

PEBBLEBROOK

THE ACADEMY FOR
CREATIVE
STUDIES AT
PEBBLEBROOK

COBB COUNTY CENTER FOR
EXCELLENCE
IN THE PERFORMING ARTS AT
PEBBLEBROOK

THE ACADEMY FOR
GLOBAL
SERVICE AT
PEBBLEBROOK

HIGH SCHOOL

Department: World Language

Spring 2018

COURSE TITLE: **Spanish II**

INSTRUCTOR: Sofia Edwards-Early

EMAIL: sofia.edwards-early@cobbk12.org

PHONE: 678-914-3138

SCHOOL: 770-819-2521 Ext. 1414

CLASSROOM BLOG: <http://earlyphs.weebly.com/>

SCHOOL WEBSITE: <http://www.cobbk12.org/Pebblebrook/>

PHS SCHOOL VISION: *Empowering Students to Become Productive Members of a Global Community*

PHS SCHOOL MISSION: *Modeling and Developing Intellectual, Physical and Emotional Behaviors that Lead to Success for All*

KEY ACTIONS:

- *Increase the Graduation Rate*
- *Increase rigor and student engagement (Project-based learning environment)*
- *Increase community and parental involvement*

COURSE DESCRIPTION: The purpose of the Cobb County School District's foreign language program is to encourage the appreciation of cultural values, to enable students to learn to communicate in another language, and to prepare them to successfully enter and compete in an increasingly global society.

The Level II Spanish course focuses on continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. Students who take Spanish II have completed all Spanish I requirements. In addition, students are ready to incorporate their understanding and add to their knowledge of the language and culture in class.

This course will be a semester-long course which meets every day. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Level II, students will exhibit [Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading](#) (ACTFL Proficiency Guidelines, 1999). [Source : Georgia Department of Education.](#)

KEY STANDARDS:**MLSkills =Modern Language; II=Level 1****Interpersonal**

MLII.IP1A	Express needs and preferences.
MLII.IP1B	Express feelings and emotions.
MLII.IP1C	Request help and clarification.
MLII.IP1D	Give descriptions.
MLII.IP1E	Give and follow directions and instructions.
MLII.IP1F	Ask questions and provide responses based on topics such as self, others, and the immediate environment.
MLII.IP1G	Ask questions and provide responses about plans and events.
MLII.IP2A	Initiate, participate in, and close an oral or written exchange.
MLII.IP2B	Use simple paraphrasing to convey and comprehend messages.
MLII.IP2C	Use gestures and body language to convey and comprehend messages.
MLII.IP2D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive

MLII.INT1A	Identify main ideas and essential details when reading and listening.
MLII.INT1B	Interpret culturally authentic materials and information.
MLII.INT1C	Comprehend and follow oral and written instructions.
MLII.INT1D	Demonstrate Novice-Mid to Novice-High proficiency in listening, viewing, and reading comprehension.
MLII.INT2A	Differentiate among increasingly complex statements, questions, and exclamations.
MLII.INT2B	Interpret basic gestures, body language, and intonation that clarify a message.

Presentational

MLII.P1A	Relate main ideas and essential details from level-appropriate print or non-print material.
MLII.P1B	Give brief, organized oral presentations, using visual and technological support as appropriate.
MLII.P1C	Write short, organized compositions, using visual and technological support as appropriate.
MLII.P1D	Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
MLII.P2A	Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.
MLII.P2B	Demonstrate comprehension of material.

Cultural Perspectives

MLII.CU1A	Participate in real or simulated cultural events, such as family activities and holiday celebrations.
MLII.CU1B	Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.
MLII.CU1C	Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

Connect/Compare

MLII.CCC1A	Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
MLII.CCC1B	Relate information acquired in other subjects discussed in the language class, such as use of the metric system.
MLII.CCC2A	Compare and contrast traditions, such as holidays, foods, and celebrations.
MLII.CCC2B	Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
MLII.CCC2C	Compare and contrast the geography of countries of the target language and the students' own country and discuss its impact on culture.
MLII.CCC3A	Compare vocabulary usage and structural patterns of the target language with English.
MLII.CCC3B	Use level-appropriate idiomatic expressions in the target language.
MLII.CCC4A	Give information regarding major current events of the target culture(s).
MLII.CCC4B	Understand the impact of major current events of the target culture(s).
MLII.CCC5A	Develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.
MLII.CCC5B	Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.
MLII.CCC5C	Locate and use resources in the target language, such as individuals and organizations accessible through the community.

Modern Languages Level II: Suggested Topics

TEXTBOOK/SUPPLEMENTAL RESOURCES: Our main textbook for the course is *Descubre 2* published by Vista Higher Learning.

MATERIALS NEEDED: A notebook (3-ring binder) with dividers for Warm-ups, Notes, and Assessments; Writing instrument—dark pen or pencil; Flash drive; Highlighter; Dry-erase marker of dark color; Lined paper—either college or wide ruled; Regular attendance; Arrival on time to class; [Pebblebrook’s tardy policy will be strictly enforced]; Good attitude and a willingness to try; Respect for your classmates, instructor, and yourself.

DONATION REQUEST: Kleenex, hand sanitizer and dry-erase markers.

CLASS AND BEHAVIOR EXPECTATIONS: Students will observe “The Five Falcon Rules” which follow: 1. Come to school prepared for learning. 2. Respect everyone’s property. 3. Respect the learning environment. 4. Respect other’s feelings – No put downs. 5. Maintain your personal integrity. I do not tolerate talking without permission, rudeness to teachers (and that means talking back to an adult!) or other students, DRAMA in the classroom (unless the students are presenting skits!), or SLEEPING in class. Eating food in class is also discouraged. Water bottles and sports drinks are allowed as long as the students dispose of the containers appropriately. The following “don’ts” have to do with appropriate things to bring to school. Some materials should be kept at home. Do not come to class with an active cell-phone. It must be turned off and HIDDEN during school hours, unless needed for a classroom activity. Phones and other like electronic devices (i-pods, PSPs, video games, cameras, ear buds) will not be confiscated; however, a warning to put the device away will be issued. If your student chooses not to follow the directive, instruction will continue, and your son or daughter will be referred immediately to an administrator, and you will be notified.

GRADING POLICY CONTINUED: **Summative Assessments** are tests, projects, notebook checks, presentations, and sometimes quizzes. Summative assessments are weighted heavier than formative assessments. **Formative assessments** are daily grades, homework, class activities, and sometimes quizzes.

GRADING CATEGORIES:

Summative Interpersonal Communication (IP)	20%		
		>	30%
Formative Interpersonal Communication	10%		
Summative Interpretive Communication (INT)	7%		
		>	10%
Formative Interpretive Communication	3%		
Presentation (P)	15%		
		>	15%
Summative Cultural Perspectives (CU)	7%		
		>	10%
Formative Cultural Perspectives	3%		
Summative Connect/Compare (CCC)	10%		
		>	15%
Formative Connect/Compare	5%		
Comprehensive Final Examination	20%		
		>	20%
GRAND TOTAL OF WEIGHTS			100%

GRADING SCALE:

- A - 100-90%
- B - 89-80%
- C - 79-74%
- D - 70-73%
- F - 69-Below

SYNERGY ACCESS TO GRADES:

It is strongly encouraged that you keep your Synergy login information in a safe place and that you have access to the information when needed. Parents should contact the Main Office (770.819.2521).

Please note that when you are viewing grades in Synergy that a one in the grade column indicates that your child was absent. Your child may make up this work during tutoring hours or make arrangement with the teacher to make up work. A 0 grade in Synergy indicates that your child completed the work but received a 0 grade due to incorrect answers or did not follow the teacher's directive. An "e" means that the student is exempt from an assignment at the discretion of the teacher.

Homework/Class Work Requirements: General Daily Procedure- Students begin each class by doing daily mandatory warm-ups. During this time, attendance will be taken. Warm-ups may be checked off, collected and graded for a summative exam grade. In the warm-ups, I normally will check for mastery of material previously introduced. The students do not have the option to skip the warm-up!! After reviewing the warm-up, the instructor will introduce the performance standard(s) and essential question(s) of the day. After that, homework is reviewed or new material is introduced by active instruction. A period of activity meant to support the new or old learning's occurs. There will be many opportunities for summarization. At the end of class, the day's learning's are summarized via varying closing techniques. A student has studying homework once or twice a week and to be turned in to the teacher for a formative grade.

Projects:

- Some of the learning that takes place in this class will be student-driven and project based. True learning takes place when students solve problems and discover things on their own. I will not stand in front of the class and simply tell you what you need to know.
- Some projects will be individual, but many will require you to work in a small group. Generally groups will initially be two people but if students prove that they are able to work well in larger groups, I will allow it.
- While I understand that some people prefer to work alone, working with others is an essential skill that is needed to be successful as an adult. If you are one of these people, please speak with me in private and I will attempt to group you with other students in which you will be compatible.

Tests and Quizzes:

- The majority of the tests and quizzes I give are multiple choice and short answer. However, all tests can include a combination of any of the following: multiple choice, true/false, matching, fill-in-the-blank, short answer, graphs, charts, map questions, culture clips/movies.
- Quizzes will be scheduled in advance, but the teacher reserves the right to give pop quizzes. If participation in class is low, students are not able to participate in class discussions with reasonable intelligence of the material, and/or did not complete the homework, a pop quiz may be given. Quizzes will cover the readings that the student is to have completed, class activities, and any notes given in class lecture (normally only a week's worth of material).

Objective in Spanish 2: Every student will be required to write and speak in Spanish

GRAMMAR

- ✓ Review most of Spanish I grammar and vocabulary
- ✓ Negative and Affirmative words
- ✓ Making comparisons
- ✓ Hacer + Time Expressions
- ✓ Verbs and Expressions that use the infinitive verbs
- ✓ Reflexive verbs (present and preterit formats)
- ✓ Regular Preterit verbs
- ✓ Irregular Preterit verbs
- ✓ Spell Changing Preterit verbs
- ✓ Demonstrative Adjectives
- ✓ Direct Object Pronouns (lo,la,los,las)
- ✓ Ordinal Numbers
- ✓ Cardinal Numbers
- ✓ Expressing Commands in Spanish

VOCABULARY

- ✓ Writing and speaking about topics related to school --
- ✓ Writing and speaking about extracurricular activities --
- ✓ Writing and speaking about daily routines --
- ✓ Writing and speaking about clothing choices --
- ✓ Writing and speaking about places people go, what they buy, and errands they do around the community-

LATE WORK POLICY: Any late work will receive a highest possible grade of a 70 if turned in after the assignment is due. The student will have until the unit test to turn in late work and will receive a highest possible grade of 70. No work will be graded after the Unit Test.

ATTENDANCE AND MAKE-UP POLICY: If a student receives an excused absence he or she will be able to make up the work in class that was done for the day. Each class has a rolling folder activity spot on the back wall. It is the student's responsibility to obtain their work from the wall and complete and return in a timely manner. The student has up to the amount of excused absences plus one day to complete any missing work. After that point the work will be considered late and will be graded as such.

TARDY POLICY:

To avoid being counted tardy, *students must be seated and ready for class when the bell rings*. School policy states that students may receive detention, In-School Suspension, and Out-of-School Suspension for repeated tardiness.

EXTRA HELP:

*Students can come in after school on **Thursdays** from 7:30- 8:15 AM . Please make sure you sign-up if you are planning on coming to tutoring during any of these times.*

CELL PHONES AND ELECTRONIC DEVICES:

As per the school's policy, cell phones are not to be used during class time unless directed by the teacher for instructional purposes. Students will receive a discipline referral after one warning to put away any electronic device (unless the device is being used for instruction). Students are allowed to bring certain technologies to class (iPad, laptop, Kindle, etc.), but it should **NOT** interfere with the teaching or other's learning.

GRADE RECOVERY: Students who score 69 or below on any unit assessment are allowed to retake the assessment. The grade will not exceed a 70 for the unit assessment. The retake must be completed with-in one week. Please view the teacher's blog for notification when the assessment will be administered.

ACADEMIC INTEGRITY:

Cheating is considered a serious matter. Any student who is involved in cheating/plagiarism will receive a grade of zero on the material, an unsatisfactory in conduct, and his/her parents will be notified.

For this course, cheating is defined as, but is not limited to, the following acts:

- Copying anyone's answers to questions, exercises, study guides, class work or homework assignments
- Taking any information verbatim from any source, including the Internet, without giving proper credit to the author, or rearranging the order of words and/or changing some words as written by the author and claiming the work as his or her own, i.e., plagiarism.
- Looking onto another student's paper during a test or quiz.
- Having available any study notes or other test aids during a test or quiz without the teacher's permission.
- Collaborating on assignments when independent work is expected.

CLASSROOM BLOG:

Throughout the year, students are expected to use the classroom blog **daily**. If you are absent, it is your responsibility to check the blog and come prepared to the next class. Most handouts and assignments will be posted to the blog.

My blog: <http://earlyphs.weebly.com/>

Student/Parent Signature Syllabus Acknowledgment Form

TO BE RETURNED BY: _____

TO BE FILLED OUT BY PARENT/GUARDIAN: There are times when I need to contact you about your student.

Please indicate the following:

HOME PHONE: _____

CELL PHONE: _____

WORK PHONE: _____

PARENTS: PLEASE READ THE FOLLOWING...

Our signatures indicate that we have read the syllabus, the course description, and the above information.

Student Name (Please Print): _____

Student Signature: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Parent e-mail and preferred contact telephone number (Please Print)

Please read. Students will watch several videos to illustrate cultural aspects of the Spanish speaking countries. These movies are **Rated G, PG, and PG13**. Please check the box below concerning whether or not your son / daughter has your consent to participate in viewing movies with these **rating**. In addition, due to each student's enriched culture, this Spanish class will view movies related to the lives of Spanish speaking people who live in the United States and Spanish-speaking people around the world.

Thank you for your assistance, and please feel free to contact me with any questions or concerns at my cell phone number **(678)-914-3138**.

____ Yes, my son / daughter has my permission to view **G, PG, and PG13** movies.

____ No, my son / daughter does not have my permission to view **G, PG, and PG13** movies

Sincerely,

Sofia M. Edwards-Early