**Spanish 2 Distance Learning Syllabus Señora Garcia: garciae@issaquah.wednet.edu**

**Overview**

* Students in Spanish 2 will be asked to complete 12 Performance Tasks over the remaining weeks of school. The tasks will be based on these 4 Essential Standards:
	+ Interpretive Listening and Reading
	+ Interpersonal Communication (Listening & Speaking *or* Reading & Writing)
	+ Presentational Speaking
	+ Presentational Writing
* The Performance Tasks will focus on these concepts:
	+ **Vocabulary:** In the City (including In the Bank and In the Post Office) / Well-Being / The Job World
	+ **Grammar:** The Subjunctive in Adjective Clauses / Nosotros Commands / Present Perfect Tense / Future Tense
* The tasks were inspired by lessons 5, 6, and 7 of “Descubre 2.” If you so choose, you can access our traditional chapter packets and vocabulary lists on my website under the corresponding lesson headings.

**Task List**

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|  | **Essential Standard** | **Task Description** | **Suggested Deadline** |
| **Task 1** | Presentational Writing | When writing in Spanish, I can complete 5 sentences using either the present subjunctive or present indicative in the adjective clause when given the start of the sentence.  | by May 1st (all tasks assigned on April 20th) |
| **Task 2** | Interpersonal Communication | I can complete my part of a written dialogue with a bank teller in Spanish to communicate my needs at a bank. |
| **Task 3** | Presentational Speaking  | I can present, in Spanish to my Spanish teachers, about 3 stores I went to, what I bought, and why. |
| **Task 4** | Interpretive Listening/Reading | I can identify a store, in Spanish, through Spanish listening and reading prompts.  | by May 15th (all tasks assigned on May 4th) |
| **Task 5** | Interpersonal Communication | I can offer suggestions in the form of *nosotros* commands to problems of well-being in which myself and others are involved. |
| **Task 6** | Presentational Writing | I can write 4 truths and 1 lie about things I have done and 4 truths and 1 lie about things someone else I know has done. |
| **Task 7** | Presentational Speaking | I can tell my teacher something I have done during quarantine, something someone else has done during quarantine, something someone else and I have done together during quarantine and ask my teacher what she has done during quarantine. | by May 29th (all tasks assigned on May 18th) |
| **Task 8** | Interpretive Listening/Reading | I can identify information related to well-being from reading and listening prompts in Spanish. |
| **Task 9** | Interpersonal Communication | I can respond in writing to questions using the present perfect tense.  |
| **Task 10** | Presentational Speaking | I can tell my Spanish teacher about three things I am going to do in the near future using *ir + a + infinitive*, and three things I am going to do further in the future using the future tense. | by June 12th (all tasks assigned on June 1st) |
| **Task 11** | Presentational Writing | I can write at length about what my life will be like in the future. |
| **Task 12** | Interpretive Listening/Reading | I can identify information related to the job world from reading and listening prompts in Spanish |

**Grading:**

* Students should complete all 12 tasks. They will be graded using the proficiency rubrics for each Essential Standard. The rubrics can be accessed under Class Materials in Teams and will be provided for each task assignment.
	+ Proficiency at Novice-Low will receive a score of 6/10 points
	+ Proficiency at Novice-Mid will receive a score of 8/10 points
	+ Proficiency at Novice-High will receive a score of 9/10 points
	+ Proficiency at Intermediate-Low will receive a score of 10/10 points
* If OSPI and the Issaquah School District determine that we will use letter grades they will be calculated in accordance with the Spanish 2 grading scale as addressed in the original Spanish 2 Syllabus.
* If OSPI and the Issaquah School District determine that grades will be on a pass/fail basis, students will need a 60% average in the class to receive credit.

**Suggested Schedule by Class Period**

* + **Monday/Thursday = A day**
	+ **Tuesday/Friday = B day**
	+ **Wednesday= open/flex**
	+ Period 1/5: 10:00-10:45
	+ Period 3/7: 1:00-1:45
	+ Period 4/8: 2:00-2:45

**Office Hours and Questions**

* I will hold office hours through Zoom with the other Spanish 1 and Spanish 2 teachers. We will use the waiting room feature to ensure only one student is talking to teachers at a time and our meetings remain secure. Office hours can be used to ask questions and complete speaking tasks. Office Hours will be held three times a week at these times:
	+ Wednesdays 4:00-5:00 pm
	+ Thursdays 3:00-4:00 pm
	+ Fridays 9:00 – 10:00 am
* Students can contact me through email at any time. I will do my best to respond quickly, especially during class times.

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| What the class/work will look like: * You accessing activities and carefully reading guidelines and explanations
* You watching the provided Youtube and VHL tutorials
* You completing activities at your pace, being mindful of suggested completion dates and assessment dates so you do not fall behind
* You using office hours to ask specific questions or complete speaking assessments
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| What the class/ work will not look like:* Live whole-class discussions
* Recorded “lessons”
* Practice quizzes, quizzes, study guides, and traditional exams
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**Distance Learning Expectations:**

* Students use Microsoft Teams to access their Task Activities, which will include explanations, links to VHL, youtube videos, and practice activities to help you prepare.
* Students will also be able to access most, if not all, documents on my website.
* Students use Microsoft Teams to turn in all tasks, whether written or recorded (unless you prefer doing a Speaking Performance during Office Hours) on or before the due date listed on the calendar provided below.
* Students use Microsoft Teams in a professional and appropriate manner.
* Students communicate their questions to their teacher through email, office hours or Microsoft Team Posts. The teacher provides a response in a timely fashion (~24 hours).
* Students work to improve their language proficiency by engaging in and completing the assigned Performance Tasks. The teacher gives feedback on the completed tasks.
* Students do their own work and do NOT use translation sites to produce their Spanish.
	+ This is especially important now, given the nature of our “school day.” I would rather read your own words, with many grammar errors, than read something copied from a translator. I am aware of what is covered in Spanish 1 + 2, and know what someone at your level can do with the language. Something written at your level with errors will receive a higher grade than anything translated. If you forget a word or need to look individual words up, that is okay, but think about how you could describe using the language you know.
* Students follow our P.A.T.s

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| ***PURSUE EXCELLENCE*** | ***ACT WITH INTEGRITY*** | ***TAKE CARE OF EACH OTHER*** |
| *-Participate to the best of your ability**-Come prepared and ready to learn**-Follow through with assigned tasks**-Take risks and embrace that failure is a part of success**-Be willing to ask for help* | *-Be accountable for your choices**-Have a growth mindset* *-Use technology for the purpose of learning**-Present yourself honestly**-Take pride in your work* | *-Look for strengths in all people.**-Practice empathy* *-Respect personal differences**-Embrace and encourage collaboration**-Advocate for each other* |

 **Calendar on next page:**

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