Week 2 1/13-1/17			
Week 23 1/21-1/24			
Week 4 1/27-1/31			
Week 5 2/3-2/7			
Week 6 2/10-2/13			
Week 7 2/18-2/21			
Week 8 2/24-2/28			
Week 9 3/3-3/7			
Week 10 3/10-3/14			*End of 3rd Quarter*
Week 11 3/17-3/21			
Week 12 3/24-3/27			
Week 13 4/7-4/11			

Week 14 4/14-4/17			
Week 15 4/21-4/25			
Week 16 4/28-5/2			
Week 17 5/5-5/9			
Week 18 5/12-5/16			
Week 19 5/19-5/23			
Week 20 5/27-5/29			FINAL EXAM Interview

