



Spanish II Syllabus
CHS World Languages Department

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Spanish II - 361

State Course #: 060265

Prerequisite: C or better in Spanish I or teacher permission.

Elective

Grade: 9-12

Graded Conventionally

Credit: 1

Course Description:

Students in Spanish II will continue the skills they developed in the first year of Spanish to increase the depth of their reading, writing, listening, and speaking abilities as well as the range of topics which they can discuss. Spanish II students are expected to show an interest in speaking and in learning the customs and culture of Spanish-speaking countries.

At the end of this course, successful students will be able to communicate at the Novice-High level of proficiency, as defined by the American Council on the Teaching of Foreign Languages.

They will be able to answer questions about themselves and begin to ask questions to others. They will begin to create original sentences with the assistance of memorized phrases and lists. They will use inferences and context clues to uncover the main idea and important details of more complex, authentic texts. Students will be able to discuss several topics important in their own lives.

Learning Targets Per Unit: Defined below for clarity are the Unit Titles, Proficiency Expectations, Big Ideas of every Unit taught during this course, and the Essential

Questions to be answered to better understand each of the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in the Big Ideas. This will ultimately define whether or not a student scores well on assessments given for this course. The Common Core Standards can be found at <http://www.corestandards.org/the-standards>. (Teacher Note: The Ainsworth Model suggests 1-3 Big Ideas for each Unit and 1-3 essential questions per Big Idea. Each Unit will vary.)

1 st Quarter – 1 st 9 Weeks			
Unit Title, Theme and Topic	Proficiency Expectations	Big Ideas/Learning Targets	Essential Questions
<p>Unit 1 Title: Communicating at the Novice-Mid (N-3) Level to Understand Self</p> <p>Theme: Contemporary Life, Science and Technology</p> <p>Topics: Daily Routines, Health and Wellness</p>	<ul style="list-style-type: none"> • <i>I can present in the target language using memorized words, phrases, and simple sentences about familiar topics. (Presentational)</i> • <i>I can speak with others in the target language using memorized words, phrases, and simple sentences about familiar topics. (Interpersonal)</i> • <i>I can listen, read and write in the target language using memorized words, phrases, and simple sentences about familiar topics. (Interpretive)</i> 	<p>Big Idea #1: I can ask and answer questions by using key words, memorized phrases, and simple sentences to describe daily routines.</p> <p>Big Idea #2: I can use key words, memorized phrases, and simple sentences to discuss how daily routines affect our health and well-being.</p> <p>Big Idea #3: I can use key words, memorized phrases, and simple sentences to identify elements of healthy living.</p>	<p><i>Essential Question #1:</i> What words must I know to describe daily routines including hygiene?</p> <p><i>Essential Question #2:</i> How do I describe the daily routines for myself and others?</p> <p><i>Essential Question #3:</i> How do daily routines and personal hygiene compare to other cultures?</p> <p><i>Essential Question #1:</i> How do I describe a healthy lifestyle?</p> <p><i>Essential Question #2:</i> Do my daily choices reflect a healthy lifestyle?</p> <p><i>Essential Question #3:</i> How are daily routines and a healthy lifestyle viewed in other cultures?</p> <p><i>Essential Question #1:</i> What words do I use to talk about nutrition and healthy eating?</p> <p><i>Essential Question #2:</i> How do I describe my nutritional choices?</p> <p><i>Essential Question #3:</i> How do individual and cultural beliefs and nutritional choices impact health?</p>

2 nd Quarter – 2 nd 9 Weeks			
Unit Title, Theme and Topic	Proficiency Expectations	Big Ideas/Learning Targets	Essential Questions
<p>Unit 2</p> <p>Title: Communicating at the Novice-Mid (N-3) Level to Understand Community</p> <p>Theme: Contemporary Life</p> <p>Topics: Homes, Housing and Community</p>	<ul style="list-style-type: none"> • <i>I can present in the target language using memorized words, phrases, and simple sentences about familiar topics. (Presentational)</i> • <i>I can speak with others in the target language using memorized words, phrases, and simple sentences about familiar topics. (Interpersonal)</i> • <i>I can listen, read and write in the target language using memorized words, phrases, and simple sentences about familiar topics. (Interpretive)</i> 	<p>Big Idea #1: I can use key words, memorized phrases, and simple sentences to ask and answer questions about house and home.</p> <p>Big Idea #2: I can use key words, memorized phrases, and simple sentences to identify common household activities.</p> <p>Big Idea #3: I can use key words, memorized phrases, and simple sentences to discuss the role of neighborhoods and communities.</p>	<p><i>Essential Question #1:</i> What words do I use to talk about where I live?</p> <p><i>Essential Question #2:</i> How do I describe housing and furnishing choices?</p> <p><i>Essential Question #3:</i> How does my definition of home compare to those from other cultures?</p> <p><i>Essential Question #1:</i> What words do I use to talk about my responsibilities at home?</p> <p><i>Essential Question #2:</i> How do I discuss my responsibilities at home?</p> <p><i>Essential Question #3:</i> How does the definition of personal responsibilities differ depending on culture?</p> <p><i>Essential Question #1:</i> What words do I use to talk about my neighborhood?</p> <p><i>Essential Question #2:</i> How do I discuss my community?</p> <p><i>Essential Question #3:</i> How do neighborhoods and communities differ depending on culture?</p>

- **MID-TERM EXAM**

3 rd Quarter – 3 rd 9 Weeks			
Unit Title, Theme and Topic	Proficiency Expectations	Big Ideas/Learning Targets	Essential Questions
<p>Unit 3 Title: Communicating at the Novice-High (N-4) Level to Understand the World</p> <p>Theme: Global Issues and Challenges, Contemporary Life</p> <p>Topics: Geography, Vacation, Travel</p>	<ul style="list-style-type: none"> • <i>I can present in the target language using memorized words, phrases, and simple sentences about familiar topics. (Presentational)</i> • <i>I can speak with others in the target language using memorized words, phrases, and simple sentences about familiar topics. (Interpersonal)</i> • <i>I can listen, read and write in the target language using memorized words, phrases, and simple sentences about familiar topics. (Interpretive)</i> 	<p>Big Idea #1: I can use key words, memorized phrases, and simple sentences to identify modes of transportation and navigate a Hispanic city.</p> <p>Big Idea #2: I can use key words, memorized phrases, and simple sentences to ask and answer questions about travel plans.</p> <p>Big Idea #3: I can use key words, memorized phrases, and simple sentences to discuss how travel varies from country to country.</p>	<p><i>Essential Question #1:</i> What are typical forms of transportation?</p> <p><i>Essential Question #2:</i> What words do I use to access public transportation?</p> <p><i>Essential Question #3:</i> How do I ask for or give directions to specific locations?</p> <p><i>Essential Question #1:</i> What words do I use to talk about travel?</p> <p><i>Essential Question #2:</i> What is my definition of a vacation and how does that differ from other cultures?</p> <p><i>Essential Question #3:</i> How is traveling in a Spanish speaking country different from traveling in the United States?</p> <p><i>Essential Question #1:</i> What information do I need to plan a trip to a foreign country?</p> <p><i>Essential Question #2:</i> What are typical travel destinations in Spanish-speaking countries?</p> <p><i>Essential Question #3:</i> How are my travel needs similar to and different from those from other cultures?</p>

4 th Quarter – 4 th 9 Weeks			
Unit Title, Theme and Topic	Proficiency Expectations	Big Ideas/Learning Targets	Essential Questions
<p>Unit 4 Title: Communicating at the Novice-High</p>	<ul style="list-style-type: none"> • <i>I can present in the target language using memorized</i> 	<p>Big Idea #1: I can use key words, memorized phrases, and simple sentences to ask</p>	<p><i>Essential Question #1</i> Why would knowing a world language be a benefit in the world of work?</p>

<p>(N-4+) Level to Understand The Future</p> <p>Topics: Professions (Careers) and Future Plans</p> <p>Theme: Career Connections</p>	<p><i>words, phrases, and simple sentences about familiar topics. (Presentational)</i></p> <ul style="list-style-type: none"> <i>I can speak with others in the target language using memorized words, phrases, and simple sentences about familiar topics. (Interpersonal)</i> <i>I can listen, read and write in the target language using memorized words, phrases, and simple sentences about familiar topics. (Interpretive)</i> 	<p>and answer questions about the world of work.</p> <p>Big Idea #2: I can use key words, memorized phrases, and simple sentences to identify common professions.</p> <p>Big Idea #3: I can use key words, memorized phrases, and simple sentences to discuss future plans and career choices.</p>	<p>Essential Question #2: For which professions, jobs or careers do I need a world language?</p> <p>Essential Question #3: Which professions or jobs are valued in the target culture?</p> <p>Essential Question #1: Which professions are necessary for community life?</p> <p>Essential Question #2: Which professions interest me?</p> <p>Essential Question #3: How do I prepare myself for a profession?</p> <p>Essential Question #1: What skills do I need to prepare for the future?</p> <p>Essential Question #2: Why are these skills important?</p> <p>Essential Question #3: What skills do employers look for?</p>
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- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- Supplemental Materials
- OTUS Learning Management System
- Online Resources

Course Supplies:

- Headphones or Earbuds with Microphones
- 1 - 5 SUBJECT TABBED SPIRAL NOTEBOOK
- Pencils/Erasers
- Colored Pencils
- Highlighters
- 1 Box of Tissues (large)
- 1 - 2 packages of index cards

Course Expectations:

- Be respectful.
- Be cooperative.
- Be prepared.
- Be a good decision maker.

You are expected to be prepared for class every day. This means that you will arrive to class on time, have required materials and that you are ready to participate in all activities exclusively in Spanish. Be willing to take risks and do not fear making a mistake. As we learn, we will make mistakes and this is fine as long as we are trying to improve, learn and do better every day. When you are unsure of what to say or write you will use circumlocution, act it out, draw it and make inferences from what you hear and read. Your instructor will support your efforts and will expect your classmates to do the same.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

The ACTFL Performance Guidelines for K-12 Learners

The ACTFL Performance Guidelines represent an expansion of the ACTFL Proficiency Guidelines by focusing on K-12 learners and providing performance standards that

define how well students perform in the target foreign language at each stage of language development.

Three modes of communication: interpersonal, interpretive, and presentational act as the framework for describing language performance at the Novice (Beginning) range, Intermediate (Developing), and Pre-Advanced (Expanding) range. The interpersonal, interpretive, and presentational modes provide a more integrated and natural way of looking at communication rather than the traditional approach of teaching and testing the four skills (listening, speaking, reading, and writing) in isolation. Performance descriptors at each stage of language learning are based on the three modes of communication and encompass six areas:

Comprehensibility:	How well is the student understood?
Comprehension:	How well does the student understand?
Language Control:	How accurate is the student's language?
Vocabulary Use:	How extensive and applicable is the student's vocabulary?
Communication Strategies:	How does the student maintain communication?
Cultural Awareness:	How is the student's cultural knowledge reflected in language use?

Performance Based Assessment:

Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBAs) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Spanish II Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____

Student Email address (**required**)

_____@students.ccsd.us

Parent Communication Preference (Circle all that apply):

Phone Text Email Other (Please specify) _____

Parent Phone number: _____

Parent Text number (if different from above): _____

Parent email address: _____

Other parent contact: _____

Date: _____