

Orange High School
Course Outline/Syllabus
High School Native Language Level II

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Classroom #: 125

Planning Period September 2018-June 2019

Principal: Mr. Jason Belton

Parents are encouraged to contact me regarding any questions or concerns regarding your child in my class. You can reach me at my email address or you can leave a message at (973) 677-4050/ Ext# 5085 . I will do my best to return emails and/or phone calls within 48 hours.

Course Description:

The World Language Native Language Level II is a student-centered course designed to provide students an introduction to the target language and encourage the development of speaking, listening, reading and writing skills. This course is designed to build on and expand control of basic grammatical structures by interweaving vocabulary and functions into meaningful and authentic activities. Cultural knowledge and understandings that will provide a basic understanding of the target culture will be integrated into the course content. Designed to provide a solid foundation in both spoken and written form of the target language, this introduction permits comprehensive understanding of basic structures and vocabulary:

Course Objectives:

Students will gain a strong background in folktales, and fables from around the Spanish speaking world; classic and contemporary fiction and poetry; and literary nonfiction related to historical and select science topics.

They are able to write short essays in which they articulate a central idea and support it with examples from texts. During the year, they study folklore, consider aspects of courage; read literature, first-hand narratives, and informational texts about heritage and immigration.

Throughout the units, students will write in a variety of genres, including responses to literature, reflective essays, and stories.

They use graphic organizers to lay out their ideas and plan their essays. They participate in class discussion and art enrichment activities; practice reading literature

By the end of the Second year of Spanish instruction, students are expected to:

Developing functional proficiency in a world language.

- Strengthening literacy skills in students' home language and the language under study.
- Promoting respect for and appreciation of differences in cultural practices, products, and perspectives.
- Providing professional development opportunities for teachers of world languages.
- Emphasizing the goals of the national standards for learning world languages.

Unit Outline:

Thematic Unit “Personal and Public Identities”

Suggested Time Frame: 6-8 weeks The estimated time is 6-8 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies

In the contemporary life unit, students will have the opportunity to listen to and read poetry, read nonfiction articles, and read fictional short stories in order to compare and contrast perspectives of different people on similar topics and themes. These themes include: careers/professions and economy and finance.

- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
- What are the challenges of contemporary life?
- How/where people live, what/how they celebrate, what they do for fun and how they observe rites of passage real deep insights into their culture.

Finding appropriate and fulfilling work is crucial to success and happiness in life.

- Studying the day-to-day lives of people who lived in the past gives us a better understanding of our own lives

Thematic Unit “Science and Technology”

Suggested Time Frame: 6-8 weeks The estimated time is 6-8 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies

In the science and technology unit, students will have the opportunity to listen to poetry, read nonfiction articles, and read fictional short stories in order to compare and contrast perspectives of different people on similar topics and themes. These themes include: access to technology, effects of technology on self and society, health care and medicine, innovations natural phenomena, science and ethics.

How do developments in science and technology affect our lives?

- What factors have driven innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?

Science and technology impact our plans, careers and professions both now and in the future.

Thematic Unit “Beauty and Aesthetics”

Suggested Time Frame: 6 -8 weeks The estimated time is 6-8 weeks. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies

In the beauty and aesthetics unit, students will have the opportunity to listen to poetry, read nonfiction articles, and read fictional short stories in order to compare and contrast perspectives of different people on similar topics and themes. These themes include architecture, defining beauty, defining creativity, fashion and design, language and literature, visual and performing arts.

Ideas, opinions, and comprehension of a topic change based upon the format of which the text is written.

- Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.
- To gain insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.

Textbook:

Aventura Level II/ Native Speaker II (Spanish) Español Santillana Level II/ Cuaderno para hispanohablantes (Spanish) T'es Branche: (TE, textbooks, ancillaries, and practice books) Lyrics Gap Lingt Classroom) iculture Authentic connections to the Spanish

-speaking world Symtalk – hands-on approach to learning a language

Required Supplies:

The following materials should be brought to class each day:

- Composition notebook
- A flash drive.
- Pencils and/or pens (blue or black ink only, please!)

Grading Policy:

The assessment criteria for world languages is dictated by the Board of Education and states the following:

Grading Scale:

A+ = 97-100

A = 90-96

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

D+ = 67-69

D = 65-66

F = below 65

Test Average – 25%

Quiz Average – 20%

Authentic Assessment Average – 25%

Class Performance and Participation – 20%

Homework – 10%

(Teacher may administer assessments for each level of proficiency creatively and addressing special education modifications in areas including but not limited to listening, speaking, writing and reading)

Homework: Homework will be assigned regularly in this course. We check homework in class. It is a reinforcement activity of what you have previously learned. Expect homework each night. Assignments may not always be written. Students should complete all homework assignments and have them ready to turn in at the beginning of class on the due date. If you are absent on the day that a homework assignment is due (an assignment made on a day that you were present), the assignment is due on the day that you return to class. Late homework will be accepted but the highest grade possible for complete assignments will be a 70. It is your responsibility to turn in your homework on time. Homework done timely will help you assess your understanding and need for support.

Projects: There will be assigned one to two individual and/or group Spanish II project(s) every eight weeks. Each project will be assigned toward the first part of the eight weeks.

Tests: A test will be given at the end of each unit. Tests will have a variety of formats including any combination of written, listening, and oral assessment. Oral presentations, written compositions, and/or research projects may also be assigned for a quiz or test grade. To be successful, you should complete all assigned homework, participate in class, as well as review these topics prior to the exams. It is my expectation that this minimum degree of preparation will be done by all students.

Make-Up Policy: A student is expected to make up all work missed regardless of the reason for the absence. The student is responsible to find out from the teacher what work was missed. All assignments missed due to an excused absence must be turned in within three days of returning to school; deadline for assignments given on the day you were absent will be discussed. You must see the teacher on the day you return to make arrangements for missed tests and quizzes.

Classroom Rules of Conduct:

1. Be prepared - ready to start, with all materials in class.
2. Bring a positive attitude with you to class.
3. Respect others - Keep hands, feet, and objects to yourself. Use appropriate language.
4. Each student should be in his/her seat when the bell rings.

5. Follow directions - no side conversations.
6. Leave personal grooming and eating outside the classroom.
7. Keep classroom clean.
8. Academic honesty is essential. Each student is responsible for his/her own learning. All work should be completed independently unless otherwise notified. Cheating will result in the grade of a zero.

Academic Dishonesty Policy:

Students will receive a copy of the Orange High School Dishonesty Policy in their Homeroom class. All students and faculty will follow the policy as stated in the Student Handbook.

Requirements to Receive Credit:

State law requires attendance 90% of class time. If a student fails to attend the required number of classes, credit cannot be given without making up time missed and approval from the Attendance Committee. One of the easiest things you can do to obtain your goal of graduation is to COME TO CLASS EVERY SCHOOL DAY!

Note to Parents/Guardians:

I am looking forward to working with your child. I strongly encourage parent/teacher conferences. If needed, a conference may be set through the counselor's office. The more you know about your child's school performance, achievement, and behavior, the more we will be able to assist him/her to obtain his/her achievement and success. Please feel free to call or email me if you have any questions about this class. I wish you and your child much happiness and success this school year! Thanks.

¡Saludos! Estoy contenta de poder trabajar con su hijo/hija. Para asegurarnos de que sea exitoso y alcance todos los objetivos propuestos en esta clase, creo fielmente que usted y yo debemos trabajar juntos. Le invito a pasar por mi salón de clase para poderle conocer y así juntos afianzar esfuerzos. También se puede comunicar conmigo vía correo electrónico ó por teléfono. Muchas Gracias. Mrs. Bejerano

COURSE OUTLINES/SYLLABUS AGREEMENT

I HAVE READ AND UNDERSTAND THE EXPECTATIONS OF THIS CLASS AS OUTLINED IN THIS SYLLABUS. I AGREE TO ABIDE BY THE RULES AND PROCEDURES ESTABLISHED BY THE INSTRUCTOR.

Student's Printed Name:

Student's Signature:

Date: _____

Parent/Guardian's Printed Name:

Parent/Guardian's Signature:

Date: _____

Current Phone Number: _____

Current Email Address: _____

PLEASE RETURN THIS PAGE SIGNED!