

Syllabus-Spanish II

Señor Moore

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Materials required:

- Binder with loose leaf paper (must have rings, no spiral bound). This binder may be shared with other classes, but must have a section specifically devoted to Spanish.
- Pencil or Pen
- Highlighter
- Earphones

Course description: The purpose of Spanish II is to continue to develop language skills in the areas of reading, writing, listening and speaking. While it serves as a continuation of Spanish I, it is not assumed that students remember everything from the first day. The goal of taking this course is to continue to grow in language proficiency and to develop a deeper understanding of other cultures

Proficiency: *This term essentially describes a speaker's ability to use the language. ACTFL (the American Council for the Teaching of Foreign Languages) identifies different levels and areas of proficiency. While ACTFL sets up levels from novice, intermediate, advanced, superior, and distinguished, Spanish II will be dealing primarily with the high novice level through to medium intermediate.*

Tennessee State Standards for language:

https://www.tn.gov/content/dam/tn/education/standards/fl/std_fl_modern_2nd_yr.pdf

Proficiency Scale

Each major category is separated into 3 sublevels: low, mid, & high.

Proficiency Levels	Proficiency Goals	Proficiency Descriptor for Language Learners
Novice- Novice Low (NL) Novice Mid (NM) Novice High (NH)	Goal for Sp. I- NM-NH	Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic listeners accustomed to non-native speech.
Intermediate- Intermediate Low (IL), Intermediate Mid (IM) Intermediate High (IH)	Goal for Spanish II- NH-IL	Speakers at the intermediate level can create with language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in the present time.

Course overview (note: order of material and overall material covered is subject to change at the discretion of the teacher depending on time constraints and priority of materials covered)

Trimester 1:

Weeks 1-4: Review from Spanish I
Week 5: Family and dates
Week 6: comparatives
Week 7: clothing (stem-changers e-ie)
*Week 8: clothing and seasons (stem
changes e-ie)*
Week 9: direct object pronouns
Week 10: restaurants and ordering food
Week 11: stem changes (o-ue, e-i)
Week 12: time left for flexibility

Trimester 2:

Week 1: objects/rooms in the house
Week 2: ordinal numbers
Week 3: ser vs. estar
Week 4: irregular verbs/chores
Week 5: irregular verbs cont.
Weeks 6-7: affirmative tú commands
Weeks 8-9: acabar de
Weeks 10-12: jugar, saber/conocer
Talking about sports
*If time, begin talking about the past
tense*

Grades: Grades are given by points. Daily assignments like great starts are worth 5-10 points. Quizzes can be worth between 15 and 30 points. Tests are worth 50+. Students should expect regular quizzes and daily work, occasional homework, and tests after every unit. *No extra credit will be offered.* However, students may redo quizzes any number of times if they desire before or after school. They must make an appointment with me at least a day beforehand.

Academic dishonesty: students who engage in academically dishonest practices (including cheating/copying work, using online translators) will receive a zero for the assignment and will not be allowed to redo the assignment. It is important that all students work towards growing their own proficiency levels.

Spanish Fridays: On Fridays, class will be conducted exclusively in Spanish. On a normal Spanish Friday, we will read and answer questions about a small novel. Answering questions and otherwise speaking in Spanish during class discussion, students will receive participation points, which at the end of the trimester will count as a test grade. Students must have 10 points in order to receive a 100% participation grade, with a point awarded per comment (not counting yes or no answers).

Duolingo: When students finish with assignments, they are to use Duolingo, which is an app/website for Spanish learning. Experience points earned through this app will count as a grade per trimester as well. For this app, they will need earphones so that they can hear audio components, but computers will be available in class for those without access to another device.

Rules: The class rule is to show respect to one another and to the teacher. Talking while others are talking, horseplay, distracting others, and inappropriately using classroom materials are a few examples. Students found in violation of this rule will first receive a verbal warning after class. If disrespectful behavior persists, students will receive a second warning and a call home. If the behavior again persists, then the third step is after-school detention. Beyond this, an office referral will be needed.

Cell phones: Board policy will be followed with regard to cell phones. If a cell phone rings in class or if a student is using his/her phone during instruction, the phone will be considered a distraction to learning and will be turned in to the office per the policy.

Bathroom passes: Without a medical excuse, students will receive three bathroom passes per trimester. No more accommodations can be offered, so students should use the bathroom between classes if at all possible. These passes are only afforded in times of emergency. Students who abuse their bathroom privilege (taking an excessive time to return, disrupting other classes, etc.) will have their bathroom rights revoked.