

# Metropolitan Business Academy

## Spanish II Course Syllabus

### Teacher Contact Info:

Teacher Name: Joanna López (Sra. López)

Email Address: [joanna.lopez@nhboe.net](mailto:joanna.lopez@nhboe.net) (This is where all projects/assignments can be shared)

Phone # (475)220-7700

After School Hours: Tuesday from 2:15 p.m. to 3:30 p.m.

### Course Overview:

- The Level II curriculum is comprised of 4 main units and one flex-unit. The first four full units fall one unit and a half for each trimester and represent the content that will appear on the quarterly exam. The new quarterly exams and performance tasks, however, reflect students' cumulative proficiency progress across the year; therefore, the content of the exam(s) may focus on the general topic of the unit of that quarter, some from previous quarters, and proficiency development gained as they move through the year.
- The "Movies Flex-Unit" may be taught as a stand-alone unit at any point during the school year OR can be taught in chunks throughout the year. The vocabulary and expressions are intended to enrich and engage students in the Level II year, and the content builds their cultural knowledge. The specific vocabulary and structures in this unit will not appear on quarterly assessments unless they also represented in one of the other 4 units.

### Course Standards: (list)

Below you will find the significant tasks we will complete in Spanish II during the school year. Title of task with description and standards you need to complete as well as 21st Century Competencies included.

### World Languages Content Standards:

<b>Interpersonal Communication #1</b>	Learners interact and negotiate meaning in spoken, signed, or written conversation, reaction, opinions and feelings.
<b>Interpretive communication #2</b>	Learners understand, interpret, and analyse what is heard, read or viewed on a variety of topics.
<b>Presentational communication</b>	Learners present information, concepts, and

#3	narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.
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**Performance Tasks Chart:**

<b>Title</b> <u>Mis vacaciones de Verano</u> <u>Summer</u>	<b>Remember your “Past Vacation”</b> It’s time to think of a <u>completely FAKE or REAL vacation</u> that you are going to pretend you went on in the past. It can be to anywhere, at any time, with any activities!! Be sure they are things you can talk about in the target language. Fill out this chart in English to “remember” your fake vacation. <b>Trimester 1</b>	Content Standards met by Performance #1,3	21st Century Competencies met by Performance Task #3,4,5
* <u>Mi Ninez</u>  <u>My childhood</u>	<b>Mi Ninez</b> - You will interview either many classmates or one other classmate about their childhood(s). Your teacher will explain the task to you.  Your peer(s) will also be interviewing YOU. You will be scored as both interviewer and interviewee.  <b>Trimester 1</b>	#1, 3,	#2,3,4,5
* <u>Pen pal</u>	Students will write a pen pal letter to a make believe friend and utilized the skills learned in <b>Trimester 1</b>	#1	#3,5
* <u>Immigration Unit</u>	<b>Immigration - Presentational Writing Assessment</b> TASK: Select an immigrant from choices your teacher has given you, your own research, or from your family history. Write a biography of that person. <b>Trimester 2</b> <b>The Biography becomes Autobiography!</b> Memorize the information about the immigrant you wrote about in your biography. Be ready to answer questions “as if” you are that person. Feel free to role-play and dress the part, if applicable. Audience members will ask you a variety of questions related to the topics you may have written about. Remember to speak in the first person – you playing the role of the immigrant.	#1,3,	#2,3,4.5

	<p>If the audience asks you something you did not write about, just say “I can’t remember – it was so long ago!” (your teacher will teach you how to say it).</p> <p><b>Trimester 2</b></p>		
<p><b>* _</b> <u>Career</u></p>	<p><b>Write a resume, but guess what?</b> You can write ANYTHING as your experience. Pretend you have already worked some amazing jobs that would prepare you for your DREAM job. Your teacher will show you examples. You must include the following. You can use fake information for any of the personal information, if you like. <b>Letter to the President/Cover Letter</b> Research a company that might offer your DREAM JOB. Write a letter to the president of that company introducing yourself and telling him/her why you are qualified to work there.</p> <p><b>Trimester 3</b></p>	#1,3	#1,2,3,4
<p><b>* _</b> <u>Career</u></p>	<p><b>You as INTERVIEWEE and PROSPECTIVE EMPLOYEE:</b> Your Teacher in the class will read over your resume and introduction letter and interview you for your DREAM job. Be sure you know your resume very well. (your teacher may give you a hint sheet with some question-starters).</p> <p><b>Trimester 3</b></p>	#1	#3,5
<p><b>*Pen pal</b></p>	<p>Students will write a pen pal letter to a make believe friend and utilized the skills learned in <b>Trimester 3</b></p>	#1,3	#2,3,4,5
<p><b>*Movie</b></p>	<p>Students will listen to and read movie critiques in the target language and answer comprehension questions as well as analyze movie posters from the target culture. They will demonstrate their ability to converse about a variety of movies with a partner, focusing on defending their opinions. Students will create a movie poster representing key concepts or ideas in a visual way and including an objective summary of the plot. Finally, students will write a critique of a particular</p>	#1,3	#2,3,4,5

	movie or short, using argument writing skills that have been developed throughout the unit. <b>Trimester 3</b>		
<b>* Pen pal</b>	Students will write a pen pal letter to a make believe friend and utilized the skills learned in <b>Trimester 3</b>	#1	#3,5

**Portfolio Criteria:**

For students to complete level II, all performances with an \* must be presented and handed to teacher.

**How you will be graded explanation:**

<b>Mastery Language Abbreviations</b>	<b>Mastery Language</b>	<b>Progression to Meeting Standard</b>	<b>Standard Grading Equivalent</b>
XE	Exemplary	Exceeds Standard with Distinction	100
CO/XE	Competent/Exemplary	Exceeds Standard (revise for exemplary)	93
CO	Competent	Meets Standard (revise for exemplary)	85
EM	Emerging	Approaches Standard (needs revision)	70
NY	Novice	Not Yet (needs revision)	60
NE	No Evidence	No Evidence of Work Yet	50

**Grading Policy:**

Tests/ Projects: 50%

Class Participation / daily work: 50% (modification are implemented for any homebound)

**\*\*\*For students to move forward to the next level in the respective language, students must complete assignments/projects which includes all four areas: speaking, listening, reading and writing.**

### Class Expectations:

1. **Be Prompt** tardiness affects your learning
  2. **Be prepared**, always bring your notebook and a writing utensil
  3. **Be cooperative and positive**, this helps you a lot in learning a second language.
  4. **One voice policy** in the classroom, we need to learn from each other.
  5. **Always ask when you need help**, it is difficult to to meet your needs if you do not voice them out.
  6. **Try your best when Speak in the Target Language.** Remember practice makes perfect.
- **Reminders:** Please do not use your cell phones, iPads, i-phone watch, etc. in class. (You will be given specific times to do so) Unauthorized use will result in a warning before it is placed in the charging station in which you will not have access to it until the end of the class. “Your electronics are yours to keep not to be taken away for breaking classroom requirement”, therefore they are to remain in your backpacks not on you (back pocket, sweatshirt, etc.)

### **\*Participation:**

Participation is assessed daily and includes attendance\*, attentiveness, volunteering in class, taking notes, completing assigned work, participation in paired and group activities, and having a cooperative and respectful attitude (we do not mock nor laugh at anyone participating).

**\*Attendance is an important part of your academic growth. If you are absent make sure to contact your teacher to e-mail you any missing assignments.**

### **Classwork :**

Classwork is a vital part for your growth. It serves as a great tool for practicing the target language and come up with questions for teacher on the areas you believe need the most help.

**Make-up Work: Two of the 21st Century Skills we focus on are Initiative, Accountability and Responsibility.** When you are absent it is your responsibility to make up the work. You have one class to make up the missed work. Once you hand in your work on time, you will have multiple opportunities to master your work. Quizzes and tests will need to be made up by scheduling an appointment. AGAIN... it is YOUR responsibility to remind me of make up quiz or test. **(Once the given extended due date has passed NO WORK will be accepted, we need to move on to learning new things. This includes work given during your absence as well as Presentations and Projects).** If there is a special request, please see me in private.

**Extra Help:** Extra help sessions are available and recommended for students who need additional practice or reinforcement of the material presented in class. See the above for scheduled of days and times to meet after school.

- If Trimester or class is failed, you must take a Mastery Spanish II exam that includes Listening, reading, writing and Speaking. If all standards are met with a competent score you will successfully move to the next level. The test will have questions from the topic/s taught during that Trimester/year.

For more information on our school wide policies about Mastery Based Learning and Grading, please reference the Metropolitan Business Academy Student-Parent Handbook and the Guiding Principles of Mastery Learning and Mastery Grading at [www.metropolitanbusinessacademy.org](http://www.metropolitanbusinessacademy.org).

**After carefully reading through this syllabus with your parent or guardian, please sign and return this page only of the syllabus to me by your next scheduled class time. This will be counted as your first homework assignment. Keep the above pages in your binders to look back on in case you have any questions about this course.**

**The below signatures show the teacher that both guardian and student have read the class syllabus and agreed upon this contract.**

**\*Cell phones are a major distraction in classes therefore, by signing this contract you and your child agree that after the given warning students will have to place their phone in the teacher's cell phone charging station and will be returned to students at the end of class.**

**Parent/Guardian Contact Information:**

**Name:** \_\_\_\_\_

**\*Home #** \_\_\_\_\_ **Cell#** \_\_\_\_\_

**\*e-mail :** \_\_\_\_\_

**Best time to contact:** \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

**Parent Signature:** \_\_\_\_\_

**Student Information:**

**Name:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_