

Spanish II Accelerated Program Course Outline

Teacher:

Date: August 2021

Textbook: Vista Higher Learning, *Descubre* Level 1. Vista Higher Learning, *Descubre* Level 2.

Workbook: Cuaderno de Práctica. Descubre 1. Cuaderno de Práctica. Descubre 2.

Course Description: It is a one-year regular High school course, Spanish II. Students will earn a High School Credit and, students who earn a grade of 90 or better in each of the two semesters will be recommended for Spanish 3 Honors in High School, 9th grade.

First Semester:

Lessons 7 & 8:

Students will learn vocabulary related to the daily routine. Reflexive verbs are used to speak about it.

Students will learn AFFIRMATIVE & NEGATIVE WORDS.

IR versus SER in PRETERITE TENSE. Verbs like GUSTAR.

They will learn the PRETERITE of STEM-CHANGING verbs.

DOUBLE Object Pronouns.

Comparisons & Superlatives.

Students will enjoy learning about FOOD, being able to complete "La Pirámide Alimenticia Latinoamericana"

Culture of **Perú & Guatemala** will accompany these concepts.

Second Semester:

Lesson 9 (Descubre 1) & Lessons 1&2 (Descubre 2):

Vocabulary related to Celebrations & Relationships. Medical & technology terminology.

Learn all IRREGULAR PRETERITE VERBS.

Verbs that change meaning in PRETERITE.

Students will review all the questions words; insisting in the difference between: QUÉ & CUÁL.

The use of PRONOUNS after PREPOSITIONS.

PRETERITE versus IMPERFECT.

Constructions with SE.

Adverbs.

Commands

POR versus PARA.

RECIPROCAL REFLEXIVES

Stresses possessive adjectives and pronouns.

Culture of Chile, Costa Rica and, Argentina will accompany these concepts.

Grade Scheme:

Fulton County
Academic Grading Scale:

Student evaluations are weighted as follows:

- A 90 and above
- B 80-89
- C 70-79
- F Below 70
- W Withdrew
- NG No grade (enrolled fewer than 20 days of grading period)
- INC Incomplete (principal approval – absent for extended period)

Major Assessments:	50%
Minor Assessments:	35%
Practice:	15%

Major Assessments: An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and/or when there is a significant amount of dedicated instructional time devoted to the content being assessed.

Minor: An assignment or assessment that measures an individual standard or subset of standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed.

Practice: Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills.

ACTFL Proficiency-based, “Can-Do” Statements, by level (Spanish 2 Honors is Novice-High to Intermediate-Mid): <https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

Recovery on Assignments/Assessments K-12:

Board Policy states: All students will have one (1) opportunity every nine weeks to redo/retake one (1) major assignment/assessment.

- Eligibility for redo/retake is for students who receive a **79** or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than **79**.
- Student redo/retakes must be completed before the next major assignment/assessment is given or five (5) school days before the end of the marking period if there is not another major assignment/assessment given. (Exceptions can be made for students who have excused absences during this five-day window)

Special Education:

- Within this course, accommodations and modifications will be implemented based on students' current Individualized Education Plan (IEP). For specific goals and objectives and instructional levels, refer to your child's IEP.

Homework Expectations:

The student is expected to complete homework assignments. In addition to written homework, the student is expected to review each day's lesson, study vocabulary, and practice vocabulary and phrases out loud by himself or with someone at home if possible.

World Languages Prioritized Standards:

Interpersonal Mode of Communication

MLI.PS1.IP1

Students are able to express, in spoken and written language - basic greetings, farewells, courtesies, likes, dislikes, emotions and agreements/disagreements.

Interpersonal Mode of Communication

ML1.PS2. IP2

Students are able to use formal and informal forms of address as well as initiate and participate in brief oral and written exchange.

Interpretive Mode of Communication (INT)

ML1.PS3.INT1

Students are able to identify some main ideas and details when reading and listening as well as show comprehension of simple instructions.

Presentational Mode of Communication (P)

MLI.PS4.P1

Students will be able to give basic information about self and others.

Cultural Perspectives, Practices, and Products (CU)

MLI.PS5.CU1

Students are able to describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

Connections, Comparisons, and Communities (CCC)

ML1.PS6.CCC1

Students are able to identify geographical locations such as countries, cities and features.

Connections, Comparisons, and Communities (CCC)

ML1.PS7.CCC2

Students compare and identify patterns and behavior of target culture as well as their own.

Connections, Comparisons, and Communities (CCC)

ML1.PS9.CCC3

Students compare basic elements of their target language to their own, recognizing differences in sound, writing, cognates and intonation.

For Modern Languages, these standards consist of "The 5 Cs":

Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.

Culture – Students will learn about target culture products, practices and perspectives.

Connections – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.

Comparisons – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.

Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.

Teacher/Parent Communication:

The role of teacher/parent communication is an important one for the success of the student. Conferences about student and his progress are available upon request. Best way to reach Sra. Andrés is email:

andres@fulton.k12.ga.us

Absence Make-up Procedure:

FCBOE Policy JBD-Upon returning to school following an absence, it is the student's responsibility to contact the teachers to request make-up work. Make-up work must be completed by the students within the time specified by the teacher. At TRMS, the student will be given the same amount of time to make up the work as the student was absent unless other arrangements are mutually agreed upon. The student will receive the actual grade on the make-up work if the absence was "excused".

Classroom Procedures and Expectations:

The student is expected to:

- 1) Come prepared to class daily with assignments and materials, including a binder, textbook, workbook, paper, pencil, and agenda
- 2) Arrive on time.
- 3) Respect himself/herself and others.
- 4) Raise his/her hand before speaking.
- 5) Respect others' space.
- 6) Participate actively in class by using as much Spanish as possible.

Discipline Guidelines:

All students are asked to exhibit behavior that impacts the class positively. If a student chooses to engage in inappropriate behavior, a verbal warning will be given. Then if the behavior continues, the parent will be called and a detention may be assigned. Students are also expected to abide by the rules of conduct in the TRMS Student Handbook.