



WORLD LANGUAGES STATE STANDARDS

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The targeted proficiency level is in accordance with the NJCCCS cumulative progress indicators as based on the American Council on the Teaching of Foreign Languages (ACTFL) learner-range descriptions. Student proficiency is assessed on performance across the 3 modes of communication- Interpretive (reading, listening); Interpersonal (spontaneous speaking, writing); Presentational (prepared speaking, writing).

MHS—2019-2020

Course Expectations for Spanish II - 53200

Mrs. Asral's Email: sasral@mtsd.us

COURSE DESCRIPTION:

This course is designed to continue building upon skills of listening, speaking, reading and writing acquired in Spanish I in order to improve students performances based on the ACTFL guidelines. At the end of the class, students will reach the Novice-High level. Vocabulary and grammar are extended in this class by developing language skills. Being engaged in short conversations, interpreting readings, listening to short conversations and writing short paragraphs daily will facilitate students learning.

This course meets state graduation requirements for World Languages and NJ Student Learning Standard 7.1. Students progress towards ACTFL Novice - High proficiency.

OBJECTIVES:

1. To develop competence in cultural exchanges with the language-related ethnic groups;
2. To use written and spoken language at the *ACTFL Novice-High* level in a variety of familiar situations and contexts;
3. To strengthen knowledge and application of foundational language structures needed for successful acquisition and continued, upper-level study

UNITS FOR THE YEAR:

Unit 1 – ¿Qué voy a hacer?	Unit 3 – Celebraciones y tradiciones
Unit 2 – Viajes y aventuras	Unit 4 – Usos de tecnología

RESOURCES: Textbook: Así se dice – Level 2

The curriculum is designed in **thematic units**, and therefore does not strictly follow the chapters of the textbook. Students will be given a variety of resources that may include videos, song lyrics, short stories, newspaper articles, news broadcast, pictures, and photocopies. *All resources equally significant for learning.*

GRADING:

50% - Assessments	50% - Skill Development
<u>Summative performance tasks*</u> ⇒ DOK 1- End of Unit Exam ⇒ DOK 2- Interpretive Performance ⇒ DOK 3- Interpersonal Performance ⇒ DOK 4- Presentational Performance <i>*5-6 Assessments per Semester</i> Reference Unit Assessment Overview	<u>Supporting Content tasks</u> ⇒ Quizzes ⇒ Class & sub assignments ⇒ Mini-projects/presentations ⇒ Responsible Learner Skills Rubric 3-4x per Semester ⇒ Other as deemed appropriate by teacher

DOK = Depth of Knowledge

AFTER SCHOOL HELP: Thursdays in B1125 or by appointment

ABSENCE POLICY/ LATE WORK/ MAKE-UP WORK:

Per policy in the Student Handbook for make-up work resulting from an absence

⇒ If absent, student is accountable for HW & Resources posted on Google Classroom

⇒ If absent, student is responsible for knowing and making-up missed work within 3 days of returning.

ACADEMIC INTEGRITY:

⇒ Per penalties for cheating as outlined in the student handbook.

BEHAVIORAL EXPECTATIONS

⇒ Readiness *(Having all needed materials, respecting deadlines, etc..)*

⇒ Mutual Respect *(Avoid aggressiveness, insolence, insubordination, clean-up, etc...)*

⇒ Attentiveness *(Heads up from start to end, being on task, phone off & away, no food or drinks -except water, etc...)*

⇒ Cellular may be collected at the beginning of the class to minimize student's distraction, as needed

⇒ The use of cellular is limited to teacher's criteria...may be collected for tests

** Students are expected to bring a device appropriate for internet access*

STUDENT RESPONSIBILITY:

You play a vital role in the learning process and in your success. To be successful you must be willing to take risks and be invested in learning on a consistent basis. Try your best, adhere to all classroom rules and use the target language to the best of your ability.

Feedback for your Responsible Learner Skills (RLS) will be measured by a rubric and will be based on teacher observation.

*Also see: CLASS RESPONSIBILITIES handout

Please acknowledge your understanding of these guidelines by signing below.

Date: _____

Student's signature:

Parent or Guardian's signature:
