

### General Description:

Spanish for Heritage Speakers is for native/heritage speakers of Spanish who already have some oral language proficiency. This course aims to enable students whose heritage language is Spanish to develop, maintain, and enhance their Spanish proficiency by providing them the opportunity to listen, speak, read, and write in a variety of contexts in the standard language. It will include a variety of audiences, including the family, school, and the community. Consider it something similar to teaching English to English native speakers living in a Spanish-speaking world. Obviously, they will understand more than their peers about their native language that they hear at home.

The class is not remedial, nor does it mean that there is a deficiency in Spanish. On the contrary, the course will hopefully help advance their Spanish skills and explore the enrichment of being bilingual.

### Purpose

There are two purposes of Spanish for Native Speakers:

- 1) to help the student learn about the Hispanic culture. Many Spanish-speaking students are unaware of the brilliant culture from which they come. This class will expose the students to essential elements of that culture – art, music, literature, etc.
- 2) to help students improve their understanding of Spanish grammar and their ability to write in Spanish. Instruction will be primarily in Spanish.

### Logistics

Students will hopefully be members of a four to six-person team. Due to COVID-19 - this will be done virtually, via google apps. Teams “work together” in the classroom to do the classroom activities together and help each other in many ways. Many benefits will result from team interaction: 1. Students will achieve more personal responsibility for their learning. 2. Fewer students will fall behind during the year. 3. Students will gain valuable experience working with a group on collaborative projects, which will aid them in school to career progression. 4. Students will develop better social skills. 5. Reduces the affective filter (negative feelings filtering out learning). 6. Reduced cheating. 7. Overall learning will improve. 8. Grades will improve.

It is acceptable and appropriate for students to collaborate on all team assignments, activities, and homework.

**It is inappropriate to collaborate on individual quizzes and tests.**

Throughout the course, the students will incorporate these values and teaching - more specifically the ones bolded.

7 Catholic Social Teachings	Mercy Values
<p><b>Life and Dignity of the human person</b>            Call to family, community, and participation            Rights and responsibilities            Option for the poor and vulnerable</p> <p><b>Dignity of work and the rights of workers</b></p> <p><b>Solidarity</b></p> <p><b>Care for God’s creation</b></p>	<p><b>Hospitality</b>  <b>The courage to innovate and the right to make mistakes</b>            Compassion, Mercy, Justice            Service to the poor, sick and uneducated            Response to need</p> <p><b>Respect for varied religious traditions and beliefs</b></p> <p><b>The worth and need of a sound education in the total effort of leading students to the truth</b></p> <p><b>Recognition of the intrinsic worth and dignity of each person’s excellence and quality</b></p>

**SISTERS OF MERCY CRITICAL CONCERNS**

**EARTH:** We believe in the need to work toward the sustainability of life and support movements and legislation that secure the fundamental right to water for everyone, and that address climate change.

**IMMIGRATION:** We reverence the dignity of each person and believe everyone has the right to a decent home, livelihood, education, and healthcare.

**NONVIOLENCE:** We work for peace through prayer, education, and personal and communal practices of nonviolence.

**RACISM:** We believe racism is an evil affecting us all.

**WOMEN:** We believe that women’s education, health, and spirituality need special attention.

**Technology:**

The use of technology will be an integral part of the course. In order to “connect” with the Spanish-speaking world, and to prepare their presentations, etc., students will often be expected to use the

internet to research topics from authentic sources. They will also be asked to create presentations over assigned topics. The teacher will utilize the internet for practice with authentic audio and written sources. Students will also take the reading and listening quizzes and practices online. Students are expected to have their Chromebooks ready and charged before coming to class (have your chargers with you just in case). As per school policy, only assigned Chromebooks may be used.

Although phones are allowed in some cases - there will be a charging station for phones. Students will come into the room, plug in their phones, and leave them alone until the teacher dismisses the class. If it becomes necessary to use the phone - students may ask permission and, once granted, may pick up their phone and use it.

Course Schedule: (tentative) The school year will be divided into modules and each module will focus on a theme. Certainly, the themes will overlap and some will seem to be covered more than once, but these will be the focus of each quarter.

1st quarter: Review material & Personal and Public Identities.  
2nd quarter: Contemporary Life & Families and Communities.  
3rd quarter: Science and Technology.  
4th quarter: Global Challenges & Beauty and Aesthetics.

Textbook: No textbook will be assigned, the material will come from the internet (Realia - newspapers, magazines, videos, and news sources) and from other sources such as: Nuevos Mundos (3rd edition).

Classroom Management:  
Students are expected to:

Be on time!  
Be prepared every class period - Chromebooks charged, have chargers ready (just in case).  
Keep hands, feet, books, papers, and objects to themselves.  
Refrain from swearing, cruel teasing, rude gestures, or put-downs.  
Stay alert and focused on instruction/activities and work from bell to bell.  
Follow the directions of the teacher or substitute teacher.

ALL students are expected to wear masks the whole period.

All students are expected to follow all school policies outlined in the student handbook (dress code, the prohibition of food/drinks/cell phones, etc.)

Consequences - Students disrupting the learning environment can receive lunch detention and/or after school detention. For any severe disruption, a student will be immediately removed from the class and referred to the principal.

Tardy Policy:

BE ON TIME! : Lunch detention will be assigned for an unexcused tardy. The lunch detention will be served on the day of the tardy unless the tardy is after lunch. In that case, the detention will be served the next day.

Grades (80% of end of semester grade)

Daily Participation - working / focused / correct participation / Use of Spanish	25%
Quizzes	35%
Oral presentations	40%

Final Exam (20% of end of semester grade)

Evaluation Plan Notes:

There will almost always be DAILY evaluation and assessments (mostly oral but also written). Oral and written evaluations will include achievement tests (such as a reading quiz and/or a listening quiz) and some proficiency tests (such as USING the vocabulary and grammar.)

The class will be mostly in Spanish. English will be used to clarify or if the original material is in English.

If a student does poorly on a quiz and wishes to have the opportunity to improve the grade, he/she may re-take that quiz or test (limited to three instances per semester - choose wisely). Retakes are to be arranged with the teacher and to be completed within a week after receiving the grade of the quiz. Also, the semester final and end of year final exams will be given and will weigh 20% of the semester's transcript grade.

Any late work will lose 20 points per day late.

After an absence, all assignments must be made up immediately. If a student knew an assignment before an absence, he/she must turn in that assignment upon returning - unless arranged with the teacher. If a student was not aware of an assignment or test because of his/her absence, he/she must turn in that assignment or take that test within two days upon returning to school. Don't get behind. If a student

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Mount St. Mary High School  
Course Syllabus  
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knows of an upcoming absence, he/she must ask for assignments in advance. (Regularly checking Canvas will be very helpful.) The lesson plans are always online.

Miscellaneous

Assignments and daily class objectives are on Canvas.

Students should be seated and prepared to learn and practice as soon as the tardy bell rings.

Do not distract others - instead, help each other to do the work and focus during class.

If a student needs extra help, I encourage him/her to let me know immediately. I will make myself available or I will arrange a tutor for that student. Students can also schedule some time during the Academic Period.

Students and parents should ALWAYS feel free to approach me at an appropriate time with ANY of their concerns. This is going to be a great year and I look forward to working with all of you!!!

Gracias  
Sr. Ruiz