



Bok Academy South

Bienvenidos a la clase de español 2024-25 Room: Studio 19

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Class Expectations to Success: Rules

1. **S**peak in Spanish during class conversations.
2. **P**articipation in all classroom activities is required. Listen actively. Ask for clarification when needed.
3. **A**ttitude is important, make sure you have a good one. Show respect to yourself, your classmates & your teacher. Keep phones & other devices in your backpack. Follow class and school rules. Keep your area neat.
4. **N**ever use a translator before trying to figure it out through context first. Use language strategies studied in class.
5. **I**nterruptions and rudeness are NOT tolerated. Raise your hand before speaking. Use appropriate language.
6. **S**how up to class on time ready to learn and with all necessary materials. Stay focused and be ready to work.
7. **H**omework and reading assignments are to be completed on time. Complete work in class by yourself (individual) & in group (collaboration). Homework if you couldn't finish work in class. Don't do missing work during class.



In the Knight Honor, follow the "Bok's 10 Essential Expectations" as the "Bok Way of Life".

Course Description:

This course reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Learning Goals:

- ⇒ Learn new vocabulary.
- ⇒ Build familiarity with basic grammar.
- ⇒ Interpret oral and written Spanish expressions in different contexts.
- ⇒ Communicate & interact using basic structures learned.



Stick with it!

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

Policies and Procedures:

Entering class: Say la "contraseña", take your materials, sit down at your seat, and begin working silently on your bellwork. Backpacks go to the designed place. Sharpen your pencil -if needed- before instruction.

Seating Policy: You will be assigned a seat. Your groupmates are your study buddies, so **get notes and handouts from them if you are absent.** You are a team, and your goal is to help each other meet standards!

Tardy Policy: You are tardy if you are not here when the door is closed. Your parents will be notified, except if you **bring an excuse note from an adult** (your Spanish teacher will check with that person). If the problem is ongoing, you will have disciplinary action.

Turning assignments: Give your work done to your group leader. It'll place in the folder and small group leaders give the folder to the teacher. If your work is not done at the end of the day, put it in your backpack; **now you have homework!** Bring it back the next day and handle to the teacher. Identify your work with your first & last name, class, and date!

Transitions: We will use several call-and-response exchanges to get your attention. The teacher will say one thing, the whole class will say something else in response, and then everyone will be quiet with their eyes on the teacher, ready for instruction and directions.

Language Use: You are in this class to learn Spanish! If the teacher asks a question in Spanish, answer it in Spanish. If you **MUST** say something in English, first ask, "¿En inglés, por favor?"

Passes: Schoolwide policy 10/10 means no students outside of the classrooms during the first and last 10 minutes of the period classes. Passes for the restroom and water may be provided when the teacher is not instructing the class. One student at a time outside the classroom, for maximum 5 minutes. Bring your bottled water is recommended (no glass).

Absence Policy: Your class will spend almost an hour each day *acquiring* language, so you should spend a similar amount of time at home to make up for the learning you missed. **For missing work, check Schoology and the designed area to get old work.**

Leaving classroom: Return materials, clear your space, and push your chair in. Wait for the teacher's dismissal next to your table.

Extra help: Teacher is available at lunch and A/C time to answer any questions you have and to help! Or after school but see me before to check on my after-school schedule.

Our Year at a Glance:

Activities will include listen to and singing songs, co-create stories, discuss lives, watch short films/movies, read current events, play games, listen to stories, explore Spanish-speaking cultures, Persona Especial, Super 7 Verbs, Weekend chats, Cognates, Tongue Twisters, 16 Sweet words, crafts, dancing, playing games, Kahoot, Hispanic Heritage Month, and much more fun! We will use SOMOS Curriculum, Señor Wooly, reading classroom books, National Spanish Exam preparation, and more. ...

... *all in Spanish!!!*

Curriculum & Supplements:

- SOMOS Curriculum/Storytelling & Cultural exploration
- Online reading lessons // Reading classroom books
- Señor Wooly // Songs, Music Videos, Online activities

Students will begin acquiring or developing communicative skills in all three modes of interaction:

- ⇒ **Interpretative** (*listening and reading*),
- ⇒ **Interpersonal**
- ⇒ **Presentational** (*speaking and writing*)

and cross-cultural understanding. An introduction to communication strategies and comprehension activities are also included. In this course, our main goal will be to acquire Spanish language. "**Acquiring**" a language is very different from "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 acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, **almost all** our class time will be spent using Spanish -*not using English to talk about Spanish*- and the focus will be on listening and reading instead of speaking/writing. Those skills will come naturally as you take in more Spanish by listening and reading. This Spanish class is a **Comprehensible Input Spanish course**, and we will use methods and strategies that are based on Dr. Stephen Krashen's Input Hypothesis. Students will be able to interact with grade level expressions, words, sentences, and discourse to process and/or produce language necessary for academic success. Lessons will have a **Can-Do statement** that states the specific learning target.



Assessments:

-Oral presentations, contraseña, Sr. Wooly, posters, bellworks, Teacher's observation, writing works, projects, reading comprehension, quizzes, tests, (all **Formative** =90% of your final grade), and Taking the National Spanish Exam (**Summative** =10% of final grade).

Grading:

Our class approach is based on Proficiency-based learning. It refers to systems of instruction, standards, assessments, and grading based on students' starting proficiency level to the expected proficiency target. Target proficiency levels and their outlooks for speaking, writing, reading, and listening will vary depending on the course level and time of year. Spanish 2 standards refer to Intermediate Low & Mid-levels, but you don't have to reach them to pass this class. We are all unique!

Grading Percentage Breakdown:

%	Categories	Domain
20	Reading / Listening	<i>Interpretative</i>
15	Speaking / Writing	<i>Interpersonal</i>
10	Cultural activities / Projects	<i>Presentational</i>
10	Taking National Spanish Exam	<i>All the above</i>

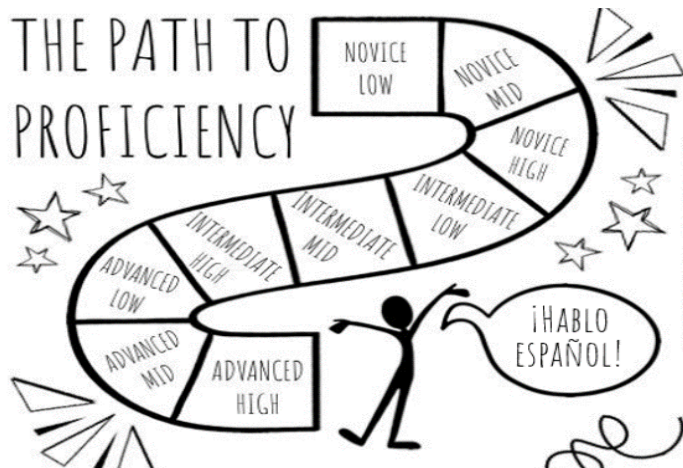
What does your grade mean?

Performance Descriptor	Gradebook	What your grade means...
Advanced	A 100-90	You are confident and are reaching for the next level.
Proficient	B 89-80	You consistently meet the standard without help from the teacher and are ready to move on.
Developing	C 79-70	You can meet the standard in familiar tasks and situations.
Emerging	D 69-60	You know what to do to meet the standard and can do some things but need help accomplishing it.
Beginning	F 59-50	You know the standard but are confused and probably frustrated. You need some help to get started!
No attempt	F 0	You have not done enough to be evaluated.



Vital tips: Periodically review material. Knowledge builds on itself. Ask for help when you need it. Have a good attitude. We can do it together!

You can continue learning Spanish in high school, if you want. We have amazing courses there. But you will have the two required foreign language credits to get your high school diploma, once you pass this class and Spanish 1 done.



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.

Let's Have a Great Year!



WE Can DO IT

Spanish 2 Course Standards.

INTERPRETATIVE LISTENING: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

INTERMEDIATE LOW

WL.K12.IL.1.1 Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.1.2 Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.

WL.K12.IL.1.3 Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.

WL.K12.IL.1.4 Identify key points and essential details on familiar topics presented through a variety of media.

WL.K12.IL.1.5 Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.

WL.K12.IL.1.6 Demonstrate understanding of multiple-step directions and instructions in familiar settings.

INTERMEDIATE MID

WL.K12.IM.1.1 Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.

WL.K12.IM.1.2 Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.

WL.K12.IM.1.3 Recognize main idea & supporting details on familiar topics of personal interest presented through messages & statements.

WL.K12.IM.1.4 Identify essential information and supporting details on familiar topics presented through a variety of media.

WL.K12.IM.1.5 Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.

WL.K12.IM.1.6 Demonstrate understanding of complex directions and instructions in familiar settings.

INTERPRETATIVE READING: The student will be able to understand and interpret information, concepts, and ideas in writing from culturally authentic sources on a variety of topics in the target language.

INTERMEDIATE LOW

WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.2 Interpret written literary text in which the writer tells or asks about familiar topics.

WL.K12.IL.2.3 Determine the meaning of a message and identify the authors purpose through authentic written texts such as advertisements and public announcements.

WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.

INTERMEDIATE MID

WL.K12.IM.2.1 Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.

WL.K12.IM.2.2 Determine the main idea & essential details when reading narratives, literary selections, & other fictional writings on familiar topics.

WL.K12.IM.2.3 Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.

WL.K12.IM.2.4 Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

INTERPERSONAL COMMUNICATION: The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

INTERMEDIATE LOW

WL.K12.IL.3.1 Initiate and engage in a conversation on familiar topics.

WL.K12.IL.3.2 Interact with others in everyday situations.

WL.K12.IL.3.3 Express and react to feelings and emotions in real life situations.

WL.K12.IL.3.4 Exchange information about familiar academic and social topics including participation in an interview.

WL.K12.IL.3.5 Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.

WL.K12.IL.3.6 Recount and restate information received in a conversation in order to clarify meaning.

WL.K12.IL.3.7 Exchange general information about a few topics outside personal and academic fields of interest.

WL.K12.IL.3.8 Initiate, engage, and exchange basic information to solve a problem.

INTERMEDIATE MID

WL.K12.IM.3.1 Express views and effectively engage in conversations on a variety of familiar topics.

WL.K12.IM.3.2 Ask and answer questions on familiar topics to clarify information and sustain a conversation.

WL.K12.IM.3.3 Express personal views & opinions on different topics.

WL.K12.IM.3.4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).

WL.K12.IM.3.5 Initiate and maintain a conversation on a variety of familiar topics.

WL.K12.IM.3.6 Use known words & phrases to well communicate meaning (circumlocution) when faced with unfamiliar vocab.

WL.K12.IM.3.7 Follow grammatical rules for self-correction speaking.

WL.K12.IM.3.8 Describe a problem or situation with details & state an opinion.

PRESENTATIONAL SPEAKING: The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

INTERMEDIATE LOW

WL.K12.IL.4.1 Present information on familiar topics using a series of sentences with sufficient details.

WL.K12.IL.4.2 Describe people, objects, and situations using a series of sequenced sentences.

WL.K12.IL.4.3 Express needs, wants, and plans using a series of sentences that include essential details.

WL.K12.IL.4.4 Provide a logical sequence of instructions on how to make something or complete a task.

WL.K12.IL.4.5 Present a short skit/play with well-designed sentences.

WL.K12.IL.4.6 Describe events in chronological order using connected sentences with relevant details.

INTERMEDIATE MID

WL.K12.IM.4.1 Produce a simple factual presentation supported by multimedia components & visual displays (e.g. graphics, sound) & using logically sequenced & connected sentences with relevant details.

WL.K12.IM.4.2 Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.

WL.K12.IM.4.3 Retell a story or recount an experience with appropriate facts and relevant details.

WL.K12.IM.4.4 Provide supporting evidence using logically connected sentences that include relevant details.

WL.K12.IM.4.5 Retell or summarize a storyline using logically connected sentences with relevant details.

WL.K12.IM.4.6 Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.

PRESENTATIONAL WRITING: The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

INTERMEDIATE LOW

WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas & supporting details.

WL.K12.IL.5.2 Describe a familiar event or situation using a variety of sentences and with supporting details.

WL.K12.IL.5.3 Express and support opinions on familiar topics using a series of sentences.

WL.K12.IL.5.4 Compare and contrast info, concepts, and ideas.

WL.K12.IL.5.5 Develop questions to obtain and clarify information.

WL.K12.IL.5.6 Conduct research and write a detailed plan (e.g., a trip to a country where the target language is spoken).

WL.K12.IL.5.7 Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.

INTERMEDIATE MID

WL.K12.IM.5.1 Write narratives on familiar topics using logically connected sentences with supporting details.

WL.K12.IM.5.2 Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.

WL.K12.IM.5.3 State an opinion and provide supporting evidence using connected sentences.

WL.K12.IM.5.4 Conduct research and write a report on a variety of topics using connected detailed paragraphs.

WL.K12.IM.5.5 Draft, edit, and summarize info, concepts, and ideas.

WL.K12.IM.5.6 Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.

WL.K12.IM.5.7 Write a narrative based on experiences that use descriptive language and details.

Culture: The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

INTERMEDIATE LOW

WL.K12.IL.6.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

WL.K12.IL.6.3 Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

WL.K12.IL.6.4 Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions, literature).

INTERMEDIATE MID

WL.K12.IM.6.1 Distinguish patterns of behavior and social interaction in various settings in the target culture(s).

WL.K12.IM.6.2 Use practices and characteristics of the target cultures for daily activities among peers and adults.

WL.K12.IM.6.3 Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.

WL.K12.IM.6.4 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).

Connections: The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

INTERMEDIATE LOW

WL.K12.IL.7.1 Access information in the target language to reinforce previously acquired content area knowledge.

WL.K12.IL.7.2 Access new info on historic and/or contemporary influences that underlie selected cultural practices from the target language & culture to obtain new knowledge in the content areas.

INTERMEDIATE MID

WL.K12.IM.7.1 Use expanded vocabulary and structures in the target language to increase content area knowledge.

WL.K12.IM.7.2 Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.

Comparisons: The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

INTERMEDIATE LOW

WL.K12.IL.8.1 Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.

WL.K12.IL.8.2 Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

WL.K12.IL.8.3 Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.

INTERMEDIATE MID

WL.K12.IM.8.1 Compare language structures and skills that transfer from one language to another.

WL.K12.IM.8.2 Compare and contrast structural patterns in the target language & own.

WL.K12.IM.8.3 Compare & contrast the geography & history of countries of the target language & discuss their impact on own culture.

Communities: The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

INTERMEDIATE LOW

WL.K12.IL.9.1 Use the target language to participate in different activities for personal enjoyment and enrichment.

WL.K12.IL.9.2 Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to-face encounters.

INTERMEDIATE MID

WL.K12.IM.9.1 Use expanded vocabulary and structures in the target language to access different media and community resources.

WL.K12.IM.9.2 Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.