*Español 342*

***Sra. Almanzar***

***Oficina:*** 406 ***Teléfono:*** (914) 721-2400 ext.2557 ***E-mail:*** palmanzar@scarsdaleschools.org

\****please also review the material because there will be a “quiz” next class.***

E – ***Expectativas (Expectations)***

Your grade will be impacted by your ability to implement the following:

1. **Rule #1:** Make Señora Almanzar “hap-***P***-y” You can do this by being:

***\*P***-unctual (y Presente)

***\*P***-reparado

 ***P***-roductivo

 ***P***-ositivo

 ***P***-aciente

***\*P***-articipar

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

(en español)

***P***-restar Atención

 (pay attention)

***P***-edir Permiso

 y Ayuda

***P***-ortarse Bien

(behave)

1. **Rule #2:** Make good choices - the right choice, at the right time, and in the right way.

When you make a wrong choice, you need to fix it.

S – ***Sillas y SID#’s (Seats and SID #’s)***

1. In class you will be assigned a SID# (Student ID#). You will need to write that number on any assignment or work that is turned in.
2. Also, please sit in your assigned “home” seat each day unless otherwise indicated.

P – ***Procedimientos (Procedures)***

1. ***Lateness*** – Students are expected to be seated in the classroom by the time the 2nd bell rings. If a student is late more than twice in a marking period, his/her grade will be affected. In addition, school policy states that every 3rd tardy will be treated as a cut (unexcused) class.
2. ***Absences –*** 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.*** 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 a student cuts a class, a zero will be given. If more than a week passes after an excused absence, a zero will be assigned. ***It is the student’s responsibility to make arrangements to make up any work or exams.***
3. ***Leaving Class –*** Students should make every effort to come to class prepared. Leaving the class should only be reserved for unexpected and ***infrequent*** emergencies. Should an emergency arise, permission must be requested ***in Spanish.*** It will be more favorably looked upon if this request is infrequent, does not interrupt the lesson, and is made between activities whenever possible.

A – ***Asignaciones (Assignments/Assessments)***

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 reviews)
2. Homework/Binder Checks
3. Quizzes & Exams
4. Projects and Presentations (written and oral)
5. Participation (includes the 10 P’s from above)

Ñ – ***Necesidades (Necessities)***

1. 3 ring binder (1 inch)
2. 5 dividers: ***Survival, Vocab, Grammar, Verbs, Graded Work***
3. Online Text book:***Así Se Dice 3***
4. Basic Materials (lined paper, pens/pencils, etc.)
5. A good Spanish-English dictionary

 O – ***Oficina (Office Hours)***

 I am available ***whenever*** you need help. Please check my schedule so we can set up an appointment!

L – ***Lecciones (Lessons)***

***Spanish 342*** is the fourth course in the Modified Spanish track program. This course includes a review of previously learned grammar structures and verb tenses. Students will then learn the remaining verb tenses, particularly the subjunctive mood. A detailed list of topics to be covered is on the back.

 Así Se Dice 3 (Spanish 342):

***Repaso:***

1. En Casa y En Clase
2. Deportes y Rutinas
3. Vacaciones
4. De Compras y Fiestas
5. Ciudad y Campo
6. El Hotel y El Restaurante

***Capítulo 1: Cocina Hispana***

1. El subjuntivo
2. El imperativo formal
3. El imperativo familiar – formas negativas

***Capítulo 2: ¡Cuídate Bien!***

1. El subjuntivo con expresiones impersonales
2. “¡Ojalá! ,” “¡Quizás!,” “¡Tal vez!”
3. El subjuntivo de los verbos de cambio radical
4. Comparación de igualdad

***Capítulo 3: Pasajes de la Vida***

1. El subjuntivo con deseos
2. El subjuntivo con expresiones de emoción
3. Los pronombres posesivos

***Capítulo 4: Quehaceres***

1. El subjuntivo con expresiones de duda
2. El subjuntivo en cláusulas adverbiales
3. El pluscuamperfecto, el condicional perfecto y el futuro perfecto

***Capítulo 5: ¿Buenos o Malos Modales?***

1. El imperfecto del subjuntivo
2. Subjuntivo o infinitivo
3. Sufijos

***Capítulo 6: Viajes***

1. El subjuntivo con conjunciones de tiempo
2. El subjuntivo con verbos especiales
3. Sustantivos irregulares

***Capítulo 7: Arte y Literatura***

1. El subjuntivo – presente perfecto, pluscuamperfecto
2. Cláusulas con “si”
3. Los adverbios que terminan con “-mente”

***Capítulo 8: Latinos en Estados Unidos***

1. El subjuntivo con “aunque”
2. El subjuntivo con “-quiera”
3. Usos especiales del artículo definido
4. Uso especiales del artículo indefinido
5. Adjetivos apocopados

***Capítulo 9: Historia de la Comida Latina***

1. La voz pasiva
2. Los pronombres relativos
3. Expresiones de tiempo con “hace” y “hacía”

***Capítulo 10: Carreras***

1. “Por” y “Para”
2. “Por” y “Para” con expresiones de tiempo
3. “Por” y “Para” con el infinitive
4. Otros usos de “por” y “para”
5. El subjuntivo en cláusulas relativas

September 2012

Dear Parents and 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 for your ***“referencia.7”***

If you have any questions or concerns, I hope that you will not hesitate to contact me by ***“teléfono8”*** or by email. The number to reach me at is (914) 721-2557, and my email address is palmanzar@scarsdaleschools.org. Also, I am available during my office hours 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! 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 |

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Please complete the bottom portion and have your parent/guardian sign this attesting that they have reviewed the class expectations sheet. You also need to sign it and return the bottom portion to me by the next class period. \****please also review the material because there will be a “quiz” next class.***

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

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

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

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

