

COURSE SYLLABUS – SPANISH 2

I. Course Description

Students are required to have two sequential credits of a World Language in order to be considered eligible for high school graduation in Anne Arundel County. This course is built on prerequisite skills and knowledge obtained from previous years of language learning in order to be successful in this course and those which follow. In order to meet with the demands of the 21st Century, students will be participating in learning activities to support their growth of the characteristics of a global citizen. Additionally, the Spanish language program supports Common Core Standards in reading and math, as well as, Advanced Placement Spanish Language and Culture.

The changing nature of our society will place greater demands on students in the future. In Spanish 2, students will become:

- Effective in their communication with others;
- Astute in their observation of global cultures;
- Insightful in their evaluation of their own learning;
- Active in their participation in the community and global marketplace.

II. Instructional Philosophy

Students will develop their knowledge and skills of the Spanish language by participating in interpersonal (speaking and writing), interpretive (reading and listening), and presentational (speaking and writing) modes of communication. These modes of communication will be incorporated interrelated in order to strengthen all language skills. Students will gain proficiency through authentic materials, real-life experiences, and global connections. Instruction will be tailored to meet the needs and strengths of all learners through differentiation, technology, and multicultural curriculum.

III. Course Standards/Goals:

- Communicate in a language other than English

- Students engage in conversations, provide and obtain information, express feelings and emotions.
- Students understand and interpret written and spoken language.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Gain knowledge and understanding of other cultures

- Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Students demonstrate understanding of the relationship between the products and perspectives of the culture studied.

- Connect with other disciplines and acquire information

- Students reinforce and further their knowledge of other disciplines through the foreign language.
- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

- Develop insight into the nature of language and culture

- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- Participate in multilingual communities at home and around the world

- Students will use the language both within and beyond the school setting.
- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

IV. Major Projects and Assignments:

Students will be required to complete a research project in Spanish.

Students will read, write and listen daily to enhance their literacy skills in Spanish.

*Students will be expected to communicate in the target language the majority of class. Students can expect that the teacher communicate in the target language the majority of class but will be given time to communicate in English at certain points during the class.

Proficiency Program

Grading

Grades earned at Arundel High School will be a reflection of student's mastery of the relevant national, state and local standards pertaining to the course of the study. All assignments & assessments are aligned to the standards.

- ❖ **Advanced Level** – denotes excellence in performance of each standard being assessed. At this level, a student demonstrates a strong understanding and application of real-world situations. In addition, students evaluate and create new learning. **Grade = 90% - 100%**
- ❖ **Proficient Level** – denotes solid performance for each standard being assessed. Students reaching this level demonstrate competency in meeting challenges and applying problem solving strategies to real-world situations. **Grade = 80% - 89.9%**
- ❖ **Minimal Proficiency Level** – denotes rudimentary mastery of knowledge and skills associated with the standard being assessed. **Grade = 70% - 79.9%**
- ❖ **Not Yet** – denotes a lack of minimal knowledge and skills associated with the standard and an upgraded resubmission is required after completion of an academic intervention. **Grade = < 69.9%**

Weighted Categories

Category	Percentage of Overall Grade
Assessments	65%
Academic Practices / Class Work	10%
Homework	10%
Quarterly Exam	15%
Total	100%

Assessments

Assessments demonstrate a student's proficiency level related to the content standards. Students will demonstrate content/standard mastery in a variety of manners. These may include, *but are not limited to* tests, quizzes, projects, works of writing, etc.

Academic Practices / Class Work / Homework

Academic Practices, Class Work and Homework provide feedback to teachers and students for the purpose of improving student learning. They may also develop skills such as cooperative learning, communication, time management, organization, etc. Assignments in this category may include, *but are not limited to* labs, group work, web-searches, homework, Thinking Maps, research, class work, etc.

Arundel High School's Proficiency Program aligns to the AACPS Grading Regulation.

- *Teachers shall assign a minimum grade of 50% to all grades for which the student made Good Faith Effort, as determined by the teacher.*
 - *Teachers communicate with parents regarding grades in which students do not demonstrate Good Faith Effort.*
- *There are to be a minimum of 9 grades each marking period (approximately 1 per week).*
 - *A minimum of 3 grades in a marking period must be Assessments.*

Procedures for Re-do:

- Students who have not yet met the minimal proficiency level (70%) may re-submit an assessment or a portion of it after receiving feedback from the teacher and preferably participating in an academic intervention.
- The higher grade for the assessment will be recorded in the grade book.
- Resubmissions are due by the 10th school day after the assignment is returned to students.
- *Academic Practices such as class work or homework assignments are **not** eligible for redo.*
- *Assignments for which a student did not demonstrate Good Faith Effort are not eligible for a redo.*

*Violations of the academic integrity policy may result in receiving a zero, with no redo or upgrade opportunity.

***Please note: Students will take the Anne Arundel County Benchmark Assessment as their Quarterly Exam at the end of each quarter. This assessment will be 15% of the student’s overall quarter grade.**

Grades and Communication: Students will take at least one summative assessment before interim time so that the interim reflects content mastery. I will communicate student progress at three week intervals through progress reports, interims, and report card grades. Students and parents/guardians are highly encouraged to use Parent Connect as it can be accessed electronically or through a Smart Phone.

Students will be expected to track their own progress through Parent Connect, self-evaluations, Pride Period, and the document called, “I CAN” for each unit of study.

Per county policy, textbooks are not used frequently in language classes. Instead, authentic materials are used to teach the curriculum. Students receive everything they need to study and practice from the teachers, and are required to keep all their materials in a binder for the duration of the academic year.

Materials needed daily:

1. 3-ring binder
2. notebook or loose paper in the binder for class notes + index cards
3. pencils, eraser, highlighters (several colors)

Technology: *Cell phone use is against school / class policy during class, with the exception of specific activities.*

Homework: *Practicing vocabulary and grammar is daily homework, but there will also be regular assignments to be completed online or from worksheets, workbook, etc.*

VI. Extra Help:

Students will have the opportunity to come to the tutoring sessions offered during the “Pride Period.” All students are invited to attend Pride Period (PP). This is an opportunity for re-teaching and individualized or small-group attention. All *memorizing* of vocabulary and grammar must be practiced at home.

VII. Academic Integrity:

As stated in School Board Policy Code #613, students will be expected to exhibit academic integrity with regard to **all** assignments.