

Corbett High School

Course Syllabus

Spanish 2

Course Information

Marking Period: Full Year Course

Teacher Website: adventurewiththole.weebly.com

Teacher Information

Name: Abbey Thole

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Course Description:

This Spanish 2 class is conducted primarily in Spanish. The students are expected to express themselves in Spanish, and an “interpersonal communication” grade is earned through the students’ continued use of the language and interactions in class. Throughout the course, students will experience a variety of speaking, reading, writing and listening activities that will help to prepare them for the following course: AP Spanish Language and Culture. Students will have class every day for 50-60 minutes a day. They are expected to be fully prepared and engaged in the lesson. Students are not expected to complete an extensive amount of work outside of class, and for this reason attendance is required. Inevitably, at some point a student may need to be absent, and there is a procedure in place to make up these absences.

Course Competencies/Learning Objectives:

By the end of the school year, the Spanish 2 Language student should be able to:

- Comprehend formal and informal spoken Spanish
- Speak Spanish proficiently with an accurate accent
- Read, understand and discuss a variety of texts
- Write informally in Spanish
- Write formally in Spanish with support from the teacher
- Gain a greater understanding and appreciation of the culture of the Spanish-speaking world

Instructional Philosophy/Methodology:

The learning strategies in the Spanish 2 class have been designed around the four language skills: reading, writing, speaking, listening. These are the required elements that are essential to the successful and lifelong usage of Spanish. The AP Spanish Language and Culture class also uses TPRS (Teaching Proficiency through Reading and Storytelling), an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner.

Reading: A large amount of time will be dedicated to reading and integrated reading with the other three language skills. Students will explore websites designed by and for Spanish-speakers, articles about cultural topics, and lyrics to music in addition to traditional texts, literature, and poetry.

Writing: Students will partake in a variety of activities to strengthen their writing skills in Spanish. Students will periodically practice their informal writing through prompts like journal entries, free-writes, or written responses to authentic documents such as news articles and podcasts. Students will also occasionally practice their formal writing through prompts from past AP exams (provided on the College Board website) to prepare them for the AP Spanish class the following year. Examples of formal writing include 5 paragraph persuasive essays, email responses, and cultural comparison presentations.

Speaking: Students will improve their speaking through a variety of activities: speed conversations with classmates; a game that practices circumlocution by describing a vocabulary word or concept without using the actual word or concept; activities in which the students describe a picture or item to a partner who then draws a picture according to the description; class conversations on topics that range from academia to politics to popular films, art and music; recorded informal commentary on a variety of topics; simulated conversations in which the students must respond in a specific amount of time to a series of prompts; and formal oral presentations on a variety of topics. While the majority of these activities will occur during class time, the students may be required to complete or prepare speaking activities as homework

Listening: Students will improve their listening skills through exposure to a variety of listening activities in a variety of accents. Listening activities come from a number of sources, including the College Board’s website, podcasts, videos, and music.

Student Evaluation:

The grading system for the Spanish Department at Corbett High School is as follows:

Interpersonal Communication and Attendance - 75%

Quizzes and Tests - 25%

Interpersonal Communication will be evaluated according to the following rubric:

2	4	6	8	10
<ul style="list-style-type: none"> ● Not attentive ● No eye contact and not responding ● Not using stop signal when unclear ● Inappropriate use of English <ul style="list-style-type: none"> ● Off topic and interrupting ● Takes away from the class 	<ul style="list-style-type: none"> ● Attentive ● Not responding, but making eye contact most of the time ● Not using stop signal when unclear ● Inappropriate use of English ● Off topic and interrupting ● Not contributing to the class ● Not co-creators of stories 	<ul style="list-style-type: none"> ● Attentive ● Sometimes responding (verbally and/or non-verbally) ● Sometimes using stop signal when unclear ● Speaking in Spanish ● Occasionally contributes ideas to the class ● Limited co-creators of stories 	<ul style="list-style-type: none"> ● Attentive ● Always responding non-verbally and sometimes verbally ● Consistently using stop signal when unclear ● Speaking in Spanish ● Often contributes ideas to the class ● Strong co-creators of stories 	<ul style="list-style-type: none"> ● Attentive ● Always responding verbally in Spanish (at least one word) ● Always using stop signal when unclear ● Frequently contributes ideas to the class ● Strong co-creators of stories ● <u>Voluntary emerging output</u>

Attendance Policy:

Every day in class, students earn a grade based off the “**Interpersonal Communication Rubric**”. If a student is absent from class for any reason, he/she is not able to earn these points. Of course, there is an opportunity to make up these points:

- 1.) For **each** day of class that you have missed, watch 10 minutes of video from the link below.
www.youtube.com/channel/UCouyFdE9-Lrjo3M_2idKq1A
- 2.) After watching, call my Google Voice account: 503-609-0692. **Make one phone call for each day you have missed. Please do not call to make up points for more than one day at a time.**
- 3.) IN ENGLISH, state your first and last name, class period, and the date of the absence for which you are making up points.
- 4.) Again IN ENGLISH, describe what happened in the 10 minutes of video that you watched. Your description should be about 2-3 minutes long.