**ALLEGANY-LIMESTONE MIDDLE-HIGH SCHOOL**

[](mailto:ldomes@alcsny.org?subject=Gator)

**3131 Five Mile Rd.**

**Allegany, New York 14706**

**SPANISH II Course Syllabus**

***Connect with Millions***

***Learn a Language***

**School year: 2024-2025**

**Course Instructor: Suzanne M. Charles Contact Information:**

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**Prerequisite:** Spanish I

**Student Learning Outcomes:** Students who demonstrate understanding can perform the following at the novice-high level.

1. Converse with others in person and via technology using culturally appropriate language and gestures on a number of familiar topics using simple sentences and questions.
2. Present information orally and in writing on most familiar topics using a series of simple sentences.
3. Understand main ideas and some supporting details on familiar topics from a variety of spoken and written text.
4. Investigate, explain, and reflect on the relationship between practices, perspectives, and products of the target culture.

**Course Description for Spanish II:** Students will learn to interact effectively and appropriately in Spanish at the novice-high level with people from other language and culture backgrounds. Students will communicate and reflect upon beliefs and values as related to personal and public identity, family and community, contemporary life and global awareness in the United States and the Spanish-speaking world.Spanish II-Regents is designed to expand on the language skills mastered in Spanish I, emphasizing the four language skills: listening, speaking, reading and writing with a focus on mastering of basic grammatical structures and vocabulary and incorporating more challenging material to progress each student’s proficiency level. However, students will attain these skills using the three modes of communication: interpretative, interpersonal, and presentational. Tasks will be centered around universal themes which are relevant to 21st century learning, challenging, and created from some authentic sources. Since learning a language requires practice and use, there is emphasis on pulling the information learned throughout the program together for students. ***There will not be a final examination for this course. However, students will take an oral testing component given typically mid-May.***

We will be using several websites for class. I will provide you with these as we incorporate them on our Microsoft Teams Platform which we will be using throughout the year. I expect you to keep an updated copy of these sites with username and password information readily available. Also, we will be using Flip throughout the year to perform speaking activities and/or presentations. You *must* come to class with your laptops. **No phones will be permitted.**

***Themes***

**Personal and Public Identity**

**Family and Community**

**Contemporary Life**

**Global Awareness**

**Topics & Assignments: Listed above and below are the themes and subtopics students will be exploring. Please note that these may not be taught in any specific order and will overlap as this is typical of language learning.**

**Theme 1: Personal and Public Identity:**

**Travel and Tourism**

\*interactions as a tourist \*tourism and economy \*culture preparedness

**Sports / Health Wellness**

\*interacting with medical personnel \*world connections through sports \*economy of sports

**Theme 2: Family and Community:**

**Shopping / Town and City Life**

\*interacting in various settings \*importance of mercados \*cultural influence on

clothing

**Historical influences on Today’s Society**

\*indigenous cultures \*travel and tourism \*world history

**Theme 3: Contemporary Life:**

**Food and Dining**

\*cultural/ geographical influences \*interacting at mealtime \*health and wellness

**Entertainment Industry**

\*interacting/stating preferences \*influential artists \*removing language barriers

**Theme 4: Global Awareness:**

**Journalism and school issues / Mental wellness**

\*interacting about health wellness \*student voices \* inclusion

**Career Path-Future**

\*interacting about career paths \*changing career paths \*educational opportunities

**Grading Policy**

Your final grade will be determined based upon the following:

Language Proficiency:

* ~~Final Cumulative Assessment~~
* Language/Culture Activities:

Listening 30% - Will include:

Interpretive tasks (what can be understood or identified in target language)

Interpersonal tasks (what can be understood and prompt an appropriate

response)

Speaking 24% - Will include:

Interpersonal tasks (what can be produced as appropriate responses or used

to further develop an interaction between 2 or more people)

Presentational tasks (what students can prepare to share information)

Reading 30% - Will include:

Interpretive tasks (what can be understood and identified when reading)

Interpersonal tasks (what can be understood and rephrased or

communicated in other ways)

Presentational tasks (what can be understood and presented in other forms

of communication)

Writing 16% - Will include:

Interpretive tasks: (what can be identified in written format focusing on

receptive language)

Interpersonal tasks (what can be communicated between 2 or more people in

a spontaneous written format focusing on both receptive and productive

language)

Presentational tasks (what is planned out to be used to communicate focusing

on productive language)

* Interpretative Mode Tasks- Listening or Reading comprehension through various means such as (but not limited to) texts, films, websites, works of art, songs, poems, advertisements, schedules, food labels, maps, and videos.
* Interpersonal Mode Tasks- Speaking tasks which are based on information from the interpretative mode. These may consist of coming to consensus, deciding and planning, asking questions to obtain more information, or for solving an information gap.
* Presentational Mode Tasks- Speaking or Writing activities which are not limited to but may contain the following:
  + **Brochure or itinerary**
  + **Letter**
  + **Webpages social networking sites**
  + **Video or Podcasts**
  + **Advertisement**
  + **Agenda or Schedule**
  + **New beginning or ending of story, song**
  + **Demonstration**
  + **Content to TV episode**
  + **TV or radio spot**
  + **Design a survey and present findings**
  + **PSA or infomercial**
  + **Poem, song, rap**
  + **Infographics, Flipgrid**

**Note: The proficiency target for Spanish II is Novice High. Attaining Novice High is mastery and would earn a score of 85 for any given assignment which meets the criteria as noted below. Students would be expected to earn these grades without any assistance from notes, etc. to reach the target.**

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| --- | --- | --- | --- | --- | --- |
| **NOVICE LOW**  **I can use a small number of repetitive words and phrases for common objects and actions.**  **I can use some simple words to provide basic information.**  **I can be understood only with great effort.**  **I can understand some isolated words.** | **NOVICE MID**  **I can use a limited number of words and phrases for common objects and actions, but they are repetetive.**  **I can use words, phrases, and occasional sentences to provide basic information.**  **I can be understood with difficulty to a language learner.**  **I can understand some simple questions and statements.**  **I frequently need to hear things again.** | **NOVICE HIGH (target)**  **I can use familiar words and phrases on familiar tasks, topics, and activities.**  **I can elaborate a little.**  **I can use phrases and short simple sentences to provide basic information.**  **I can begin to combine words and phrases to create original sentences.**  **I can mostly be understood by someone accustomed to a language learner.**  **I can understand simple questions and statements. Sometimes I need to hear things again.** | **INTERMEDIATE LOW**  **I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.**  **I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.**  **I can be understood by someone accustomed to a language learner.**  **I can understand questions and statements. Sometimes I need to hear things again.** | **INTERMEDIATE MID**  **I can use words and expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.**  **I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.**  **I can easily be understood by someone accustomed to a language learner.**  **I can understand questions and statements from real life situations which may take place face to face or electronically.** | **INTERMEDIATE HIGH**  **I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.**  **I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.**  **I can generally be understood by someone accustomed and those unaccustomed to a language learner.**  **I can understand the main idea and most details in conversations on familiar topics.** |

**Class community:** Consider others at all times: courtesy and kindness are required. ¡Todos somos amigos! All voices must be tolerated and respected in the sense that they belong to someone else. However, the instructor is responsible for facilitating the flow of class interaction and the primary goal is to support a safe as well as an engaging learning environment.

**Late Assignment Policy:** **Assignments will be due at the beginning of the period for full credit. If you are absent and an assignment was due, a “1” will be put into the gradebook until the assignment has been turned in to the teacher. A score of zero percent will be given for an earned score of a zero to differentiate between the two.**

**Expectations of Students:**

Be on time and don’t disrupt others with cell phones and computers. This is common courtesy and is important to the learning experience. Moreover, when homework is assigned, students are expected to have it finished and on their desk at the beginning of class for the teacher to check for completion when not required to turn it in for a grade.

**Academic Integrity**: Cheating is unacceptable ***in any form***. If a student is caught cheating on any assignment, quiz, test, or project he/she will receive a zero for that activity. This includes the activities that you complete online and the activities you are asked to do in preparation for class.The use of translation services and/or devices to create or translate phrases, sentences, or portions of a task will be considered cheating. The goal of the course is for the learner to be able to communicate using the knowledge base he or she has and is gaining throughout the course. Evidence of this type of cheating is found when students use grammatical structures, tenses, and vocabulary that have not been presented or mastered in class. However, there is a legitimate use of reference materials that is acceptable. Part of the curriculum is to teach students the difference between the two uses.

**What constitutes cheating in Spanish class?** Plagiarism, writing an assignment in English and then translating it into Spanish with a Spanish translator, copying another student’s work online or in class, having another student/person do your work for you are considered cheating.

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