

P.S. 035 Manhattan High School
Course Code: FSS22QQM
Spanish 2
Teacher Name: Ms. Velez
Year and Term: 2017-2018 Term 2

Course Description:

Spanish 1 – This course is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Spanish 2 – The purpose of this course is to reinforce the fundamental skills of the Spanish language that the student acquired in Spanish 1. My goal is to provide a learning environment where every student can develop and discover their potential success. Learning Spanish requires being exposed to large amounts of the new language and getting accustomed to communicate in that language. Students will be asked to make every attempt to communicate in Spanish during class.

Course Objective: Is design to help students develop listening, speaking, reading, and writing skills in Spanish, and to expose the student to the different cultures of the Spanish-speaking world. A wide variety of methods and techniques will be used to reach, motivate, and challenge each student.

Course Objectives:

Listening – For communication to be successful, listening for information is an important aspect that needs to be developed. This is the first skill students will develop in this course. At this level, students do not translate every single word

they hear, but should rather try to get the general idea of what is being said. As students develop this skill, they will be able to understand more and more information.

Speaking/Functional Knowledge – The entire semester will be centered on the concept of information-sharing, so the majority of the speaking activities will focus on content that reflects the student’s feelings and ideas. Students will be able to talk about themselves, likes and dislikes, their opinions and their reactions. Students will speak individually, in pairs, and in groups, to give them the experience they need to communicate in natural settings. Speaking in Spanish will not just happen overnight, students will have to make a conscious effort to practice it. Success in speaking will also depend on the student’s confidence and willingness to speak and even make mistakes. It is expected to make every possible effort to improve their speaking skills.

Reading – Reading is an interactive process between the reader, (the student) and the writer. The materials students will read during the semester will provide them with a great deal of information, both cultural and linguistic (vocabulary and structures in Spanish). Students will learn strategies used by good readers to understand texts better. Students will also be exposed to intensive reading (short texts), and extensive reading (short novels).

Writing – The student’s writing will be an important form of interaction between the student and the instructor. The student’s writing skills will be developed with the help of the instructor, who will feedback (both linguistic and contextual) on what the student writes. Students will practice vocabulary and knowledge of Spanish, using some external aids (grammar book, textbook, personal dictionary, and bilingual dictionary) to work on the accuracy and effective structuring of the compositions.

Linguistic Knowledge – To progress in the knowledge of Spanish, the student will be exposed to certain grammatical and lexical aspects of the Spanish language. It is very important that the student build a solid linguistic foundation in order to be able to communicate effectively in Spanish. This means. The student needs to study and internalize the grammar and vocabulary, and then practice it both in class exercises/tasks, and at home doing grammatical and vocabulary homework.

Foreign Language Standards:

Communication 1.1, 1.2, 1.3

Culture 2.1, 2.2

Connections 3.1, 3.2

Comparisons 4.1, 4.2

Communities 5.1, 5.2

Course Grading:

Requirements	Percentage
Classwork	20%
Participation	20%
Exams & Quizzes	20%
Homework	20%
Behavior	20%

***Note:** It is the responsibility of the student to make up missed classwork and homework. Students can gain classwork credit when they are absent if classwork is made up.

Mission Statement:

The mission of P35M/Manhattan High School is to provide each student with an appropriate education in the least restrictive environment based on his/her/ diagnosed needs, strengths, and interests. The school environment assumes all students can learn regardless of his/her disability. Every student will improve their academic and social skills level, thus providing students with the needed resources to transition from restrictive settings and ultimately to post-secondary opportunities.

The school is accountable to provide a safe, challenging and creative learning environment in which students with diverse disabilities, who come from a variety of cultural backgrounds, can fulfill their potential.

The school offers a variety of programs, which enable students to earn either a Regent or local diploma. The curriculum is determined by the development of an

IEP using and/or modifying the approved New York State and City standards and incorporating feedback from parents, students and the school's professional staff. The curriculum that is in alignment, integrates all academic areas, technology, related and support services, recreational-leisure activities, behavior improvement strategies and community based-instruction (as outlined by the state standards).

My personal Mission and Philosophy:

All young adult, regardless of disability, deserve to reach the highest level of independence possible. All young adults can become contributing members of society through a rigorous education and access to opportunities in the workplace and post-secondary education. Education and instruction is critical to breaking down the barriers and social stigma for individuals with disabilities, regardless of age, to be an integral part of our community. This education and instruction cannot be provided to our youth by one mere individual, but a dedicated community. A community which becomes together and puts together all accessible resources to help individuals with disabilities reach independence. Educators are reflective professionals who promote justice, create caring and safe classroom environments, and provide opportunities for all students to be successful learners.

Policies:

- Homework is due weekly.
- Successful students will attend class regularly and be on time.
- Successful students will demonstrate skills indicative of quality workers by bringing required materials, completing homework assignments, participating in class discussions, and respecting the opinion of others.
- Successful students will demonstrate accountability by listening closely in class.
- Students are not allowed to have cell phones while on school property. Therefore, if a student is seen using their cell phone for any reason, the cell phone will be taken away from the student and given back to the student at the end of the school day.
- Students are not allowed to leave the classroom without a hall pass. Only one student at a time can use the restroom. If the student has any physical problems or side effects from medications, please discuss it with a counselor or me.

- A Zero Tolerance Policy is enforced concerning cruelty, harassment, excessive teasing, discrimination, bullying, violence, and intimidation. Foul language, derogatory remarks, and disrespect toward classmates, teachers and school staff will not be tolerated.
- A Zero Tolerance Policy is enforced concerning cheating on tests, quizzes, and plagiarism.
- Students are expected to respect the property of others (including writing on or defacing desks).

Supplies:

- 1 folder
- Pen and/or pencils
- Loose leaf paper

Student Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

- Signing this document means that you have are acknowledging that you have received the following syllabus and will adhere to all expectations and requirements for this class. Any time you do not adhere to the expectations and requirements can put you at risk of lowering your grade or failing the course.