

¡Bienvenidos a Español 2!

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Novice
Low

Novice
Mid

Novice
High

Intermediate
Low

Intermediate
Mid

Inter.
High

Spanish 2 Learning Targets

- **INTERPRETIVE LISTENING** - I can recognize even more familiar words & phrases when I listen in Spanish than when I was in Spanish I.
- **INTERPRETIVE READING** - I can recognize even more familiar words & phrases when I read in Spanish than when I was in Spanish I.
- **INTERPERSONAL SPEAKING** - I can ask & answer questions on familiar and limited unfamiliar topics..
- **PRESENTATIONAL WRITING** - I can write a simple paragraph about myself and my plans for the day, week, or weekend.

WHAT WILL I DO TO GET THERE?

- **Class will be conducted in Spanish** 90% of the time. In order to learn to communicate in Spanish, you must listen, read, write & speak in Spanish as much as possible.
- **We will do our own work.** This means we will not use online translators. Use wordreference.com only.
- **We will have a supportive and positive learning environment** where everyone helps each other to learn and grow.

ABSENT?

The goal is to move forward in our proficiency, so if you are absent, it is your responsibility to check the absent folder, our Google Classroom, ask a friend, and the teacher what you missed, and make it up as soon as possible.

STANDARD BASED GRADING

- 4 - EXCEEDS Expectations (A)
- 3 - MEETS Expectations (B)
- 2 - APPROACHING Expectation s (C)
- 1 - BELOW Expectations (D)

RETAKES - You may retake any summative assessment (Test) that was under an 70%. Fill out a request to retest form and submit it prior to retaking. You may not retake if it is within one week of the end of a nine-week period.

What do I need to do to be successful?

- See the other side of this page to see what school supplies you need! 😊
- A positive attitude
- Willingness to work together and communicate

What will we do in Spanish class?

The basis of Spanish 2 is cultural story units, which include telling stories, listening to music and reading the novels Brandon Brown Quiere un Perro and La Llorona de Mazatlán.

Ms. Erlandson, what goes on my binder tabs?

1. Bellwork
2. Handouts
3. Vocabulario
4. Notes
5. Readings
6. Listening
7. Writing



¡Bienvenidos al Español!

What do I need to do to be successful?- Parte 2

- **1 binder**
 - 1" recommended, but any size will do
- **7 binder tabs**
- **1 composition notebook**
 - This will be used almost every day, so make sure you have it every day!
- **Pencils OR pens with black or blue ink**
- **1 red ink pen or a red colored pencil**
 - We will trade and grade often, so a red pen will come in handy!
- **School-issued iPad**
 - We will use your iPads often, so please bring them charged and ready for class!

“You can cut all the flowers, but you can’t stop the arrival of spring.”

-Pablo Neruda

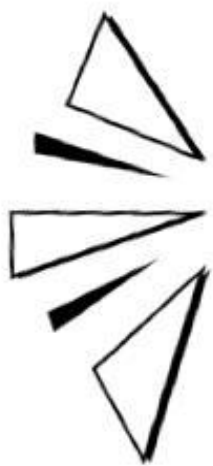


“Though we tremble before uncertain futures, may we meet illness, death and adversity with strength, may we dance in the face of our fears.”

– Gloria Anzaldúa

MORE ABOUT GRADING...

On each assessment, your grade will be determined by how your performance compares to the target performance for that skill in your course. Here are the targets for this course:



READING & LISTENING

I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.

SPEAKING & WRITING

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.



Performance descriptor



What goes in the grade book

HOW IT WORKS

ADVANCED/Exceeds Expectations	Adv	A	100	Your performance shows confidence and demonstrates that you are already reaching for the next target.
PROFICIENT/Meets Expectations	Prof	B	90	You performed at the target level (see above) without help. You are right on track!
DEVELOPING/Approaching Expectations	Dev	C	80	Your performance shows that you can do some of the things needed to hit the target, but you need a little more support to do all of them.
EMERGING/Beginning Expectations	Em	D	70	You know what you are supposed to be able to do, but you need help putting the pieces together so that you can hit the target!
BEGINNING/Not meeting expectations	Beg	F	60	Your performance shows that you are a bit confused and probably feeling frustrated. You need some help to get started working toward the target!
NO ATTEMPT	N/S	F	0	You have not done enough for your performance to be evaluated.

What you'll see on your paper



What it means



Spanish II Course Sequence

4

- Somos Unit 6- Siéntate
- Somos Unit 7- Los Castells de Tarragoza
- Somos Unit 8- La Comida Latina
- Special Unit- DDLM and *El Libro de Vida*
- Brandon Brown Quiere un Perro

END OF SEMESTER 1

- Somos Unit 9- El Cucuy
- Somos Unit 10- Como Agua Para Chocolate
- Somos Unit 11- Los Deportes
- Somos Unit 12- El Cortejo
- Novel: *Mata la Piñata*
- Somos Unit 13- Los Piropos
- Special Unit: Living on a Dollar

END OF SEMESTER 2





POLICIES & PROCEDURES ⁵

ABSENCE POLICY

Your class will spend almost an hour each day acquiring language (the easy way!) and you may have to spend a similar amount of time at home to make up the learning that you have missed. Check with me on your first day back to see what work needs to be made up.

TARDY POLICY

You are considered tardy to class if you are not in your seat when the bell rings. With each tardy, you will receive an extra assignment to make up for the class time that you missed.. Your parents will be notified, and if the problem is ongoing, you will have disciplinary action.

ENTERING CLASS

These things should all be done before the bell rings:

- Take out your class binder.
- Borrow a pencil and paper, if needed.
- Sit down at your seat.
- Begin working silently on your Campanada.

LEAVING CLASS

- Return borrowed materials, if applicable
- Clear your table and floor
- Push in your chair

SEATING POLICY

You will be assigned a new seat once or twice per quarter. Your table mate is your study buddy. If you are absent, get notes and handouts from him or her. Speak Spanish to one another in class and check each other's work when appropriate. You are a team, and your goal is to help each other meet the class standards!

TRANSITIONS

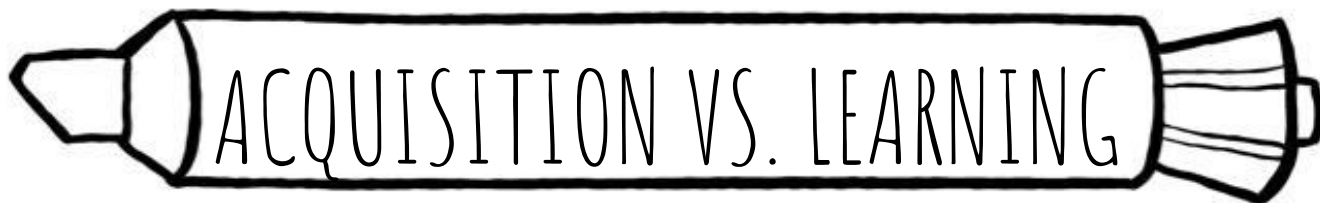
Throughout the year, I will use several call-and-response exchanges to get your attention. I will say one thing, the whole class will say something else in response, and then everyone will be quiet with their eyes on me, ready for my instructions.

LANGUAGE USE

If the teacher asks a question in Spanish, you must answer in Spanish. If they ask a question in English, you may answer in Spanish or English. If you **MUST** say something in English, you must first ask, "¿En inglés, por favor?"

EXTRA HELP

I am available at lunch and by appointment to answer any questions you have and to help you when you need it!



ACQUISITION VS. LEARNING

In this course, our goal will be to acquire Spanish language. “Acquiring” a language is very different than “learning” a language. Acquiring is something that happens to you instead of something that you make happen.

When you “learned” how to speak your first language, you didn’t actually learn it; you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using Spanish to talk about interesting and important things in our lives and in the world. We will spend very little time learning *about* the Spanish language (studying grammar rules, memorizing vocabulary, etc.), because the human brain is not designed to learn language in that way. Instead, we will focus on finding content to listen to and read in class (interpretive communication) in order to give our brains lots of ‘food’ to process and turn into language in our heads. We will do some speaking and writing, but those skills will come naturally as you take in more and more Spanish through listening and reading, so they will not be a major focus of the course.

This Spanish course is a Comprehension-based Spanish course. That means that I will be using methods and strategies that are based on the theory of linguists and researchers such as Dr. Stephen Krashen and Bill Van Patten. We will use TPRS (Teaching Proficiency through Reading and Storytelling; developed by Blaine Ray and based on the work of Dr. James Asher) and modified MovieTalk (developed by Dr. Ashley Hastings), in addition to many other Comprehension-based activities.



CORE VOCABULARY

For each of our units, you will be given a Core Vocabulary list. These are the most important new words that will be used in the activities in the unit, and they will be used in future units in the course. Most of our assessments will include Core Vocabulary words from the current unit and previous units (ex: they will be used in reading and listening passages, and you will probably need to use them to respond to speaking or writing prompts). If you miss a lot of class, memorizing Core Vocabulary words can help you to catch up and be able to follow what is happening in class, but beware– memorization only helps short-term! To acquire language, your brain needs repeated exposure to language in contextualized communication.

ACADEMIC INTEGRITY

Academic Integrity is being honest and responsible with regard to your schoolwork. Most basically, it means that your work is your work, and anything that you have found somewhere else is credited to its source.

Students will receive a non-negotiable “0” on any assignment in which academic integrity has been breached.

- You may not copy another student’s work or allow someone to copy your work
- You may not use online translators to write whole sentences or essays
- You must cite any website, book, article, etc. from which you gather information.

