

SPANISH 2

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Email is best!

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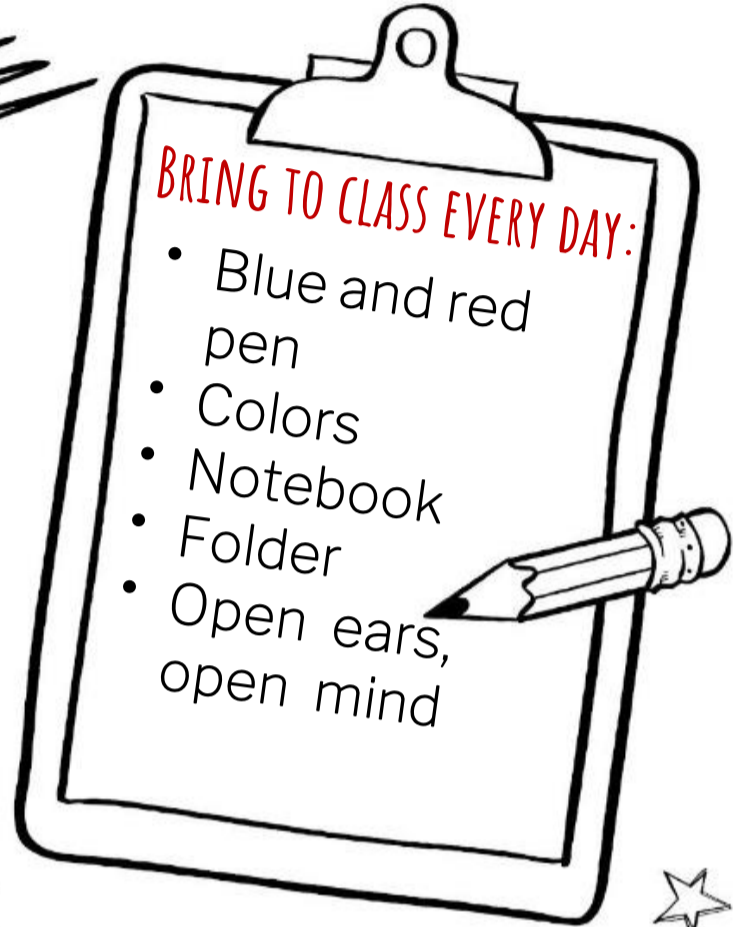
PHONE: (336) 939- 6171

ROOM: 102, Southeast High School



CURRICULUM & SUPPLEMENTS

- SOMOS Curriculum // Storytelling & Cultural exploration
- Señor Wooly // Songs, Music Videos, Online activities
- Fluency Matters Comprehension-based™ readers // Novels written for language learners



GRADING

Most of your grade will be based on your performance on short, summative assessments: reading, writing, speaking, and listening.



A different language is a different vision of life.



- FEDERICO FELLINI

- 20% Reading
- 20% Listening
- 20% Writing
- 20% Speaking
- 20% Integrated skills

OUR COURSE AT A GLANCE

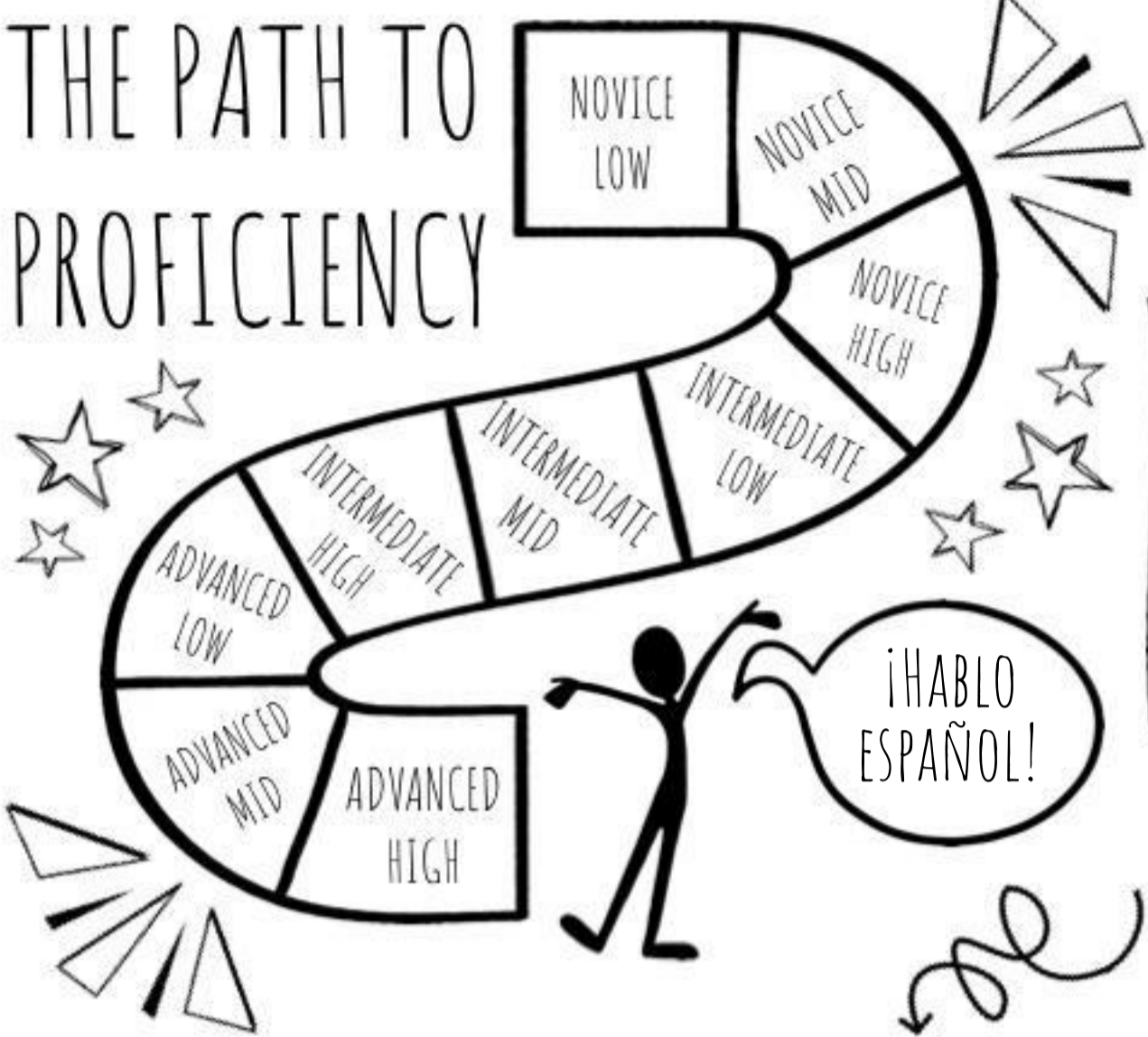
QUARTER 1

SOMOS 1
Units 9-13

QUARTER 2

SOMOS 1
Units 14-17

THE PATH TO PROFICIENCY



As you acquire language, you become more PROFICIENT. You are able to accomplish more and more tasks, communicate about more topics, and make yourself better understood.

We become more proficient in any language through COMMUNICATION: interpreting, expressing, and negotiating the meaning of messages in the language that we are learning.

In particular, LISTENING and READING to language that you can make sense of will help you to make the biggest gains on the Path to Proficiency, and so that is what instruction in this course is geared toward.

EXPECTATIONS

STUDENT + TEACHER
Take care of our self, each other, and our surroundings.

STUDENT (1) Show up to class (2) with materials (3) willing to participate.

TEACHER (1) Show up to class (2) with a plan (3) willing to adapt.

STUDENT Ask questions when you don't understand.

TEACHER Ask questions to see whether students understand & adjust teaching as needed!

We are going to work hard in class every day, and you will not have regular homework.

Stick with it.

Even after several years of language classes, most learners are only in the Intermediate range of proficiency.

HOMework & MAKE UP WORK



See me as soon as you get back to find out how to make up for the communicative activities you missed!



ACTIVITIES

- calendar talks
- listen to songs
- co-create stories
- discuss our lives
- watch short films
- read current events
- play games
- listen to stories
- explore Spanish-speaking cultures

...all in Spanish!

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.

To see a detailed breakdown of all performance levels for this course in the areas of Reading and Listening (Interpretive Mode) and Speaking and Writing (Presentational Mode), please see the "Performance Targets" reference document.

Performance descriptor

What goes in the grade book

HOW IT WORKS

ADVANCED	Adv	A	100	Your performance shows confidence and demonstrates that you are already reaching for the next target.
PROFICIENT	Prof	B	89	You performed at the target level (see above) without help. You are right on track!
DEVELOPING	Dev	C	79	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	Em	D	69	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	Beg	F	59	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



POLICIES & PROCEDURES FOR SPANISH CLASS

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.

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 seat once or twice per quarter. You should rise your hand and ask permission in the appropriate moment to stand up or move from your seat.

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?”

TUTORIALS

I am available on **Wednesdays morning by appointment** to answer any questions you have and to help you when you need it!