Spanish II

(Novice High Language Learners)
Instructor: Maestra Betsie O’Neill, 2019-2020

Course Overview: Spanish II
Welcome to Español II. Students in Spanish 2 continue their voyage of discovery as they further explore the language and the culture of the people who speak this modern world language. Students continue to develop their ability to understand spoken and written Spanish. At the same time, they learn to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics that include: the house, chores and food, going to the doctor’s office and the parts of the body, technology and the car and the workplace and professions. In other words, they learn how, when, and why to say what to whom. Vocabulary and grammatical structures are taught within the context of everyday topics. Culture is embedded throughout the course and relates directly to the topics studied.

Units and Activities: What will we be learning about and doing in this course?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Cultural Themes</th>
<th>Resources</th>
<th>Grammar</th>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>En el consultorio (At the doctor’s office) Checkpoints 3-4</td>
<td>Health and medical terms, parts of the body, symptoms and medical conditions, health professions</td>
<td>Servicios de Salud Flash Cultura: ‘La salud’ Panorama: Costa Rica Señor Wooly: ‘La dentista’/ ‘Me duele’.</td>
<td>Preterite Imperfect Preterite vs Imperfect</td>
<td>Describe how they feel physically. Talk about health and medical conditions. Communicate about the past.</td>
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<tr>
<td>El mundo de trabajo (Employment &amp; Professions) Checkpoints 7-8</td>
<td>Professions and occupations, the workplace, job interviews</td>
<td>Beneficios en los empleos Flash Cultura: ‘El mundo de trabajo’ Movie: Cesar Chavez Señor Wooly: ‘El banco’.</td>
<td>Future Tense Conditional Tense Review Object Pronouns</td>
<td>Talk about future plans. Talk about and discuss work. Interview for a job. Express agreement and...</td>
</tr>
</tbody>
</table>
Standards: What knowledge and skills will I gain by the end of this course?

Anchor Standards/Course Standards: This course will assess the knowledge and skills students build in key Anchor/Course Standards. A student will have multiple opportunities to show their proficiency in each Standard. Below, each Standard for this course is named and described.

INTERPERSONAL COMMUNICATION: LEARNERS INTERACT AND NEGOTIATE MEANING IN SPOKEN, SIGNED, OR WRITTEN CONVERSATIONS TO SHARE INFORMATION, REACTIONS, FEELINGS AND OPINIONS

INTERPRETIVE COMMUNICATION: LEARNERS UNDERSTAND, INTERPRET, AND ANALYZE WHAT IS HEARD, READ, OR VIEWED ON A VARIETY OF TOPICS

PRESENTATIONAL COMMUNICATION: LEARNERS PRESENT INFORMATION, CONCEPTS, AND IDEAS TO INFORM, EXPLAIN, PERSUADE, AND NARRATE ON A VARIETY OF TOPICS USING APPROPRIATE MEDIA AND ADAPTING TO VARIOUS AUDIENCES OF LISTENERS, READERS, OR VIEWERS.

INTERCULTURAL COMMUNICATION: LEARNERS INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

Assessment of Learning

Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

Formative Assessments: Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

Summative Assessments: Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

Habits of Work for Learning: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to
content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

**Assessment Scoring:**

Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: Interpersonal communication</th>
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<tr>
<td>Course Standards: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>1.0*</th>
<th>1.3*</th>
<th>1.7*</th>
<th>2.0</th>
<th>2.3</th>
<th>2.7</th>
<th>3.0</th>
<th>3.3</th>
<th>3.7</th>
<th>4.0</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>NC*</td>
<td>NC*</td>
<td>NC*</td>
<td>C</td>
<td>C+</td>
<td>B-</td>
<td>B</td>
<td>B+</td>
<td>A-</td>
<td>A</td>
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**Representation**

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<th>1.7*</th>
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<th>2.3</th>
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**Beginning (Novice Low)**

- I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals

**Approaching (Novice Mid)**

- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

**Proficient (Novice High)**

- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

**Distinguished (Intermediated Low)**

- I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

*Scores in the “Beginning range” are well below proficient and thus they are below passing.

**HOWL Scoring:**

HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

**How is my Overall Course Grade Determined?**

Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

**Communication:**

**How Do I Know My Grades?**

- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
● This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
● Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
● If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Materials: The following materials will be provided.
   - **Textbook:** Descubre 2 Lengua y cultura del mundo hispánico.

The following materials are not provided but are required for the course:
● Notebook.
● 1-inch 3 Ring Binder
● Pens/pencils/erasers
● Highlighter

Class Expectations:
Spanish will be spoken by the teacher during class. It is expected that you will speak to your teacher and your classmates in Spanish to the best of your ability. ¡Hablemos español!

When you are absent from school because of athletics, field trips or other reasons that do not include illness and family emergencies, you are expected to check Google Classroom, keep up with your work and come back to class prepared and/or check the “absent folder” in class. If you are sick or have a family emergency, you will have as many days to make up missing work as you were absent. Please see your teacher to reschedule assessments.

**It is expected that all work be turned in on the day in which it is due. Late work will not be accepted.**

Schoolwide Procedures:

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Teacher Contact Information:
Maestra O’Neill’s Classroom Extension: 802-457-1317 ext 1234
Maestra O’Neill’s Planning Blocks: D & F.
Maestra O’Neill email address: boneill@wcsu.net
I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ____________________________

Student Signed: ____________________________ Date: __________

Parent/Guardian name (printed): ____________________________

Parent Signed: ____________________________ Date: __________