**Spring Semester 2020**

**Department:  World Language**

**COURSE TITLE: Spanish 2**

**INSTRUCTOR (S):** Sofia Edwards-Early

**PHONE: 678-914-3138**

**SCHOOL PHONE:** 770-819-2521 Ext. **1414**

**EMAIL**: [sofia.edwards-early@cobbk12.org](mailto:sofia.edwards-early@cobbk12.org)

**COURSE BLOG**: <https://earlyphs.weebly.com/>

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

**TUTORIAL / EXTRA HELP:** Students can receive additional assistance for course content during before or after school tutorial sessions. Tutorial in Spanish 2 is held every **Thursdays from 7:45 am to 8:10 am**. Please make sure you sign-up if you are planning on coming to tutoring during this time.

**PHS SCHOOL MISSION**

*Student Success: Every Day, Everyone, Every Opportunity – Believe You Can.*

**PHS SCHOOL VISION**

*Create a school community of purpose driven, passionate stakeholders in pursuit of excellence.*

**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 2 Spanish course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the student’s prior knowledge of the language and culture.  
  
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 enhance their 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 2, students will exhibit [Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading](http://picasso.cobbk12.org/CobbCurriculum/Curriculum/ForeignLanguage/cgfli.doc) (ACTFL Proficiency Guidelines, 1999). [Source : Georgia Department of Education](https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Modern%20Languages%20Level%20II.pdf).

**RESOURCES:** Our main textbook is Descubre I and 2 from Vista Higher / resources for the course is Vista Higher Learning Workbook Level 2

**Required/Supplemental/Parallel Texts for the Course: Educación para estudiantes Lunacreciente Actividades, CNN en español, Discovery Education online resources, You tube educational segments and videos.**

**MATERIALS NEEDED**:

1. A notebook (3-ring binder) or folder with dividers for Warm-ups, Notes, and Assessments.
2. Writing instrument—dark pen or pencil; Flash drive; Highlighter; Dry-erase marker of dark color; Lined paper—either college or wide ruled.
3. Regular attendance; Arrival on time to class; Pebblebrook’s tardy policy will be strictly enforced.
4. Good attitude and a willingness to try; Respect for your classmates, instructor, and yourself.
5. **DONATION REQUEST: Kleenex, hand sanitizer and dry-erase markers.**

**CLASS 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.

**ATTENDANCE AND MAKE-UP POLICY:** It is the student’s responsibility to obtain and submit any work missed due to an absence. Students are permitted the number of excused absences plus one day to complete any missing work. After that point the work will be considered late and will be graded accordingly.

**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 and or an administrative referral for repeated tardies.

**CELL PHONES AND ELECTRONIC DEVICES***:*

As per school policy, cell phones are not to be used during class time unless directed by the teacher for instructional purposes. Students are allowed to bring certain technologies to class (iPad, laptop, Kindle, etc.), but they should **NOT** interfere with the teaching or learning. **Online homework, quizzes and test will be allowed during class time and at home. However, if these graded works are not completed on due dates, students will receive a 0 for a grade.**

**GRADING SCALE:**

A - 100-90%

B - 89-80%

C - 79-74%

D – 70-73%

F - 69-Below

**GRADING POLICY**: **GRADING CATEGORIES:**

**1) Summative Interpersonal Communication (IP) 20%**

**> 30%**

**2) Formative Interpersonal Communication**  **10%**

**3) Summative Interpretive Communication (INT) 7%**

**> 10%**

**4) Formative Interpretive Communication 3%**

**5) Presentation (P) 15% > 15%**

**6) Summative Cultural Perspectives (CU) 7%**

**> 10%**

**7) Formative Cultural Perspectives 3%**

**8) Summative Connect/Compare (CCC) 10%**

**> 15%**

**9) Formative Connect/Compare 5%**

**10) Comprehensive Final Examination 20% > 20%**

**GRAND TOTAL OF WEIGHTS 100%**

**UNIT ASSESSMENT RETEST**

Students who score a 69 are allowed to retake *any unit 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.*

**FINAL EXAM EXEMPTION POLICY**

If students meet the criteria below, they may exempt up to 2 finals per semester. Policies do not apply to magnet or AP classes.

* Course grade must be 80 or higher in the requested course(s)
* No ISS / OSS for the requested semester
* No more than 3 excused absences in *any* class during the requested semester
* No unexcused absences in *any* class during the requested semester
* No unexcused tardies in *any* class during the requested semester

**NO EOC (End Of Course) for Spanish 2**

**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) if they need to access Parent View**.

**KEY STANDARDS:**

**ML=Modern Language; =Level 2**

1. **Communication in the Interpersonal Mode (IP)**

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.

1. **Interpretive Mode of Communication (INT)**

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.

Interpret basic gestures, body language, and intonation that clarify a message.

1. **Presentational Mode of Communication (P)**

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

1. **Cultural Perspectives, Practices, and Products (CU)**

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 associate 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.

1. **III. Connections, Comparisons, and Communities (CCC)**

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.

**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.

**ACADEMIC INTEGRITY:**

*Cheating is considered a serious matter.  Any student who is involved in cheating/plagiarism will receive a grade of zero on the assignment, parents will be notified, and in some cases, students will receive an administrative referral.*

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.

**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 or counted as a summative grade. In the warm-ups, I normally will check for mastery of the 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 materials leanings occurs. There will be many opportunities for summarization. At the end of class, the day’s leanings are summarized via varying closing techniques. A student must study once or twice a day, even if no written work is assigned.

**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 to encourage discussions with meaningful messages.
* 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).

***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 **ratings**. 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 live in Spanish-speaking countries around the world.

Thank you for your assistance, and please feel free to contact me with any questions or concerns at cell phone

**(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

**EMAIL**: [sofia.edwards-early@cobbk12.org](mailto:sofia.edwards-early@cobbk12.org)

**COURSE BLOG**: <https://earlyphs.weebly.com/>

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

Sincerely,

**Sofía M. Edwards-Early**

**Student Behavior Contract for Pebblebrook World Language Department**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_ (student name), hereby declare on this date, \_\_\_\_\_\_\_\_\_\_\_\_\_,

that I agree to do the following:

1. I will be polite, respectful, and kind.

2. I will be prompt

3. I will be prepared for class.

4. I will be active and attentive in lessons.

5. I will be considerate.

My efforts at meeting these goals will be considered acceptable when:

1. I follow classroom rituals and routines.

2. I self-correct and encourage peers.

3.I am on time to class.

4. I am prepared for class.

5. I am not on my cellphone or distracting my peers during instruction.

I understand that the consequences of not meeting these goals will include:

1. One on one conference

2. Parent contact

3. Detention/loss of privilege(s)

4. Sent to partner teacher room

5. Referral

I further understand that the rewards for meeting these goals will include:

1. Praise

2. Positive behavior intervention system

3. Parent contact

**January 31st 2020**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ending Date of Contact Student’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Signature Teacher’s Signature