

SPANISH-L2

School Year 2022-2023
Thomas County Central High School
Foreign Languages Department

INSTRUCTOR INFORMATION

Name Anthony J. Paulino
Office E-Hall - Room-10
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Tutoring/Help TBA

COURSE INFORMATION

Course Description The level II language course focuses on the continued development of communicative competence the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a Novice-Mid level of proficiency.

Course Text *¡Qué chévere! Book-2 EMC. (\$55.95)*
Student will have access to an online textbook through passport.emcl.com
Student will be issued a physical textbook on an as-needed basis. Students will be charged the above mentioned price to replace a lost or damaged book.

Textbook website: www.passport.emcl.com

Course Content 1.La tecnología en la vida diaria. 2. Vivir en salud. 3. ¡VAMOS a la ciudad. 4. Diversión para todos. 5. De compras. 6. Hogar, dulce hogar. 7. Informados. 8. De viaje a España. 9. En el futuro. 10. Un mundo globalizando.

Expectations * By the end of Level II, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

1	Use basic greetings, farewells, and expressions of courtesy.	9	Identify the main ideas and some details when reading and listening.
2	Express like/dislike, emotions, and agreement/disagreement.	10	Comprehend simple, culturally authentic reading materials.
3	Make simple requests.	11	Understand simple instructions.
4	Ask for clarification.	12	Differentiate among statements, questions, and exclamations.
5	Give simple descriptions.	13	Recognize basic non-verbal cues.
6	Comprehend basic directions.	14	Give basic information about self and others using suggested topics.
7	Ask questions and provide responses based on suggested topics.	15	Demonstrate basic geographical knowledge.
8	Use formal and informal forms of address	16	Recognize similarities/differences between target language and English.

Mark Breakdown Your final course grade will be calculated according to the following percentages:

(i.e. Grade)	1. Benchmark	20%
	2. Quizzes	25%
	3. Tests/Projects	30%
	4. Daily Work	15%
	5. Homework	10%
	TOTAL	<u>100%</u>

COURSE POLICIES AND GUIDELINES

RESPONSIBILITY: Students must adhere to project and assignment deadlines and always have all necessary writing materials, and chrome book for class. It is also the student's responsibility to check the different platforms, Google classroom, Formative, Quizlet, and SpanishDict and Passport for assignments, daily tasks and assessments daily.

Attendance/Tardiness You are expected to be in class and sign in every day and on-time. Please refer to your student handbook and become acquainted with the rules governing attendance.

Food It is strictly **prohibited** to eat food during class sessions, **ONLY** water in (Clear containers) will be allowed.

Academic Integrity Cheating, copying and plagiarism are forms of academic dishonesty and constitute a very serious offence. Even if you study or practice with a classmate, be sure to prepare your own individual work unless it is a group assignment. "Students are responsible for knowing and abiding by the Policies as set forth in the Student Hand-Book and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics

Language Lab The Foreign Language Lab is located in E-2. Students are expected to use the equipment responsibly, and only for school-related work. The lab can only be used under teacher's supervision.

CLASSROOM RULES AND EXPECTATIONS

- Arrive to class on time. All students arriving Tardy will be documented and parent contacts made.
- Come prepared to work and participate every day.
- Sleeping or putting your head down on the desk is **NOT** accepted.
- Ensure you bring your Chromebook fully charged daily! (I will lend you a Chromebook **ONLY** if yours is faulty, otherwise you will need to use a textbook from the classroom, and your paper with a writing instrument!
- Bring Headphones or Earbuds and bring paper and a writing instrument. **NOTE:** Work to be turned in must be completed in Pen Black ink **ONLY!** I will not accept work to be turned in, in pencil or any other pencil color or pen ink color.
- Treat both the teacher and your fellow students with respect at all times. Ridicule and rude behavior will not be tolerated. You will be treated with the utmost respect in my classroom.
- At the end of class, remain seated/online, and wait for the teacher to dismiss you before getting up to leave or signing out.
- Cellphones are only to be use, with teacher's permission.

Syllabus Changes

This syllabus is subject to revision due to unforeseen circumstances or needs requirements by the class instructor.

Unidad - 1 - pp. 01-53	
Technology and communication	Vacations
Environmental issues	Everyday activities
Unidad - 2- pp. 55-105	
Daily routines	Activities and health
Parts of the body	
Unidad - 3 - pp. 107-157	
Places in the city	Everyday activities
Stores	Driving
Directions	Parts of a car
Neighborhood and neighbors	Traffic signs
Unidad - 4 - pp. 159-213	
Amusement parks	The circus
Zoo animals	Wild and farm animals
Nationalities	
Unidad – 5 - pp. 215-267	
Supermarkets, fish, meats, and seafood	Clothing
Metric system	Everyday activities
Menu	Food and dining
Unidad – 6 - pp. 269-319	
Home and family	Household rules and expectations
Household items and everyday activities	Household appliances
Household chores	
Unidad – 7 - pp. 321-371	
News and television programs	Newspapers
Everyday activities	Radio
	Soccer
Unidad – 8 - pp. 373-423	
Vacations, travel agencies, and food	Airports and hotel
Emotions and dreams	The twenty-four-hour clock
Unidad – 9 - pp. 425-471	
Careers and jobs	Body language
Problems of the world	Nationalities
Personal relationships	Future plans

Georgia Performance Standards for Modern Languages Level II

Georgia Performance Standards with Elements

Interpersonal Mode of Communication (IP)

- MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate.
- A. Express needs and preferences.
 - B. Express feelings and emotions.
 - C. Request help and clarification.
 - D. Give descriptions.
 - E. Give and follow directions and instructions.
 - F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.
 - G. Ask questions and provide responses about plans and events.
- MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language. The students:
- A. Initiate, participate in, and close an oral or written exchange.
 - B. Use simple paraphrasing to convey and comprehend messages.
 - C. Use gestures and body language to convey and comprehend messages.
 - D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Interpretive Mode of Communication (INT)

- MLII.INT1 The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:
- A. Identify main ideas and essential details when reading and listening.
 - B. Interpret culturally authentic materials and information.
 - C. Comprehend and follow oral and written instructions.
 - D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension.
- MLII.INT2 The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language. The students:
- A. Differentiate among increasingly complex statements, questions, and exclamations.
 - B. Interpret basic gestures, body language, and intonation that clarify a message.

Presentational Mode of Communication (P)

- MLII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns. The students:
- A. Relate main ideas and essential details from level-appropriate print or non-print material.
 - B. Give brief, organized oral presentations, using visual and technological support as appropriate.
 - C. Write short, organized compositions, using visual and technological support as appropriate.

D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

- MLII.P2 The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs. The students:
- A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.
 - B. Demonstrate comprehension of material.

II. Cultural Perspectives, Practices, and Products (CU)

- MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated. The students:
- A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
 - B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.
 - C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

III. Connections, Comparisons, and Communities (CCC)

- MLII.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another. The students:
- A. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
 - B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.
- MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture. The students:
- A. Compare and contrast traditions, such as holidays, foods, and celebrations.
 - B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
 - C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture
- MLII.CCC3 The students develop a better understanding of the English language through the study of the target language. The students:
- A. Compare vocabulary usage and structural patterns of the target language with English.
 - B. Use level-appropriate idiomatic expressions in the target language.
- MLII.CCC4 The students identify current events and issues in the target culture(s). The students:
- A. Give information regarding major current events of the target culture(s).
 - B. Understand the impact of major current events on the target culture(s).
- MLII.CCC5 The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes. The students:
- A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.

- B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.

Syllabus Acknowledgement Form
Spanish 2
Señor Paulino
Aula E-10

August 08, 2022

This form is to be signed and returned to (Mr. Paulino) by Friday August 12th, 2022

Dear Parent/Guardian,

Period _____

I _____ and my child _____ hereby acknowledge that we
Parent Student

have received and read the syllabus in its entirety. We do understand that necessary adjustments and changes can be made to the syllabus at any time, and that my child will be notified of such changes. I the Parent/Guardian am also aware that I can contact you the teacher, should I have any questions in regards to the specific syllabus (Spanish – L2).