

LOCUST GROVE HIGH SCHOOL
Honors Spanish II Course Syllabus 2018-2019

Instructors:

Cathy Bernat

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Course Name: Spanish II

Textbook Used: Realidades I & II

Suggested Materials:

- 1"- three-ring Binder (1 inch)
- Notebook Paper
- Pencil/Pen
- Highlighter

Wish List:

Our class would be very grateful for any donation you can make.

- Markers (Expo or regular)
- Hand Sanitizer
- Clorox/Lysol Wipes
- Kleenex
- Paper Towels
- Index Cards

Course Description:

Spanish II is an accelerated continuation of the study of the language and culture of the Spanish-speaking world. We build upon concepts introduced in the Spanish I class. The course strives to help the learner acquire further knowledge by integrating the four skills of **reading, writing, listening and speaking**, with an increased emphasis on *ORAL PROFICIENCY*; therefore, the use of Spanish in the classroom will be our primary goal. Since students need as much practice as possible to become fluent, concentration in class and oral participation in SPANISH is absolutely necessary. An effort to use the language at all times is expected. By the end of this course, students will have acquired a basic command of the key vocabulary and structures necessary for limited personal communication as well as an appreciation of the breadth and variety of the Spanish-speaking world.

Course Outline and Content:

Each unit will teach new vocabulary and grammar concepts that students will practice on a daily basis. The amount of material covered depends entirely on the students and their ability to comprehend and use the vocabulary accurately. The harder they work, the more they will learn.

Student Achievement Targets (Georgia Standards):

MLII.IP1

The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. The students:

- A. Express needs and preferences.
- B. Express feelings and emotions.
- C. Request help and clarification.
- D. Give descriptions.

- E. Give and follow directions and instructions.
- F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.
- G. Ask questions and provide responses about plans and events.

MLII.IP2

The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. The students:

- A. Initiate, participate in, and close an oral or written exchange.
- B. Use simple paraphrasing to convey and comprehend messages.
- C. Use gestures and body language to convey and comprehend messages.
- D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

MLII.INT1

The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:

- A. Identify main ideas and essential details when reading and listening.
- B. Interpret culturally authentic materials and information.
- C. Comprehend and follow oral and written instructions.
- D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.

MLII.INT2

The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. The students:

- A. Differentiate among increasingly complex statements, questions, and exclamations.
- B. Interpret basic gestures, body language, and intonation that clarify a message.

MLII.P1

The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students:

- A. Relate main ideas and essential details from level-appropriate print or non-print material.
- B. Give brief, organized oral presentations, using visual and technological support as appropriate.
- C. Write short, organized compositions, using visual and technological support as appropriate.
- D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLII.P2

The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:

- A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.
- B. Demonstrate comprehension of material.

MLII.CU1

The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. The students:

- A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
- B. Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.
- C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

MLII.CCC1

The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:

- A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
- B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. The students:

- A. Compare and contrast traditions, such as holidays, foods, and celebrations.
- B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
- C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.

MLII.CCC3

The students develop a better understanding of the English language through the study of the target language. The students:

- A. Compare vocabulary usage and structural patterns of the target language with English.
- B. Use level-appropriate idiomatic expressions in the target language.

MLII.CCC4

The students identify current events and issues in the target culture(s). The students:

- A. Give information regarding major current events of the target culture(s).
- B. Understand the impact of major current events on the target culture(s).

MLII.CCC5

The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. The students:

- A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.
- B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.

Classroom Rules and Discipline Procedures:

- Students are expected to follow established guidelines (County, School and Teacher).
- DAILY each student must have their materials.
- Students are expected to speak Spanish at every possible opportunity.
- Tardiness will not be tolerated! Punctuality is expected.
- **COMPROMISING (CHEATING)** on tests, quizzes, exams, classwork or any graded assignment will earn a ZERO; other disciplinary measures as established by school policy will be implemented. As a point of emphasis, copying classwork from another person or allowing another to copy classwork is CHEATING.
- **CLASS DISMISSAL: The bell does not dismiss you; your teacher does! You are to remain seated until the bell rings. You are not to congregate at the door while waiting for the bell to ring.**

Retest Policy:

To promote an environment of Spanish mastery, students who demonstrate an attitude of dedication, determination and motivation (i.e. focuses in class, works diligently, studies vocabulary on a regular basis at home, etc.) will be given the opportunity to retest a summative

assessment (maximum of two per course). In order to qualify for a retest, students must come in TWICE before or after school for individual or small-group tutoring and show growth between the two sessions. This retest policy is up to teacher discretion and does not apply to a student who is apathetic in his/her learning. If the retest grade is higher than the original grade, then the new grade will replace the original grade to demonstrate the student's growth in mastery. A retest must be completed within one month of obtaining the initial graded test.

Make-up Policy:

- A student with an EXCUSED absence can make-up work for full credit according to the Henry County student handbook.
- See the County handbook for the new rules regarding OSS and make-up work.

Please see the board every Monday to see what days and times the teacher will be available for make-up work and tutoring that week. The teacher will have several options in the mornings and afternoons. The schedule will change weekly due to obligations (parent conferences, appointments, meetings, etc.) in the teacher's schedule. Morning sessions will be from 7:45-8:05 and it is the student's responsibility to get a pass from the teacher the day before. Afternoon sessions will be directly after school. Both morning and afternoon sessions will take place in the teacher's classroom. Students will be required to sign-in when they attend a session.

Grading System:

Course Final Average 100%

- EOCT/Final Exam 20%
- Cumulative Grade 80%
 - Formative Assessment 40%
 - Daily Work 30%
(quizzes & other minor assignments)
 - Participation 10%
 - Summative Assessment 60%
(major tests & projects)

The Formative and Summative Assessments equal 100% but fall under the category of Cumulative Grade which is 80% of the Course Final Average.

Student Name (print)

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I have read and understand all of the objectives, requirements, and expectations for Honors Spanish II taught by Ms. Cathy Bernat.

Student signature

Date

Parent/Guardian signature

Date

Phone Number(s)

Parent Email(s) PRINT NEATLY