

**Spanish II**  
**Course 15060**

**Teacher:** Dra. Gomes  
**E-mail:** [gomesb@dcpsmd.org](mailto:gomesb@dcpsmd.org)  
**Phone:** 410-943-4511 Ext.1566

**Room:** A105  
**Planning period:** 3<sup>rd</sup>  
**Lunch:** 11:10 A.M. – 11:40 A.M.

\*\*\*\*\*

**Course Description:**

Students will be able to use knowledge from Spanish I to communicate through listening, speaking, reading and writing. Students will be responsible for writing short paragraphs and for reading short stories.

**Course Requirements/Objectives:**

**Text/Re Virtual learning at a glance:**

**1. Synchronous Learning Block: (Through Google Meet)**

- a. *Here I will be teaching a new concept (such as expressing obligation using **tener que** and **deber**) where the student should take notes and ask questions.*
- b. *Within this block we will do several activities where I check for understanding and students will keep a record of these activities to be turned in through Schoology.*

**2. Asynchronous Learning Block:**

- a. *After our session together you will now practice the concept more by completing an assignment to be turned in through Schoology. Included: lesson objectives, daily warm-up and activities that practice the concept taught/reviewed.*

**3. Assessments:**

- a. *Every Friday an assessment of some sort will be given to be turned in*

.....  
**sources:**

Textbook: “¡Qué Chévere!” 1 and the corresponding workbook, along with teacher use of audio and visual aids.

**Equipment:**

Laptop and or cell phone

**Required Materials:**

Hardcopy Textbook and/or E-textbook- Virtual classes, create a folder with the following, 6 section dividers (Class Assignments, Para calentarnos, Escribamos, Escuchemos, Prueba, Examen/Proyecto).

**Recommended Materials:**

Spanish dictionary (\$15), “501 Spanish Verbs” (\$15), and a conjugation sheet (\$2)

**National Standards:**

These five C's goals offer a vision of what students should know and be able to do with another language. Students will be given ample opportunities to explore, develop, and use communication strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture.

**Communication:** Students are asked to communicate in oral and written form, interpret oral and written messages, and present oral and written information for a variety of purposes.

**Culture:** Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native cultur

**Connections:** Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

**Comparisons:** They discover patterns, make predictions, and analyze similarities and differences across languages and cultures.

**Communities:** Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society.

### **Units of Study:**

**Textbook: ¡Qué Chévere! 1**

**Chapter 6: Mi casa es su casa** - identify items in the kitchen and dining room; express obligation using **tener** que and **deber**; talk about plans and preferences using stem-changing verbs (**e- ie**); describe different types of Venezuelan food; identify room and floors of a house; report what other people say using the verb **decir**; express wishes with **querer** and **gustaria**; Describe house styles in Colombia; tell how I and others feel using expression with **tener**; make request using stem-changing verbs (e-i); recognize the use of **pedir** and **preguntar** and read and discuss a poem by Rafael Pombo

**Chapter 7: Las diversiones de todo el año:** Talk about leisure activities; use o-ue and u -ue stem-changing verbs; discuss Argentina, its geography, and pastimes and popular sports; say how long something has been happening using **hace + time** expression + **que**; Describe what is happening right now using present progressive; talk about seasons as weather, use verbs with special accentuation like **esquiar, enviar** and **continuar**; use present tense of **dar** and **poner**. Discuss how Chile's geography affects its sports and leisure activities; identify people who participate in sports using **-dor(a)** and **ista**; use ordinal numbers to indicate order and discuss the island of Rapa Nui and its inhabitants.

**Chapter 8: La rutina diaria:** Talk about household chores; use direct object pronouns to say to whom or for whom something is done; say what just happened using **acabar de**; discuss daily life in Spain for adults and teenagers. Talk about the past using the preterite tense of **-ar** verbs; talk about how people spend their time in Spain. Identify and describe foods; talk about preparing a meal; make comparisons; talk about typical Sunday in Spain; describe where Spaniards shop for food; purchase food at a market; use the preterite tense of **dar** and **estar**; read and discuss a popular Spanish short story.

**Chapter 9: Vamos de compra:** Describe clothing in terms of color and fabric; identify parts of the body; use adjectives as nouns; talk about the past using the preterite tense of **-er** and **-ir** verbs; talk about the Panama Canal, and the products and services that Panama provides; talk about shopping for clothing; use the preterite of **ir** and **ser**; use affirmative and negative expression in conversations; read about and discuss a shopping mall in Panama; talk about gifts and accessories; use diminutives to express affection or size; use the preterite of **leer, oír, ver, decir, hacer** and **tener**; discuss the connection between Ecuador's geography and the products and services provided; talk about prices and payment practice in a store; use prepositions with their corresponding pronouns; read and discuss **el Mercado de Otavalo**.

**Chapter10: El fin de curso:** Talk about the past school year; Talk about what I liked, using the preterite of **gustar**; interview classmates about the school year; describe my favorite Spanish speaking country; compare and contrast ancient and modern-day Peru; discuss a trip to Machu Picchu; talk about summer plans; review compound verb structures; **ir a, tener que, tener ganas de, and acabar de**; plan a trip to a Spanish speaking country; describe ancient Mayan civilization and their presence in Guatemala today; discuss mythology and the importance of **the Popol Vuh**.

**Grading Policy:**

40% - **Formative:** Classwork, Group work, Exit-tickets, discovery learning activities, draft essays.

60% - **Summative:** Unit exams, quizzes, major projects, essays and final exam.

**Make-up Work Policy:** Students have one day for each day absent from class to complete missed assignment(s). It is the student's responsibility to communicate with the teacher concerning missed assignments. Communication must take place before the second bell rings or at the end of class.

**Late Work Policy:** Students present in class will *lose five points* for each day an assignment is late.

**Homework Policy:** There are no homework assignments; however, if you do not complete an assignment in class due to your being late, tardy or absent from class, it is your responsibility to complete it at home and turn it in for grade.

**Assessment Re-test Policy:** In addition to consulting with teacher on non-mastered concepts, students must study before re-test. Unless there are unforeseen circumstances, students must re-test within three school days. The higher grade for re-test is 80%.

**Guidelines for Success:**

BE PREPARED. Be prepared to learn by listening, engaging, asking questions, and reviewing vocabulary daily and new concepts daily.

**Note to Parents:**

*Please feel free to call or email me at any time.*

Please sign below to verify that you have read and discussed the Spanish I Syllabus with your child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_