

# Duke Ellington School of the Arts

## World Languages Department

### Spanish II

#### Course Syllabus SY 09-10

**Instructor:** Yura C. Schreiber

**Room:** 216

**Credit:** 1

**COURSE DESCRIPTION:** In Spanish II, each student will continue using the present indicative tense with speaking, listening, writing, and reading activities. In addition to the present indicative, the students will utilize two past indicative forms that will allow them to express actions in the past.

#### **GOALS:**

The student will exchange spoken and written information and ideas in the target language.

The student will demonstrate skills necessary to initiate and sustain brief oral and written exchanges in the target language using familiar and recombined phrases and sentences.

The students will present rehearsed and unrehearsed material in the target language that will include skits, poems, plays, short narratives, and/or songs. The students will demonstrate an understanding of the perspectives, practices, and products of the cultures studied and how they are interrelated.

#### **CONTENT STANDARDS:**

##### **1. Communication**

1.1 Students engage in person-to-person communication in the target language.

1.2 Students listen and respond to passages in the target language for understanding and enjoyment. Students listen to and read age appropriate passages in the target language for understanding and enjoyment.

1.3 Students develop oral and written presentations on a variety of topics in the target language.

##### **2. Cultures**

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

##### **3. Connections**

3.1 Students reinforce and further their knowledge of other disciplines through the target language.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

#### **4. Comparisons**

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

#### **5. Communities**

5.1 Students use the language both within and beyond the school setting.

5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

COURSE OUTLINE: This outline is to give an idea of the course content and may change at teacher's discretion. Basically, we will spend two to three weeks on each stage.

### **First Advisory**

Topic: **Memories**

**How much I've changed** (3 weeks)

-physical descriptions

-character traits

-hobbies and interests

**School memories** (2 weeks)

-school subjects and schedules

-teachers and school personnel

-school activities

-after school activities

**Childhood memories** (3 weeks)

-family members

-daily/routine activities

-family celebrations

-pet

### **Second advisory**

Topic: **Around the community**

**Commuting** (1 weeks)

-common means of transportation

- schedules
- reservations
- daily commute

**Places in the community** (4 weeks)

- community places and buildings
- getting around
- going shopping for food and clothing
- eating out

**People in the community** (2 week)

- professions in the community
- jobs/applications

Topic 2: **My diet and celebrations**

**Food** (2 weeks)

- fruits and vegetables
- drinks
- meal schedules
- meat and fish
- healthy meals

**Family celebrations** (1 week)

- birthdays
- graduations

**Traditional festivities** (2 weeks)

- Christmas (religious)
- Carnivals, festivals

**Events in the community** (2 weeks)

- community celebrations and festivities
- national holidays
- reporting incidents

**Third advisory**

Topic: **Housing and daily living**

**Homes and Neighborhoods** (1 weeks)

- types of homes
- areas around homes
- outside the house

**Life at home** (3 weeks)

- daily activities
- personal hygiene

**Obligations and responsibilities** (2 weeks)

- household chores
- do's and don'ts at home

**Plants and pets** (2 weeks)

- plants and animals in our house
- plants and animals in our area

**Fourth advisory**

Topic: **Education, Careers & Foreign Exchanges**

**Types of schools** (1 week)

- Pk-12
- Private
- Public/charter
- Vocational/trade

**Credit requirements and Graduation** (3 weeks)

- school subject offerings
- subject goals and requirements
- school activities

**College and vocational Schools** (2 weeks)

- diplomas and the job market
- degrees and professions

**Exchanges Abroad** (1 week)

- places and institutions
- requirements and challenges
- life-long benefits

**Job interviews, Placements & Salaries** (2 weeks)

- resumé
- job interview
- job advertisements
- salaries and benefits