



Teacher: Olivia Jaime

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Office: 102

Department Chair: Lisa Dinon; ldinon@naperville203.org

District 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 Description

This course is conducted exclusively in Spanish and is designed for advanced level students. The development of functional use of Spanish within the professional context is the major focus of this semester. This course includes oral and written practice focused on the special terminology of various professions including business, legal and health professions, education and social services. Students will simulate real life situations with cultural considerations and explore the role of bilingualism in the United States.

Course Textbook & Resources

Boris Tarré, Marta and Celaya, Lori. Spanish for the Professions. San Diego: Cognella, 2016.
ISBN 978-1-5165-0407-7- supporting material provided by instructor
District-issued Chromebook

Course Standards & Weights

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

ACTFL Proficiency Benchmarks

1. I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts. (Advanced High Interpretive)
 - a. Expand their functional vocabulary, in particular, the language of the Hispanic professional world.
2. I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed. (Advanced Interpretive)
3. I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions. (Advanced Interpersonal)
 - a. Foster critical thinking skills, such as, problem-identification and solving, decision-making, anticipation and planning, client understanding, and negotiation techniques.
4. I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language. (Advanced Presentational)
 - a. Develop professional writing skills (business letters, resumé, and other business and professional forms).
5. In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives. (Advanced Intercultural Communication)
6. I can interact at a competent level in familiar and some unfamiliar contexts. (Advanced Intercultural Communication)
 - a. Further develop communicative competence within the cultural context of the various regions of the Spanish-speaking world.
7. 1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.
8. 2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.



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Units of Study:

PROGRAMA DE ESTUDIO: *subject to change*

Tema #	Explicación del tema	Capítulo #
Tema 1	Introducción a curso Explicación de programa	Intro: x-7
Tema 2	Sistema legal	Capítulo 1
Tema 3		Capítulo 2
Tema 4	Los negocios	Capítulo 3
Tema 5	La comunidad y la policía	Capítulo 4
Tema 6	La vivienda	Capítulo 5
Tema 7	Informática y tecnología	Capítulo 6
Tema 8	Recursos humanos	Capítulo 7
Tema 9	Examen final/entrevistas	

Grade Calculation Definitions

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:

- **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.
- **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%



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Grading Practices

Semester Grade:

- Coursework = 85% (Evidence of Learning = 90%, Practice= 10%)
- Final Exam = 15% *Final Exam Format:* Job interview, curriculum vitae, cover letter, reflection

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.

Academic Integrity Code

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.

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 something or 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.

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 80%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work with a score below 80% is eligible for reassessment if students have:



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- Demonstrated readiness through timely and consistent completion of practice work. *This means completing 80% 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

Student Communication

- You are encouraged to speak directly with your teacher regarding questions.
- Teachers make every effort to respond to emails within 24 hours during the workweek.

Additional Resources for Support

- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

Parents or Guardians 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.