

Syllabus

Spanish Language II

Olga Rojas

Course: Spanish Language II
Instructor: Olga Rojas
Contact Information: Cuero High School
920 E. Broadway
Cuero, Texas 77954
Phone: (361) 275-1900 x2
Email: orojas@cueroisd.org
Website: Check CISD website/CHS teacher's website
Conference Hour: 1:10-1:55 PM

Main textbook: Auténtico 2
New York, NY; Pearson 2018
Realidades 2
Needham, Massachusetts; Pearson/ Prentice Hall, 2005.

Resources: Practice Workbook with Writing, Audio & Video activities 2
Boston, Massachusetts; Pearson/ Prentice Hall.
Guided Practice Activities for Vocabulary and Grammar 2
Boston, Massachusetts; Upper Saddle River, NJ.; Pearson/ Prentice Hall.
Reading and Writing for TAKS Success 2
Boston, Massachusetts; Upper Saddle River, NJ; Pearson/ Prentice Hall, 2005.
¡Viva Texas! Overhead Transparencies
Needham, Massachusetts; Upper Saddle River, NJ; Pearson/ Prentice Hall.
Vocabulary and Grammar Transparencies
Needham, Massachusetts; Upper Saddle River, NJ; Pearson/ Prentice Hall, 2004.
Answers on Transparencies
Boston, Massachusetts; Upper Saddle River, NJ; Pearson/ Prentice Hall.
Fine Arts Transparencies
Boston, Massachusetts; Upper Saddle River, NJ; Pearson/ Prentice Hall, 2005.
TPR Stories for Realidades 2
Boston, Massachusetts; Upper Saddle River, NJ; Pearson/ Prentice Hall.
Spanish grammar study guide (level 1 & 2)
Upper Saddle River, NJ

Companion Website: www.cueroisd.org
Google classroom
Savvas-Pearson
Kahoot
Google Translator

CDs: Audio Program 2
Needham, Massachusetts; Upper Saddle River, NJ; Pearson/ Prentice Hall, 2004.

Video Resources: DVD Program 2
Upper Saddle River, NJ; Pearson/Prentice Hall, 2004.
En busca de la verdad Video Workbook
Boston, Massachusetts; Upper Saddle River, NJ; Pearson/ Prentice Hall.

Software: Quiz Show
Upper Saddle River, NJ; Pearson/ Prentice Hall, 2004.
Computer Test Bank with TEKS for Lote Correlations. Macintosh and Windows
Needham, Massachusetts; Upper Saddle River, NJ; Pearson/Prentice Hall.

COURSE OVERVIEW (The provisions of this §114.40 adopted to be effective July 15, 2014, 39 TexReg 5385.)

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.

(a) General requirements.

- (1)** Level II can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.
- (2)** Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.
- (3)** Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

- (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.
 - (A)** In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.
 - (B)** In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.
 - (C)** In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.
- (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.

(C) By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) 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.

Why Study Spanish?

- Approximately 580 million people speak Spanish either as a native language or as a second language.
- Spanish is the second most spoken language worldwide.
- It is the second most common language in the U.S.
 - 17% of the population in the U.S. is Hispanic.
 - 38% of the population in Texas is Hispanic.

CLASSROOM GUIDELINES AND RULES

I expect that we will work together to create an enjoyable classroom environment in which you and I can grow and learn.

USE OF THE TARGET LANGUAGE IN THE CLASSROOM: Research indicates that effective language instruction must provide significant levels of meaningful communication* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the *K-16 Standards for Foreign Language Learning in the 21st Century*. ACTFL (American Council on the Teaching of Foreign Languages) therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning-making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties;
8. offer feedback to assist and improve students' ability to interact orally in the target language.

All school rules should be observed (consult your Student Handbook for more information).

- Follow appropriate STUDENT DRESS CODE.
- Follow the discipline policy posted in STUDENT CODE OF CONDUCT.
- All PERSONAL ELECTRONIC DEVICES should be TURNED OFF DURING CLASS, and **MUST** be placed in the area designated by the teacher.
- No food and/or drinks are allowed in class (including gum and candy).
- **Restroom breaks will be restricted and should be no longer than 5 minutes.** (unless indicated differently by the nurse's office).

BE RESPONSIBLE for your behavior and your work and therefore are accountable for it...reduce the risk of getting in trouble.

- You are in control of making acceptable choices. You are competent to make these choices wisely.
- You are responsible for what happens as a result of your choices.
- Cheating is inexcusable and will not be tolerated. It will be reported as an offense and will be handled according to the discipline plan.
- **The Chrome book is considered a classroom tool. The teacher will indicate the appropriate activities and time to use it. Failure to comply with the teacher's instructions will result in a referral.**

BE RESPECTFUL with your teachers and with other students...reuse your good manners.

- Arrive ON TIME to class (*see TARDY POLICY on Student Handbook)
- Listen when somebody else is speaking (don't get distracted or distract others during instruction).
- Listen carefully when an instruction is given.
- Be polite. Only good comments about yourself and others are allowed.
- The class will be dismissed by the instructor when the bell rings.

BE RESOURCEFUL...recycle what you already know and use it!

- Take an active role in your learning.
- Use ALL resources available (I don't know is not a High-School student answer).
- Feel free to ASK the instructor when you don't understand something.
- Come prepared with materials every day and make sure you are ready BEFORE class starts.
- We all make mistakes...learn from them.

Consequences for not following these guidelines are counseling, parent conferences, teacher detention, referral for continued violation, lunch detention, administrative detention, principal's detention, or ISS.

GRADING PROCEDURES

40% ACADEMIC PRACTICE –These assignments determine where a student is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material.

- Grammar quizzes according to the lesson.
- Writing/presenting paragraphs and short essays according to the lesson.
- Writing/presenting dialogues according to the lesson.
- Translation works every chapter.
- Workbook practice according to the lesson.
- Listening practice according to the lesson.
- Video workbook every week.
- Review every chapter.

60% ACADEMIC ACHIEVEMENT –These assignments evaluate independent mastery of the information and skills.

- Vocabulary exams include spelling and definitions.
- Vocabulary exams include its use and understanding.
- Chapter tests include all vocabulary, grammar, and cultural aspects reviewed.
- Construction and cultural projects according to the lesson. Some projects require the use of the internet. The school library provides this service (open during lunch, and 30 min. before and after school).

***There will be a semester exam at the end of each semester which includes all material covered during the semester.**

Late work guidelines apply to students who are in attendance, but fail to turn work in on time.

- The highest grade for work more than **3 days late will be 70.**
- Late work will not be accepted after grades have been posted for final report cards each cycle.
- A student who does not turn in the assigned work will receive a grade of zero for the assignment.

Any student who is absent will be responsible for obtaining and completing the makeup work in a satisfactory manner.

- Make up work must be submitted within one week after you received it.
- If you are present the day a test is given, you are expected to take the test. If you are absent the day a test is given, you will take the test the day you return back to class.
- If you are present the day a project is due, you are expected to turn in the project. If you are absent the day a project is due, you must turn in the project the day you return back to class.

Students who fail an ACADEMIC ACHIEVEMENT assignment MAY REQUEST A RE-ASSESSMENT. Students in AP Spanish class are not eligible for re-testing.

- Optional tutoring before re-testing will be offered if requested by the student.
- The reassessment will cover the same material but will take a different form.
- Only one re-assessment will be available. This option is not available for semester exams.
- **The highest grade will be 70.**

***See Student Handbook for reference.**

COMMUNICATION WITH PARENTS AND GUARDIANS

Communication is very important during the learning process. Parent-Teacher conferences can be requested either by the parent or the instructor. Parents/Guardians should feel free to contact me at school and schedule a conference, send a note, or e-mail me with any questions or concerns:

- If there is a discipline problem.
- If there is an attendance or tardy problem.
- If there is an academic problem.

Reminders for important updates and upcoming events will be sent through Google Classroom. I encourage parents and guardians to keep their contact information updated.

An important goal in the Spanish Language course is to understand the culture of the countries in which the language is spoken. The program includes several projects and activities related to these cultural aspects, such as Day of the Dead, Christmas Traditions, and Hispanic Heritage. Please, let the teacher know in a timely manner if the student cannot complete the project. ***An academic project will be assigned instead.**

***This syllabus is subject to change according to Cuero I.S.D. standards and policies**

