

## Spanish II

### COURSE OVERVIEW

The emphasis in Spanish II is on understanding and developing the ability to communicate, to attain a higher level of proficiency in Spanish. Students will therefore be able to express themselves both orally and in writing at a more advanced level. Through listening, speaking, reading and writing the target language, students will build additional vocabulary and grow their knowledge of the culture, history, arts, traditions and peoples of the Spanish speaking world. Literary works by Spanish and Latin-American writers will be introduced and students will be required to write short compositions and prepare oral presentations. The goal of Spanish II is to conduct the class at a 90% Spanish level. The majority of instructions, lectures, group work, activities and assignments are presented in Spanish, with some English explanations when needed, and students are encouraged to speak the target language as much as possible in the classroom setting.

### COURSE OBJECTIVES

According to the TEKES (Texas Essential Knowledge and Skills for Languages Other Than English):

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(B) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers

accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.

#### Knowledge and skills:

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;
- (B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;
- (C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;
- (D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;
- (E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and
- (F) interact and react in writing using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

- (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
- (B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
- (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
- (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) express and support an opinion or preference orally and in writing with supporting statements; and
- (B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

In addition, a student who successfully completes Spanish II will attain the following knowledge and skills, as stated by the TEKES:

- (1) **Communication:** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.
- (2) **Cultures:** The student gains knowledge and understanding of other cultures.
- (3) **Connections:** The student uses the language to make connections with other subject areas and to acquire information.
- (4) **Comparisons:** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.
- (5) **Communities:** The student participates in communities at home and around the world by using languages other than English.

## **COURSE CURRICULUM:**

To support the revised TEKES issued by the state of Texas, Fort Bend ISD has implemented a curriculum comprised of 5 Units that focus on the new guidelines to help ensure students can fulfil the goals set forth by the TEKES.

### **Unit 1 – Leaders, Heroes or Villains**

This unit invites students to explore the world of superheroes and villains as they consider their own personal traits and choices as well as their own potential as real-life heroes and leaders. Students will recycle what they learned in Spanish 1 as they describe themselves and others and comment on their actions, thus building upon what they learned in Spanish 1. They will also look outside themselves as they learn about influential people from various cultural and social backgrounds. Students will both comment on the characteristics and qualities that set them apart as heroes, villains and leaders as well as make comparisons to people they know. Students will then examine their own actions, attitudes and choices to evaluate their potential as leaders and heroes themselves.

### **Unit 2 – Everyday stories**

Telling a simple story is part of everyday conversation. Students will begin this unit reading a variety of authentic texts that describe everyday events. After examining how language is used to convey past events, students will tell their own stories about things that have recently happened to them or to people they know. They will also be able to describe special events from the past and to retell favorite childhood stories. Finally, they will be able to ask and answer questions about the stories of others.

### **Unit 3 - A balanced lifestyle**

First, students will read and listen to information describing what constitutes a healthy lifestyle. They will talk and write about what people do to be healthy, in terms of both activity and diet, and compare themselves to people in the target culture. They will use this information to determine how balanced their own lifestyle is. Next they will examine some of the things that can happen when you don't lead a balanced life, such as increased stress levels and illnesses. Finally, students will give advice to each other on how to improve their choices so that they can achieve a more balanced life.

### **Unit 4– Where we live**

In this unit, students will begin by exploring and describing the parts of a home and furnishings of a home. They will also analyze what makes a house a home in order to describe their ideal home. Students will describe their own communities and compare those communities with ones in the target culture. They will also examine and describe their own communities from the perspective of a visitor unfamiliar with that community. Finally, they will examine how they can contribute to their homes and communities.

### **Unit 5 – Life as a traveler**

Students will begin this unit by investigating a variety of tourist attractions in several target culture cities. They will also research different types of lodging available and explain their preferences. Next they will familiarize themselves with the layout of the cities in order to be able to navigate the public transportation system and to locate their desired destinations. They will also ask for and follow directions to get from one place to another or to find their way when they are lost. Finally, students will examine the perspective of an American traveler in the target culture versus a traveler from the target culture coming here.

## **COURSE EVALUATION**

Grades will be based on the student's performance on all activities in the course. This includes, but is not limited to classwork, essays, reading comprehension activities, quizzes, tests, projects, formal writing assessments, formal class participation, speaking in the target language and homework. Students will be given significant written/and or oral feedback on all their work. Students will also receive a grade for the quality, quantity and enthusiasm of their class participation.

**Based on the above listed class activities, the following weights will be assigned:**

50% for major grades – A minimum of 3 per nine week period. (May vary)

50% for daily grades – A minimum of 6 per nine week period. (May vary)

## **STUDENT EXPECTATIONS**

**Assignments:** Assignments must be turned in at the beginning of the class on the day they are due, if on campus, or by the specified time on the assignment, if turned in online. If they are not turned in when they are due, then they will be considered late and will follow FBISD's late policy. In case of extenuating circumstances and more time is needed to complete the assigned work, the student must discuss his or her needs with the instructor prior to the due date. All assignments in Spanish 2 are to be completed in Spanish, unless specified by the teacher.

It is the responsibility of the student to get any work missed due to an absence.

**Late work:** Daily and Major grades will be accepted late with a penalty of 10 points per day for up to 5 days (maximum grade of 90%), **WITH THE EXCEPTION OF GROUP OR INTERPERSONAL ASSESSMENTS.** If work is late more than 5 days, students will receive a zero.

**Retesting:** Retesting is allowed only for major grade assessments (NOT daily grades) if the grade earned is below 75%. A maximum of 75% may be earned for a reassessment.

1 – Upon you receiving your grade, the teacher will post reassessment targeted tutorial dates within 2 school days of receiving your grade. Tutorials are not mandatory, but strongly suggested. Students will earn 5 EC points on the test he/she wants to reassess, for attending a targeted tutorial prior to reassessing the test. These 5 EC points can be applied to the Test grade up to a 75%.

2 – Upon you receiving your grade, the teacher will post specific reassessment dates and times, before and after school, to give students the opportunity to reassess. The student must attend one of the assigned times/dates to reassess, which will be within 5 school days of the students receiving his/her grade. If a student does not attend an assigned reassessment date/time, he/she will forfeit the opportunity of a reassessment and the grade earned on the original exam will stand, with no additional opportunities for reassessment. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY!**

**Make-up work procedures, absences and tardies:** Students must check in the teacher's Schooogy page for a copy and instructions of all assignments missed. It will be the student's responsibility to look up the assignments when absent and to ask a classmate for any written notes.

Students will get 24 hours for every day missed to make up daily assignment and assessments if they are absent. For long term absences, the student must meet with the instructor as they will be dealt with on an individual basis.

The entire class period will be used for practicing the target language, so that the instructor can observe the students, answer questions and make corrections. In-class assignments can be in either written or oral form or a combination of both. Therefore, students should write legibly and put forth all their effort, as the instructor reserves the right to collect and grade any work done during the class period. Should a student be absent when an in-class assignment is collected and graded, the student will have the opportunity to make up the assignment. Students will get 24 hours for every day missed to make up the missed in-class assignment if they are absent. For long term absences, the student must meet with the instructor as they will be dealt with on an individual basis.

Do not be tardy! Tardies will be administered according to the policy stated in the student handbook.

**Work assigned prior to an absence will be due on the first return day, including tests and projects. NO EXCEPTIONS!**

**Tutorials:** Tutorials are not meant to replace valuable classroom instruction. In other words, tutorials are only an option for students who have been paying attention and participating in class. The student needs to come prepared with his/her materials and with specific questions to ask.

**Academic Honesty:** The student will be expected to do his/her own work at all times. This means no copying work from public or private sources or using another individual's work, or presenting another individual's work as their own. **The students may NOT use translation services or programs.** All of these constitute acts of dishonesty and will be considered plagiarism. No credit will be awarded for plagiarized work. Students caught plagiarizing will be subjected to the consequences specified in the school handbook's academic honesty policy.

If you are caught cheating in any form during any assessment, your assessment will be picked up, a zero will be issued, you will be written up and your parents will be contacted. **YOU WILL NOT BE ALLOWED TO REASSESS ANY ZEROS YOU RECEIVE FROM CHEATING.**

If you are caught copying any other student's work in or out of class, both of you will be issued zeros and you will not be allowed to make up the work.

**The "Spanish Interactive Notebook"** All students will be expected to provide one Composition Book. It will be used for all in-class assignments. It will be the responsibility of each student to make sure notebooks and their contents do not get lost or damaged, as their contents will be utilized for future assessments and can and will be collected at the teacher's discretion.

**The "Spanish Folder"** All students will be expected to provide one hard cover folder. It will be used to file handouts that will be used continuously in class; therefore, the student needs to have access to it daily. The "Spanish folder" will always stay with the students and the students is responsible for having it in their possession during all class periods. It will be the responsibility of each student to make sure folders and their contents do not get lost or damaged, as their contents will be utilized for future assessments and class activities.

## **CLASSROOM EXPECTATIONS**

1. Arrive to class on time and be prepared with all required materials
2. Use polite speech and body language
3. Listen to others and participate in class discussions
4. Do your assignments
5. Follow directions and instructions immediately
6. Respect yourself, respect all people and respect all property at all times
7. Always do your best, be your best and take pride in all you do

If a student chooses to break the rules, the Fort Bend ISD CODE OF CONDUCT WILL BE STRICTLY OBSERVED AND ENFORCED - <https://www.fortbendisd.com/studentcodeofconduct>

## **CLASSROOM PROCEDURES**

1. Enter the classroom quickly and quietly.
2. Put your phone in the assigned slot of the phone organizer upon entering the classroom. You will pick it up when you leave the classroom.
3. Remain in your seats until dismissed by the instructor. **YOU MAY NOT OPEN THE DOOR UNTIL THE BELL RINGS!**
4. Raise your hand when answering/asking questions.
5. Do not speak when instruction is being given. If you have a question or comment, raise your hand.

Any work or item not associated with Spanish or being utilized for the class activity will be confiscated, so put everything away to avoid it being collected.

All electronic devices are to be turned off or silenced and put in the phone organizer upon entering the classroom. In class, if an electronic device, other than the district assigned laptop, is accessed, it will be collected by the teacher and the RPHS Campus procedures for confiscated electronic items will be implemented.

All work must have first and last name, assignment name, date and class period on the header.