



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 2024-2025

Course Expectations for Spanish II

Srta. Apesa

Email: lapesa@mtsd.us

B Days Only

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 broadcasts, podcasts, pictures, and photocopies. All authentic resources equally significant for second language acquisition.

SUPPLIES/MATERIALS STUDENTS NEED FOR CLASS:

- Binder with dividers
- Pencil/pens/highlighters
- Fully charged laptop
- Headphones with microphone

Extra Help:

- Tuesday if a B day OR Wednesday if a B day until 3:30 in our classroom.

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 *5-6 Assessments per Semester <i>*DOK= Depth of Knowledge</i>	<u>Supporting Content Tasks</u> Quizzes Class work Projects/Presentations Responsible Learner Skills 2x per semester HW completion evaluation 2x per semester Other as deemed appropriate by teacher

ABSENCE POLICY/ LATE WORK/ MAKE-UP WORK:

- For homework to be considered complete, all parts of the homework must be complete.
- Homework and classwork need to be completed on time to receive credit.
- Assignments where the directions are not followed will be considered incomplete and will need to be done again to receive full credit.
 - 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

Listen to the speaker

Enter the classroom and sit down silently

Always follow directions

Respect others, keep hands, feet and objects to yourself

No excuses

***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)

STUDENT RESPONSIBILITY:

You play a vital role in the learning process and in your success. Interaction plays a key role in the language acquisition process, students must participate and interact in class discussions and activities. If you participate fully, then you will do well on tests and quizzes. Try your best, adhere to classroom rules and use the target language to the best of your ability. Responsible Learner Skills will be measured by a rubric and based on teacher observation.

See CLASS RESPONSIBILITIES handout

Please read and acknowledge your understanding of these guidelines by signing below.

Date: _____

Student's Signature: _____