

## **Portuguese 2 Honors**

**Department:** Modern World Languages

**Department Chair:** Lynn Hoegen

**Credits:** 1

**Course Length:** Full year



### **Requirements**

This course is open for students in grades 9-12 who have successfully completed Portuguese 1 with at least a B+ or instructor approval upon completion of a placement test.

### **Course Description**

This course rigorously expands upon and reinforces objectives and skills presented in Portuguese 1. Deeper emphasis is placed on comprehension (listening and reading), writing and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. This course progressively enables the student to: (1) comprehend the language at a conversational speed on subjects within their vocabulary range; (2) read material involving vocabulary and construction studied; (3) write about subjects within their vocabulary range; (4) speak and interact with proper pronunciation, intonation and inflection on subjects within their vocabulary range; (5) understand cultural perspectives, customs, art and music of the countries where the language is spoken. **In an effort to prepare students for further honors classes and the Advanced Placement Course, it is imperative that students in honors courses exhibit diligence with regard to attitude and work ethic.** Homework assignments are an integral part of these courses; they reinforce concepts/skills introduced and explored in class as well as enable students to participate in a meaningful way. Effort to use the target language and active participation are essential.

## **Rhode Island Department of Education**

### **Language Study Graduation Requirements**

Beginning with the Class of 2028, all students must successfully complete two years of the same Modern World Language. Regardless of the anticipated year of graduation, college-bound students are strongly encouraged to complete three to four years of the same modern world language during their high school experience.

## **Essential Questions**

- What do I hope to explore and learn during my language class?
- What activities can I do to help me learn language?
- What are the benefits of taking risks in using a language?
- Where does this language live in my community?

## **AMERICAN COUNCIL FOR THE TEACHING OF FOREIGN LANGUAGES**

### **WORLD READINESS STANDARDS**

#### **COMMUNICATION**

**Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.**

##### **Interpersonal Communication (Speaking & Listening; Reading & Writing):**

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Interpretive Communication (Reading, Listening, Viewing):** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

##### **Presentational Communication (Writing, Speaking, Visually Representing):**

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### **CULTURES**

Interact with cultural competence and understanding.

#### **CONNECTIONS**

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

#### **COMPARISONS**

Develop insight into the nature of language and culture in order to interact with cultural competence.

#### **COMMUNITIES**

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

## **PHS School-wide Learning Expectations Highlighted in Modern World Languages**

Expectation 3: Write proficiently for a variety of purposes.

Expectation 4: Communicate effectively in a variety of formats.

### **COURSE OUTCOMES**

**By the end of the second year of language study, students will reach Novice High language proficiency as described in the ACTFL learning benchmarks below.**

#### **Interpretive Reading and Listening**

Identify the topic and some isolated facts from simple sentences in *informational* and *fictional* texts.

Understand familiar questions and statements from simple sentences in conversations.

#### **Interpersonal Speaking and Writing**

Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

Interact with others to meet basic needs related to routine everyday activities, using simple sentences and questions most of the time.

Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

#### **Presentational Speaking and Writing**

Present personal information about life and activities, using simple sentences most of the time.

Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.

Present on familiar and everyday topics, using simple sentences most of the time.

**Class Materials:** Textbook, 3-ring binder, loose leaf or notebook paper, writing tools, charged district issued chromebook and charger cord.

**Electronic Devices:** While students are allowed to possess cell phones in school, all cell phones must be placed in the designated, wall mounted phone pockets at the beginning of each period. *Students who do not "turn-in" a cell phone at the beginning of class and are found to have one on their person/in their possession will be subject to disciplinary consequences.*

In the rare instance that a student requires access to their cell phone as indicated by a 504 plan, IEP (Individualized Education Program), or Multilingual Learner services. If you have ANY questions please see the classroom teacher and/or read the policy outlined in the most recent iterations of the PHS Student Handbook.

### **Assessment**

Students will be assessed according to the categories below.

#### ***Formative Assessments: 50%***

**Examples:** Homework, Classwork Assignments, Warm Up Activities, Notebook Entries and Assignments, Short Reading, Speaking, Listening, Pair Work Activities, Vocabulary Practice Activities, Picture and Movie Talks, Informal Presentations.

#### ***Summative Assessments: 50%***

**Examples:** Quizzes, Unit Tests, Projects, Essays, Presentations.

**Summative Assessments:** Will be announced and there will be review for them in class.

**Final Exams for Seniors:** Only students who are seniors and have maintained an overall "A-" average for the entire school year (90% or above) may be exempt from the final exam. You must consult with me up until the last class to find out if your final grade is sufficient for exemption. There will be no exceptions made to this policy.

**All other students are required to make an honest attempt to pass the Mid-Year and Final Exams.**

### **GRADING SCALE:**

A+	97-100%	B	83-86%	C-	70-72%
A	93-96%	B-	80-82%	D	65-69%
A-	90-92%	C+	77-79%	F	< 65%
B+	87-89%	C	73-76%		

**\*\* In order to receive credit for the course, you must pass with at least a “D”**

### **Classwork/Participation Expectations**

- ❑ Students will be involved in a cooperative learning environment which stresses communicative skills within the target language.
- ❑ Learning may be accomplished using independent, pair or small group work. Students will be evaluated regularly on their willingness and ability to complete exercises and communicative activities in the target language.
- ❑ Listen to your classmates, contribute to activities and be ready to practice!
- ❑ **Electronic Devices:** The use of cell phones and other electronic devices in the classroom can be disruptive to the educational process if used improperly. Unless otherwise directed by the teacher, students **may not** access cell phones or electronic devices other than PSD Chromebooks. **Students are expected to power down and turn in their cell phones when they enter class.**

### **Attendance Expectations**

**It is the responsibility of the student to make up all work missed due to absence.** Generally, missed work is due upon the student's return to class. The student can contact me directly to find out about missed work and assignments. **The Google Classroom site is updated on a daily basis. BE SURE TO CHECK IT! Quizzes and tests must be made up within one week of absence. Students must make an appointment with me to make up quizzes and tests. If a student does not make up missing work within the one week period, the grade will be a zero.**

### **Remember:**

- Do as much work as you can at home and check with me right away when you return to pick up any class handouts, and to schedule time to make up missed quizzes and tests.
- You can email me directly if you have any questions or concerns.
- The sooner that you get caught up; the easier it will be for you!!

### **Academic Integrity, Cheating & Plagiarism**

Students are responsible for earning grades honestly and honorably including homework. Failure to meet this responsibility will result in disciplinary action. Please refer to the Student Handbook for additional information.

Cheating is defined as using someone else's work or labor with or without their knowledge, and representing it as your own. This includes (but is not limited to) giving or receiving answers or work on a task, test or quiz, removing tests or answers from the testing room, plagiarism, any use of a cell phone or other communication or recording device during the task/test. It is also knowingly giving your work or labor to another, for representation as his- or her-own produced work.

**\*\*\* PLEASE NOTE: Using an online translator is considered plagiarism in the language classroom.\*\*\***

### **Classroom Expectations**

Be courteous  
Listen while others speak  
Respect others opinions  
No eating or drinking in the classroom  
Keep area clean  
Be on time!  
Be positive!

### **Some hints for language learning....**

Listen carefully in class  
Take good notes and stay organized  
Complete required assignments  
Study vocabulary daily  
Make up missed work immediately  
Communicate with your teacher  
PARTICIPATE!

**Extra Help:** I will be available after school to help. Please do not hesitate to make an appointment! I can be reached via email.

## SCOPE & SEQUENCE

*\* Please note that the Scope & Sequence provided below outlines the closest representation of course topics and timelines. Depending on the circumstances of any given school year, the order and inclusion of these topics may be subject to change.*

Timeframe	Topics to be Presented
Quarter 1	Discuss Aspects of Sports, Express Sport and Leisure Preferences, Identify The Recipient of The Thought or Action. Doing Things With Others, Brazil Culture, Geography and History. O Futebol - The Legend Pelé.
Quarter 2	Daily Routine Activities, Future Actions and Activities, The Airport, Describe Check-in Procedure, International and Domestic Travel Documents, Disembark Procedures, Express Ongoing Actions Service on an Airplane, Cape Verde and Guinea-Bissau - Culture, Geography and History, Cesária Évora, Amílcar Cabral, Connection to Portuguese Culture Visiting Portugalia MarketPlace - Fall River.
Quarter 3	Identify Articles of Clothing, Talk About Shopping for Clothes, Fashion Category, Color, Style and Fabrics In Lusofono World, Compare Brazilian Clothing Styles and America Style, Express Past Activities, Culture, Geography and History of Mozambique and Angola.
Quarter 4	Portuguese and American Food Traditions, Identify Eating Utensils, Talk About Meals, Favorite Foods, Discuss Methods of Cooking, Food Preparation, Ordering Food in A Restaurant, Tell Future Actions and Events, Ask and Follow directions. The History of São Tomé and Príncipe, And East Timor, João Carlos Silva.