**Spanish 2**

**Syllabus**



**Prerequisite: *Spanish 1***

***Course Code: 165003, 165023***

Course Title: Spanish 2

Teacher: Sr. Arroyo

Room: 321

Email: farroyo@cmitsouth.org

Phone: 240-573-7250

***Credits: 1.0***

**Course Description:**

In the second year of Spanish the development of skills begun in the first year of Spanish is continued. Greater emphasis is placed on oral proficiency, listening, reading and writing in Spanish. Knowledge of grammar is expanded, including object pronouns and most of the verb tenses beyond the present. Cultural information is taught through basic content readings and supplementary materials.

***Textbook(s): Espanol Santillana, ISBN 9781622639496***

During each quarter, the students will focus on enhancing their reading, writing, listening, and speaking skills. The World Language Department uses the World Language National Standards (ACTFL) and the College and Career Readiness Standards. The teachers will incorporate the five C’s in their classes. The five C’s are Communication,Culture, Connections, Comparisons, and Communities. The learners will use the three modes of communication: Interpersonal, Interpretive, and Presentational.

Students will be expected to read various topics/stories in the target language. They will also be required to write compositions, dialogues, research projects, and short summaries relating to grammar, vocabulary, and cultural events. Listening will be enforced using digital media, guest speakers, and programs in the target language. Speaking will be assessed using oral presentations, dialogues, and using various forms of digital media such as the Santillana platform and also flipgrid. The learners will use Performance Based Assessments to assess all of the standards.

**A year at a glance…**

At the end of the first quarter, the students will achieve the following can-do benchmarks:

* I can communicate orally about self and to express ideas related to topics (Interpersonal Communication, SL1, Literacy 1)
* I can apply grammatical principles involving the use of verb tenses beyond the present (Interpersonal Communication, W.10, Literacy 1,2,3)
* I can understand spoken material based on the Level II textbook and ancillary recordings (Interpretative Communication, L.4, Literacy 1); MTLSS 3.A
* I can express original ideas related to a given topic orally and in written form (Interpersonal Communication, SL.1, W.1, Literacy 1 ); MTLSS 3.0
* I can recognize new words in reading passages through context and use of a variety of reading strategies (Interpretative Communication, R.1, L.3, Literacy 1)
* I can write complete sentences from oral practice, dictation, selected real-life scenarios using correct spelling, including accent marks (Presentational Communication, W.3, Literacy 1,2); MTLSS 3.0
* I can express likes and dislikes and reactions to past events (Interpersonal Communication, Presentational Communication, SL.1,2, Literacy 1)
* I can manage a simple telephone conversation in the target language (Interpersonal Communication, SL.1,2, Literacy 1,4)
* I can identify cultural differences and demonstrate knowledge of target culture(s) (Relating Cultural Practice to Perspectives, R.2, W.2., Literacy 1,2,3); MTLSS 5.A

During the second quarter, the students the students will achieve the following can-do benchmarks:

* I can describe people, places, and situations in the past (Interpersonal Communication, Presentational Communication, SL1, Literacy 1,3)
* I can explain the order of the actions (Interpersonal Communication, Presentational Communication, SL1, W1, Literacy 1, 2,3)
* I can apply grammatical principles in context using verb tenses beyond the present (Interpersonal Communication, W 4-5, Literacy 1, 2, 3)
* I can discuss videos and the fotonovelas (Interpersonal Communication, SL 1, 2, Literacy 1,3); MTLSS 3.A
* I can recognize new vocabulary in reading passages through context and the application of other reading strategies (Presentational Communication, R 1, 4, Literacy 1, 3)
* I can write complete sentences from oral practice, dictation, and selected real-life scenarios (Interpersonal Communication, Presentational Communication, W3, Literacy 3); MTLSS 4.6
* I can confront graded reading material with some skill in using contextual clues, cognates, prefixes, suffixes, and roots (Interpretive Communication, R4, Literacy 1)
* I can use various forms of the past tense to discuss past events and ongoing situations (Interpersonal Communication, SL1, Literacy 1,3)
* I can compare rules and customs in other countries with those of your own country (Relating Cultural Practices to Perspectives, R6, W2, SL1, 2); MTLSS 5.A
* I can understand cultural perspectives on extracurricular activities (Relating Cultural Practices to Perspectives, R6, W2, SL 1, 2); MTLSS 5.A

During the third quarter, the students the students will achieve the following can-do benchmarks:

* I can read narratives and authentic selections from various sources (Interpretive Communication, R1, Literacy 1); MTLSS 3.A
* I can plan for a fantasy trip to a foreign country (Presentational Communication, W3, Literacy 1); MTLSS 3.A; MTLSS 3.C; MTLSS 4.6
* I can discuss video plots and characters in structured situations in the target language (Interpersonal Communication, Interpretive Communication, SL 1, 2, Literacy 1,3)
* I can avoid repetition when comparing similar things in oral and written form (Interpersonal Communication, Presentational Communication, W 5, SL1, Literacy 1,3)
* I can recognize new vocabulary in reading passages through context (Interpretative Communication, R 1, 4, Literacy 1, 3)
* I can write complete sentences from oral practice, dictation, and selected real-life scenarios (Presentational Communication, W3, Literacy 3);
* I can confront graded reading material with some skill in using contextual clues, cognates, prefixes, suffixes, and roots (Interpretive Communication, R4, Literacy 1)
* I can distinguish meanings of various forms of the past tense (Interpretative Communication, SL 1, Literacy 1,3)
* I can understand cultural perspectives on traveling through various readings and videos (Relating Cultural Practices to Perspectives, R6, SL2, Literacy 1, 2, 3); MTLSS 3.A
* I can describe how you and others spend time (Interpersonal Communication, Presentational Communication, SL 1, W3, Literacy 1,3)
* I can read and respond to brief authentic texts about current events (Interpersonal Communication, Presentational Communication, R3, W3, Literacy 1,3); MTLSS 5.A

During the fourth quarter, the students the students will achieve the following can-do benchmarks:

* I can write a guided paragraph that reflects correct spelling and grammar usage (Presentational Communication, W5, Literacy 1,3); MTLSS 3.0
* I can identify the main idea and some supporting ideas of selected authentic materials from various media (Interpretative Communication, R.4, Literacy 1,3); MTLSS 3.A
* I can discuss the information gained through active listening or reading to communicate through speaking or writing (Interpersonal Communication, Interpretive Communication, SL1, 3, Literacy 1)
* I can avoid repetition when comparing similar things in oral and written form (Interpersonal Communication, Presentational Communication, W5, SL1, Literacy 1,3)
* I can recognize new vocabulary in reading passages through context and visual clues (Interpretive Communication, R4, Literacy 1)
* I can write complete sentences from oral practice, dictation, and selected real-life scenarios (Presentational Communication, W3, Literacy 3)
* I can identify and make comparisons with the historical or contemporary figures and events that have influenced current cultural practices (Relating Cultural Products to Perspectives, Cultural Comparisons, R5, Literacy 1, 3); MTLSS 3.A
* I can understand cultural perspectives on reading activities (Relating Cultural Practices and Perspectives, Cultural Comparisons, R 5, Literacy 1,3)
* I can make predictions about the future using appropriate language structures (Interpersonal Communication, Presentational Communication, W 5, Literacy 1)

**Grading Policy**

**High School World Languages**

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the World Languages Curriculum Framework Progress Guides.

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| **Factors** | **Brief Description** | **Grade Percentage Per Quarter** |
| **Class Work** | Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standards. Classroom participation will be part of the Communication Standards in this section. Classwork includes warm-up, independent activities, work in groups with rubric and with rubric and reflection (e.g. journal or notebook section), conversational tasks, worksheet, vocabulary in context, research debates, and oral presentations, articles and students performance in the target language. |   **35%** |
| **Homework** | Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standards. Homework includes but is not limited to all assignments completed outside of the class, setting for reading, writing, interviews, cultural events, and research projects. | **20%** |
| **Assessment** | Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All graded assignments in the assessment section must be labeled by Standards. This grading factor includes formative and summative assessments. | **45%** |

**National Standards for World Language Learning**

*Communication: Communicate in Languages Other Than English*

*Cultures: Gain Knowledge and Understanding of Other Cultures*

*Connections: Connect with Other Disciplines and Acquire Information*

*Comparisons: Develop Insight into the Nature of Language and Culture*

*Communities: Participate in Multilingual Communities at Home & Around the World*

*Use the three Mode of Communications: Interpersonal, Interpersonal and Presentational*

***Administrative Procedure 5121.3 30 Prince George’s County Public Schools***

**World Languages Department**

**Parent’s Guide**

As your son or daughter works through homework activities, we are providing some test-taking tips for World Languages students. You can support their developing skills in listening, speaking, reading, and writing in the target language being studied.

**Test-taking Tips for World Languages Students**

**Listening Skills**

* Encourage your son or daughter to always listen in class and be sure they understand what is being said.
* If they have a hearing problem, let their teacher know.
* In a listening test they will be asked to respond to items spoken by either the teacher or a recording.
* They need to listen carefully for directions.
* It’s important that they concentrate on what is being said--try closing their eyes from time to time while listening.
* When the teacher is speaking, remind them to observe facial expressions and gestures, listen for changes in his/her voice, and watch his/her lips.
* If the test is recorded, remind them that the recording will not wait for them to catch up.

**Speaking Skills**

* Encourage them to participate in class as much as possible to keep improving their skills.
* In a speaking test they may be asked to demonstrate their ability to pronounce accurately, repeat phrases accurately, describe a picture or formulate answers to questions.
* They may be asked to speak in front of the class, help them to record their answers and speak directly to the teacher.
* Help them to prepare by practicing at home with someone in your family, in front of a mirror or with a tape recorder.
* Encourage them to study with a classmate by asking each other questions in person or talking in the language over the phone.
* Remind them to speak clearly and do not mumble.
* Remind them if they make a mistake, keep going.
* Let them know the importance of do not chew gum or eat candy during oral presentations.

**Reading Skills**

* Help them to learn vocabulary and verb forms thoroughly.
* They may be asked to recognize vocabulary or verb forms on a specific topic or they may need to answer questions based on their understanding of a paragraph on a specific topic.
* Encourage them to read everything once before trying to answer.
* After reading once, skim (go over quickly) for answers.
* They need to read carefully again looking for information to use in their answers.
* They can focus on what they do know and understand.
* Help them to try to get the gist of the passage if there are things they do not understand.
* Working with them do not spend too long over a single word or phrase.

**Writing Skills**

* They always need to be observant of the details of the words and phrases you come across in the language.
* In a test they may be asked to correctly spell words or phrases given by the teacher, to compose short sentences or complete sentences or paragraphs on specific topics.
* Practice copying with them.
* Help them to learn to visualize words--try to form a mind picture of the word.
* Remind them to be careful and take time to reflect on what they write so they are accurate.
* They need to concentrate on what they hear during dictation.
* Encourage them to remember groups of words as they write.

**World Languages Apps**

**Dictionary All Languages App**- Is simple yet elegant and efficient. Typing a word in the search field, the application will try to find the most watching ones. Nineteen dictionaries to choose from, including Spanish, French, German, Italian, Portuguese, Chinese and more!

**iCaption App**- With iCaption, creating video subtitles or captions from scratch is made easier, even without prior experience in subtitle or transcript creation, its interface utilizes timeline-based editing with audio visualization.

**Zaption App**- Interact & Learn with Video

**Beginner ASL App**- My Smart Hands Baby Sign Language Dictionary LITE