

WAPPINGERS CENTRAL SCHOOL DISTRICT

Second Language Department

Course Syllabus

Course Name	Spanish 2
Course Code	L523
Duration	Full Year
Grade	9-12
Credit	1.0
Rank	1.00
Prerequisite	Must have passed Spanish 8, Spanish 1, Spanish 1B, or the equivalent.
Assessment	A Department final exam will be administered in June. The final exam counts as 20% of the final course average. Passing this course meets the minimum graduation requirement in foreign language.
Textbook	<p>Students may use one or more of the following:</p> <p><i>Paso A Paso II</i> (Prentice Hall, 2000)</p> <p><i>La Gran Aventura de Alejandro</i> (Amsco, 1994)</p> <p><i>Eres Tu Maria</i> (Prentice Hall, 2005)</p> <p><i>Review Text in Spanish First Year</i> (Amsco, 1997)</p>
Areas of Study	<p>In level 2, students move beyond the State Education Department's LOTE Checkpoint A proficiency level and begin preparing in earnest for the Regents exam at the end of level 3 (Checkpoint B). Topics, functions and situations remain the same as in the previous level, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and grammatical concepts allow the students to communicate more effectively and understand the target language in authentic situations.</p> <p>Topics:</p> <ul style="list-style-type: none"> PERSONAL IDENTIFICATION: age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character personality, likes and dislikes, tastes and interests HOUSE AND HOME: house, apartment, rental/ownership, identification, size/function, furnishings, garden/terrace/balcony, appliances

- FAMILY LIFE: family members, activities, roles and responsibilities
- COMMUNITY/NEIGHBORHOOD: common activities, local stores/facilities, recreational opportunities.
- EDUCATION: types of schools, subjects, schedule/school year, programs, content, examinations/grading, extracurricular activities, relationships between staff and students, discipline
- LEISURE: after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, organizations and facilities, cultural resources, religious events, traditions and customs, family occasions
- SHOPPING: shopping centers, specialty shops, neighborhood merchants, mail-order companies; department stores, markets; shopping patterns: time, currency, interaction with sales staff, staples and everyday purchases, modes of payment, weights/sizes, prices; measurements, advertisements.

Situations:

- LISTENING:
 - Information and announcements from providers of common public services in face-to-face communications.
 - Information (bulletins/announcements) provided over loudspeakers, radio, and television
 - Short presentations of interest to the general public given in person, on radio, or on television
- LISTENING/SPEAKING:
 - Interaction with providers of common public services in face-to-face communications
 - Informal everyday conversations with individual peers and adults.
 - Interaction with providers of common public services by telephone
 - Group conversations among peers and familiar adults
 - Group discussions with peers
 - Informal presentations to groups of peers and familiar adults
- READING:
 - Information provided to the general public on forms, signs, billboards, posters, labels, programs, timetables, maps, plans, menus, etc.
 - Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes
 - Simple business correspondence and pamphlets
 - Facts, opinion, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)
 - Letters to the editor and feature articles from general interest publications

- Excerpts from poetry and prose for cultural appreciation

- **WRITING:**

- Forms to be filled out for the use of common public services
- Informal notes for communication in everyday life situations
- Brief reports describing simple situations and sequences of events
- Personal letters to acquaintances and friends (peers and adults)
- Formal letters to agencies, institutions, and businesses on topics of personal needs

Functions:

- **SOCIALIZING:**

- greeting
- leave-taking
- introducing
- thanking
- apologizing

- **PROVIDING AND OBTAINING INFORMATION ABOUT:**

- facts
- events
- needs
- opinions
- attitudes
- feelings

- **EXPRESSING PERSONAL FEELINGS ABOUT:**

- facts
- events
- opinions
- attitudes

- **GETTING OTHERS TO ADOPT A COURSE OF ACTION BY:**

- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

	<p>Proficiencies:</p> <ul style="list-style-type: none"> <p>LISTENING:</p> <p>Can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions and/or circumlocutions for understanding. Can understand frequently used tense forms and word-order patterns in simple sentences. Has both general and detailed understanding of short, discrete expressions, but has only general understanding of longer conversations and messages within familiar communicative situations. Can sustain comprehension through contextual inferences in short communications on familiar topics with native speakers who are aware of the non-native status of listener.</p> <p>SPEAKING:</p> <p>Can initiate and sustain a conversation, but limited vocabulary range necessitate hesitation and circumlocution. Can use the more common verb tense forms, but still makes many errors in formation and selection. Can use word order accurately in simple sentences, but still makes errors in more complex patterns. Can sustain coherent structures in short and familiar communicative situations. Can employ selectively basic cohesive features such as pronouns and verb inflections. Extended communication is largely a series of short, discrete utterances. Can articulate comprehensibly but has difficulty in producing certain sounds in certain positions or combinations. Speech is usually labored. Has to repeat to be understood in some cases.</p> <p>READING:</p> <p>Can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Has specific comprehension of selected passages in familiar sentence patterns. Can follow essential points as well as some details of expository writing when dealing with areas of special interest and is able to guess meaning from context.</p> <p>WRITING:</p> <p>Can write simple notes, letters, and short reports using elementary vocabulary and commonly encountered structures. Can express present, future, and past ideas comprehensibly. Major errors still occur when expressing more complex thoughts. Begins to develop sequential relationships. Writing is comprehensible to native speakers used to dealing with foreigners.</p> <p>CULTURE:</p> <p>Shows understanding of cultures as systems of values that evolve with time and is able to show how certain values are associated with certain behavior patterns in his/her own culture as well as in the target language culture. On the basis of previous experience with the target language culture, is able to distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors. Still shows misunderstandings, in applying this knowledge, and miscommunications occur frequently with native speakers not accustomed to foreigners.</p>
For Information	<p>For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:</p> <p>http://www.emsc.nysed.gov/ciai/lot/pub/lotela.pdf</p> <p>For a complete core curriculum for LOTE, (especially pp. 12 – 19), see:</p> <p>http://emsc32.nysed.gov/guides/lot/partI1.pdf</p>

Welcome back students:

A new school year has arrived and I want to welcome you back hoping that you enjoyed the summer and that you are looking forward, as I am, to a very successful and exciting academic year. As your teacher, I expect you to set positive attainable academic goals.

Course Content:

We will begin level 2 with a thorough review of the major structures covered in the level 1 program. After the review, we will continue with the text, where new structures and vocabulary will be introduced. I will also introduce you to a simple novel in Spanish as we move through the course. The four skill areas of speaking, listening, writing, and reading will be part of each lesson.

Spanish will be used in class most of the times. At first this may seem difficult or overwhelming to you, but as your listening skills improve, you will become much more comfortable in the Spanish-only classroom. Don't worry about making mistakes, because at this level, I expect you to make them! Level 2 is not an easy year, but the preparation is necessary for the Regents level (Spanish 3). Your active participation in all class activities will help you to have a successful, and hopefully, enjoyable experience and it is very important.

Some of you may find the content too difficult without extra help. If you feel this way, please come and see me so that we can discuss the problem and make proper arrangements. I am available after school for extra help sessions on an individual or group basis. Let me know in class when you intend to come in for extra help to make sure that I have not already made any prior plans. If more extra help is needed, you should consider a private tutor. Please seek help well before the tests and quizzes take place.

Course requirements:

1. **notebook** - I strongly recommend a three ring binder. There will be many handouts given throughout the year. The binder will help keep you organized.
2. **textbooks** – *Paso a Paso 2, La Gran Aventura de Alejandro, Amsco First Year*. These textbooks will serve as the central part of the course. Ancillary materials such as videos, audiocassettes, and a workbook will also be used. Books should be covered and brought to class every day.
3. **dictionary** - As we extend your vocabulary, you will find it to be a very useful resource, especially during reading assignments.

Course grading:

TESTS + QUIZZES + HOMEWORK + CLASS PARTICIPATION = QUARTER GRADE

Expected distribution of grades: (This can change depending on the work assigned)

Tests and Projects- 35%, Quizzes- 25%, Homework- 20%, Participation- 20%

Oral grades are included as quiz grades unless they are part of a major test or project. At the end of each quarter you will receive a an e-mail which will show your quarter average and the exact distribution of your scores.

All homework will be posted on my website and announced in class daily. Make sure that you visit the website daily. If you do not have access to the internet at home, you may check the website at the beginning or at the end of class on the classroom's computer. My website address is

<http://www.wappingersschools.org/229320615125029947/>. Each homework assignment counts toward the homework grade. If you do 30 assignments out of 30, then you will receive a 100% for your homework grade. If your assignment is not complete, you will not receive any credit. In order to receive full credit for any work, it must be completed to the best of your ability and on time. Late assignments that are complete will receive ½ credit. I cannot emphasize enough the importance of doing the homework consistently and thoroughly. **All tests and quizzes reflect the work covered in class and reviewed at home. If you understand the homework, you will experience success on the tests and quizzes.**

Class participation is extremely important. I keep track of everything you do in class. Going to the board and volunteering answers are two simple ways of receiving checks in this area. These checks will count towards your grade. If you don't participate, you won't be able to do the homework assignments, and you won't be able to pass the tests and quizzes.

Make-ups:

It is **your** responsibility to see that you are current on all assignments, tests, etc., not the teacher's. Makeup's are to be done within two days of a legal absence. Any exceptions must be discussed with me BEFORE the work is late. **NO MAKEUP = ZERO. CUTTING CLASS = ZERO.**

If you are absent, you need to make up whatever work you missed within two days. Upon your return, you have to take the initiative to get the work from me or a classmate, do it and hand it back to me within the prescribed time. You should also check my website for homework missed. However, last minute changes may not be available on the website. Late assignments that are complete will receive ½ credit. Make use of my e-mail address at SenoraBeiner@gmail.com. You may also contact me via instant message.

Failure to hand in a project on time will result in a zero (0). I will not accept late projects. You will have plenty of time to do any assigned projects and to do them right!

I use a grading program with my laptop to keep track of all your grades. You may ask to see your scores as you leave the classroom. I will enter all grades in my laptop as I finish grading your work, so your grade is usually up-to-date. You will receive a summary of your class grades at the end of each quarter via e-mail. Make sure that I have your or your parents' updated e-mail addresses so that you may receive these updates. This grade report will show your scores in all the above categories, your overall average, and your Spanish class rank.

Extra help:

This will normally take place after school by appointment. Students should inform me, during class, of their intention to come in for extra help. If more extra help is needed, you should consider a private tutor. Please seek help well before the tests and quizzes take place.