September 2014

Dear Students and Parents/Guardians,

My ***“nombre”1*** is Patricia Almanzar, and I am very ***“contenta”2*** to introduce myself as your student’s Spanish teacher this year. I have a strong background in ***lingüísticas,3*** and my ***“experiencia4”*** includes teaching Spanish to students from Pre-K to adults in both traditional and intensive language “***institutos.5***

Learning Spanish is a valuable tool that will help your student in the ***“futuro.6”*** I know you will help your student achieve that success by encouraging him/her to stay up-to-date with assignments and to seek additional help from me or from our foreign language tutors as needed. In the coming weeks, I hope to be able to post assignments online as a point of ***“referencia.7”***

If you have any questions or concerns, I hope that you will not hesitate to contact me by ***“teléfono8”*** (914) 721-2557 or by email (palmanzar@scarsdaleschools.org). Also, I am available during my office hours located in room 403 should you or your student wish to meet with me in ***“persona.9”*** I look forward to getting to know you and your student in the next few months! ***You will find a copy of the class policies and syllabus attached to this page (and also available online on my teacher page). Please sign and return the bottom portion of this sheet to indicate you have read the attached course requirements and discussed them with your student.***

***“Sinceramente,10”***

Patricia Almanzar

|  |
| --- |
| 1. name |
| 2. content/happy |
| 3. linguistics |
| 4. experience |
| 5. institutes |
| 6. future |
| 7. reference |
| 8. telephone |
| 9. person |
| 10. Sincerely |

--------------------------------------------------------------------------------------------------------Please complete the bottom portion and have your parent/guardian sign this attesting that they have reviewed the class expectations sheet. \****please review the material for a “quiz.”***

***\*I have read the ATTACHED Class POLICIES and Syllabus and understand the policies described therei***

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SID#: \_\_\_\_

***PLEASE PRINT CLEARLY:***

Student’s Name (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ best tel. #:\_\_\_\_\_\_\_\_\_\_

Mother’s Name (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_best tel. #:\_\_\_\_\_\_\_\_\_\_

Father’s Name (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_best tel. #:\_\_\_\_\_\_\_\_\_\_

*Español 323*

***Sra. Almanzar***

***Oficina:*** 403 ***Teléfono:*** (914) 721-2400 ext.2557 ***E-mail:*** palmanzar@scarsdaleschools.org

\****please review the material because there will be a “quiz”***

E – ***Expectativas (Expectations)***

**RULE #1:** ***Make Señora Almanzar hap-“P”-y.”*** You can do this by following the 5 “P’s”:

***\*P***-reparado

 ***(materials)***

***\*P***-roductivo

***(classwork)***

***\*P***-articipar

***(2+ times/day)***

***\*P***-restar Atención

***(no talking)***

 ***\*P***-laticar 100%

 ***(en español)***

**RULE #2:** ***Make the right choice***  *at the right time & in the right way.* If you make a wrong choice, fix it. *(\*Please be mindful that the school has a strict policy against all forms of cheating and bullying).*

S –***SID#’s (Spanish ID #’s)***

 \*You will be assigned a SID#; write it on ***ALL***assignment/work that is turned in or materials you have.

P – ***Pólizas (Policies)***

1. ***Integrity*** – Do **NOT** copy any homework, tests, projects, or online translations like Google Translate, etc.([www.wordreference.com](http://www.wordreference.com) is acceptable). Doing so will result in a 0 and a disappointed Sra. A. ☹
2. ***Student Absences –*** \****It is the student’s responsibility to make arrangements to make up any work or exams. 1)*** If a student is absent on the day of a test or a homework/project due date, he/she must turn it in or take it ***on the day*** ***he/she returns to class OR before an anticipated absence, if possible.*** ***2)*** If a student has been absent for several days prior to an exam or deadline, he/she shouId see the teacher upon returning to make special arrangements. If more than a week passes after an excused absence, a ***zero*** will be assigned. ***3)*** If a student cuts a class, a ***zero*** will be given a 0 for that day and any work due.***4)*** Please arrive on time. School policy states that every 3rd tardy will be treated as a cut.
3. ***Teacher Absences*** – If a teacher is absent, ***ALL*** students need to wait a minimum of 10 minutes after which they should send a representative to the 4th floor Language Office (415) to inquire before leaving.
4. ***Leaving Class –*** All requests should be done in Spanish. One person will be allowed to leave at a time for the bathroom, but please avoid making it a habit. Avoid leaving the room during quizzes/tests.
5. ***Cell Phones –*** Turned off and inside bag (not on desk or lap). During tests, they may be collected.

A – ***Asignaciones (Assignments)***

Each marking period is 20% of the final grade and the final exam counts for the remaining 20%.

Marking period grades consist of the following:

1. Do Nows (daily homework review)
2. Quizzes & Exams
3. Projects and Presentations (written and oral)
4. 5 P’s (see above)

Ñ – ***Necesidades (Necessities)***

1. 13 pocket accordion file
2. A 2 plastic pocket folder
3. 2 dry erase markers
4. A Spanish-English dictionary (left in class)

O – ***Oficina (Office Hours) – Rm 403***

 ***My office 403*** is located at the end of the hall in Room. Please sign up in my appointment book in

 class! Also, a variety of free tutors are available to meet your needs during various times throughout

 the day; sign up at the other end of the hall in the ***World Language Office (Room 415).***

L – ***Lecciones (Lessons)***

***Spanish 323*** is the 2nd course on the Advanced Spanish track program. This course includes a review of previously learned grammar structures and verb tenses. Students will continue to use the preterite and imperfect past as well as the future, subjunctive and other advanced tenses.

En Español 2 (Spanish 323):

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| --- | --- | --- |
| CH. 1/ETAPA 1: Los Angeles – Los pasatiempos | CH. 1/ETAPA 2: Chicago – ¿Qué prefieres? | CH. 1/ETAPA 3: Miami – ¿Viste las noticias? |
| * Preterite Reg. (pg. 38)
* Preterite Irreg. #1 CAR/GAR/ZAR (pg. 40)
* Preterite Irreg. #2

IR/SER/DAR/VER \*(HACER)(pg. 42) | * \*(Present Irreg): Stem-Change (pg.60)

(I🡪IE, E🡪I, U🡪UE)* Preterite Irreg. #3

 UV/U/I (pg. 63) * Preterite Irreg.:

J (pg. 63) | * Demonstrative Adj./Pronouns ESTE/ESE/AQUEL (pg. 84)
* More Preterite Stem-Change (pg. 86)
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|  |  |  |
| --- | --- | --- |
| CH. 2/ETAPA 1: De pequeño | CH. 2/ETAPA 2: Había una vez . . . | CH. 2/ETAPA 3: Hoy en la ciudad |
| * Possessive Adj./Pronouns:

MI/MIO (pg. 112)* Reflexive Pronouns/Verbs (pg. 112)
* Imperfect (pg. 116)
 | * Progressive Tenses (pg. 135)
* Preterite & Imperfect (pg. 137)
 | * Direct Object Pronouns:

LO/LA (pg. 156)* Indirect Object Pronouns:

LE/LES (pg. 158)* Double Object Pronouns: SE LO (pg. 161)
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| --- | --- | --- |
| CH. 3/ETAPA 1: ¿Estás en forma? | CH. 3/ETAPA 2: Preparaciones | CH. 3/ETAPA 3: ¿Cómo te sientes? |
| * \*Pronoun Placement (pg. 186)
* Formal Commands: UD/UDS (pg. 188)
* Commands and Pronoun Placement (pg. 190)
 | * \*Affirmative Tú Commands (pg. 208)
* \*Negative Tú Commands (pg. 210)
* \*Adverbs Ending in

-mente (pg. 212) | * HACER w/Expressions of Time (pg. 230)
* The Subjunctive w/Impersonal Expressions (pg. 232)
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| --- | --- | --- |
| CH. 4/ETAPA 1: En la pensión | CH. 4/ETAPA 2: Conoce la ciudad | CH. 4/ETAPA 3: Vamos de compras |
| * Subjunctive w/Hopes & Wishes (pg. 260)
* Irregular Subjunctive Forms (pg. 263)
 | * Subjunctive Stem Change Verbs: AR/ER (pg. 282)
* Subjunctive Stem Change Verbs: IR (pg. 284)
* Subjunctive/Infinitive (pg. 286)
 | * \*Comparatives and Superlatives (pg. 304)
* Subjunctive w/Doubt (pg. 306)
* Subjunctive w/Emotion (pg. 309)
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| --- | --- | --- |
| CH. 5/ETAPA 1: En el bosque tropical  | CH. 5/ETAPA 2: Nuestro medio ambiente | CH. 5/ETAPA 3: Como será el futuro |
| * Future (pg. 334)
* Expressions w/Por (pg. 336)
* Nosotros Commands (pg. 338)
 | * Future Tense: Irregular (pg. 356)
* \*Weather (pg. 358)
* Expressions w/Para (pg. 360)
 | * Choose Between Por and Para (pg. 378)
* Conditional (pg. 380)
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|  |  |  |
| --- | --- | --- |
| CH. 6/ETAPA 1: Se busca trabajo  | CH. 6/ETAPA 2: La entrevista | CH. 6/ETAPA 3: ¡A trabajar! |

|  |  |  |
| --- | --- | --- |
| * \*Present and Present Progressive (pg. 408)
* The Impersonal SE (pg. 411)
* Past Participles as Adjectives (pg. 413)
 | * \*Preterite and Imperfect (pg. 430)
* Present Perfect (pg. 432)
* Present Perfect w/Irregular (pg. 435)
 | * \*Future Tense (pg. 452)
* \*Conditional (pg. 454)
* Reported Speech (pg. 456)
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**NOMBRE: FECHA: SID#:**

**NOTAS Y GUIA DE ESTUDIO: Expectativas/Reglas de la Clase**

**INSTRUCCIONES:** Hay un examencito/prueba de 5 preguntas seleccionadas de estas Notas. (There is a quiz on 5 selected questions from these Notes).

1. ¿Qué significa “E-S-P-A-Ñ-O-L”? (What does “E-S-P-A-Ñ-O-L” stand for?)

E –

S –

P –

A –

Ñ –

O –

L –

1. ¿Cuáles son las 2 Expectativas/Reglas de la Clase? (What are the 2 Class Expectations/Rules):

1.

2.

1. ¿Cuáles son los “5 P’s”? (What are the “5 P’s”):

1.

2.

3.

4.

5.

1. ¿Qué significa “número de SID?” en inglés? (What does “SID#” mean in English?):

SID# =

1. ¿Qué materiales necesitas”? (What materials do you need?)

1.

2.

3.

4.

1. ¿Dónde está la oficina de Sra. A? (Where is Sra. A’s office?)
2. ¿Dónde está la oficina de Lenguajes Mundiales? (Where is the World Language Office)?

 8. ¿Dónde tienes que escribir tu número SID? (Where do you have to write your SID#?):

a. En el pupitre

b. En tu mano

c. En todos tus papeles y materiales

d. En tu cabeza

9. ¿Qué va a pasar cuando estés tarde 3 veces? (What happens when you are late 3 times?):

a. Vas a una fiesta

b. Vas a recibir un “corte” (ausencia ilegal)

c. Vas a la policía

d. No puedes entrar la clase sin una nota del

 “Dean”

10. ¿Cuándo debes completar un examen o entregar una tarea después de una ausencia?

 (When can you make up a test or turn in an assignment after an absence?)

a. El día siguiente (después)

b. El día antes

c. Ambos (both)

d. Ninguno (none)

11. ¿Cuándo es posible recibir un 0 en un exámen o en una asignación?

 (When is it posible to get a 0 on a test or assignment?)

a. Cuando cortas una clase

b. Cuando pasa una semana después de una ausencia

c. Cuando no estudias

d. Todo

12. ¿Qué debes hacer cuando la profesora esté ausente? (What should you do when the teacher is absent?)

a. Salir inmediatamente

b. Salir después de 10 minutos

c. Salir después de 10 minutos Y preguntar en

 la Oficina de Lenguajes Mundiales

d. Tener una fiesta

13. ¿Cuándo es el único momento cuando debes salir de la clase? (When is the only time you should leave class?)

a. Cuando tienes sed

b. Cuando es una emergencia

c. Para mover el auto

d. Cuando quieres

14. ¿Cuánto % vale el examen final? (How much is the final exam worth?)

a. 25%

b. 15%

c. 20%

d. 50%

15. ¿Cómo puedes recibir ayuda? (How can you receive help?)

1. Hacer una cita (appointment) con Sra. A
2. Usar las Frases de Ayuda en la clase
3. Hacer una cita con un tutor en la oficina de Lenguages Mundiales
4. Todo