

DUKE ELLINGTON SCHOOL OF THE ARTS

Course Syllabus

Course: Spanish II
Credit: 1
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COURSE DESCRIPTION

This course reinforces the four second language acquisition skills (listening, speaking, reading and writing) students developed in Spanish I. It emphasizes the three modes of communicative competence: interpersonal, interpretative and presentational. To this end, students interact with others, understand oral messages and written texts, interpret orally and make oral and written presentations in Spanish. The goal is to enable them to function in real-life situations using simple language structures and a wider range of vocabulary at the same time that they are being exposed to more complex features of the language. Lessons are based on a single theme, *My World*, which expands upon the structures and vocabulary students have learned in Spanish I while making it possible to introduce them to new structures within the same thematic context to increase their level of proficiency. This approach allows them to show at this stage of their second language acquisition a greater level of accuracy when using basic language structures. They read authentic materials on familiar topics and write short, directed compositions in Spanish. They also learn more about the history, geography, customs and culture of contemporary Spanish speaking countries. Upon completion of the course, students are expected to achieve the Novice Mid-High proficiency level described in the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL)

Instructions to students will be primarily (at least 90% of the time) in Spanish so that they become familiar with new structures and idioms before they are introduced to them formally. This approach, which immerses students in the language and culture they are learning, has the benefit of promoting confidence in their own ability to communicate in the target language. Within this methodological context, the course provides students a wide-range of opportunities to accomplish the goals outlined below.

COURSE PRE-REQUISITE:

Passing grade for Spanish I course or equivalent

COURSE GOALS

- Ask questions regarding routine activities;
- Participate in conversations on a variety of topics;
- Relate a simple narrative about a personal experience or event;

- Interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- Understand main ideas and facts from simple texts over familiar topics and literary selections;
- Read aloud with appropriate intonation and pronunciation; and
- Write compositions and brief constructed responses to given situations, for example writing postcards, personal notes, phone messages, directions and letters using culturally appropriate format and style.

Additionally, students will become:

- Familiar with major geographical features, historical events, and political structures of the country(ies) being studied;
- Familiar with different aspects of the culture, including the visual arts, architecture, literature, music and films;
- Able to extend and respond to hospitality as a host or a guest; and
- Aware of time expectations, such as arriving for appointments and social engagements.

TEXTBOOK and MATERIALS

- *En Español! Dos* and accompanying *Workbook* as well as handouts of reading materials
- copy of *Procedures & Routines* in the classroom
- a folder/binder in which to store handouts neatly
- a separate composition notebook for note taking in class

NEW DCPS GRADING POLICY

The DCPS Grading and Reporting Policy for secondary schools implemented during the school year 2015-16 specifies three different grade categories for all secondary subjects: Participation, Practice & Application and Assessments. Late submissions of student work resulting from **unexcused absences**, or student work that is not submitted on time for any reason other than a “verified excused absence” will be subject to the following grading policies and/or penalties depending on which of the following categories it falls under. Under separate headings below are listed the grading criteria, late work policy, grade distribution scale, along with guidelines related to attendance and grade in the DCMR and other specific references to help students fulfill their academic responsibilities.

LATE WORK POLICY

Please note that the above DCPS grading criteria are applicable ONLY to verified excused absences. Late work (i.e., work not submitted by the due date) for reasons other than a verified excused absence will be subject to the grade penalties outlined for each criterion below. Moreover, students will incur grade penalties in the participation & practice/application categories for failing to communicate in the target language when

directed to do so. This stipulation is an essential component of the new DCPS world language curriculum whose aim is to increase proficiency in the target language by mandating 90% use of it in the classroom.

I. PARTICIPATION –This category includes demonstration of active participation through listening, speaking, individual and group leadership during class discussions or group cooperative activities and overall contribution to student learning. When considering attendance, excused absences will not count against the participation grade.

PARTICIPATION POLICY

Students are expected to come to class prepared and ready to work. This means that they will have all required classroom materials with them (notebooks, pencils, pens, handouts, etc.) upon entering the classroom so that they are ready to begin assigned tasks promptly. They are expected to put away all distractions (phones, food, drinks, make-up, ipods, comb & brush, etc.) that interfere with their ability to focus and fully participate in lessons and class discussions.

- Students will receive 0% credit with no chance to make-up missed work if they do not earn credit for classroom participation as a result of unexcused absences or tardiness.
- Warm-up assignments not submitted due to an excused absence will receive an “E” grade. Assignments missed due to an excused absence will receive an “E” and will not be counted toward a given students’ participation grade in class.
- Students will lose participation points if they do not speak Spanish when directed to do so during specific class activities.
- Participation points will also be lost if students do not bring their materials to class (writing instrument, paper, binder containing handouts, etc.)

II. PRACTICE & APPLICATION – This category includes all student-work products that practice and apply discrete skills acquired from individual lessons throughout a unit. Assignments should allow students to practice skills and concepts in order to successfully integrate the skills and acquire the content through application. Work in this area should increase in complexity over the course of a unit, building toward cumulative assessments. Assignments could be started and completed in class or at home (e.g. homework).

PRACTICE & APPLICATION POLICY

- Students who submit practice and application assignments late due to unexcused absence(s) are only eligible to receive a maximum of half credit (50%) on said assignments. Late homework assignments will only be accepted up to 7 consecutive days from the due date. After that an assignment will be considered missing and the grade will remain “0”. Homework assignments and projects are considered on time when they are presented upon the teacher’s request. Homework assignments and projects completed in class after the teacher’s request to check them will be considered late.
- Assignments missed due to an excused absence will be eligible to receive full credit when submitted in class upon a student’s return and are subject to the DCPS Grading and Reporting policy with the caveat that assignments assigned prior to an excused

absence must be submitted upon student's return to class to avoid a late work penalty. On the other side, if a student was absent (excused) when the homework was assigned, he/she will have 7 consecutive days to turn in the assignment after he/she returns to school.

- Students will lose points if they do not speak Spanish when directed to do so during practice and application.

III. ASSESSMENTS – This category includes all forms and mechanisms that formally evaluate individual student progress and mastery. Interim assessments can range from traditional tests and quizzes to performance-based tasks that demonstrate student integration and application throughout an entire unit. Final products or exams assess student understanding of skills and concepts practiced and learned over time across multiples units in a semester. They can be administered by the district or be teacher created.

In the world language department students will be evaluated informally and formally throughout the advisory by means of periodic quizzes to gauge their individual progress. **At the end of each advisory they will complete a project that integrates the thematic vocabulary, historical content, and structures they have learned.** Thus, each project has the twofold benefit of: 1) allowing students to demonstrate in a practical way the level of proficiency they have attained; and 2) creating the additional opportunity to review broadly the material they must master for their advisory exam.

ASSESSMENT POLICY

- Tests and quizzes missed as a result of unexcused or excused absences can be made up without penalty.
- Other assessments assignments (projects, papers, etc.) will receive a 10% grade penalty for each business day that they are late, with the maximum deduction being 50% of the total points earned by the assessment assignment.

In all cases, it is the student's responsibility to identify and initiate the completion of make-up work. If a student is absent for an extended period of time, or has other extenuating circumstances, the teacher may make appropriate accommodations on a case-by-case basis. All work submitted late due to verified excused absences is subject to the DCPS Grading and Reporting Policy.

GRADING CRITERIA

In accordance with the foregoing grading policy, no one assignment shall be worth > 10% of a student's grade per term. The grade distribution for all academic course work is as follows:

- Participation = 10% (Minimum of 4 assignments per term)
- Assessment = 40% (Minimum of 4 exams/assessments per term)
- Practice & Application = 50% (Minimum of 5 assignments per term)

The grading scale for all academic courses is as follows:

Marks Values	Numerical Equivalent	Credit	GPA	Grade Point Values		
				Letter Grades	On Grade (Unweighted)	Honors
A	93% to 100%	Yes	Yes	4.0	4.5	5.0
A-	90% to 92%	Yes	Yes	3.7	4.2	4.7
B+	87% to 89%	Yes	Yes	3.3	3.8	4.3
B	83% to 86%	Yes	Yes	3.0	3.5	4.0
B-	80% to 82%	Yes	Yes	2.7	3.2	3.7
C+	77% to 79%	Yes	Yes	2.3	2.8	3.3
C	73% to 76%	Yes	Yes	2.0	2.5	3.0
C-	70% to 72%	Yes	Yes	1.7	2.2	2.7
D+	67% to 69%	Yes	Yes	1.3	1.8	2.3
D	64% to 66%	Yes	Yes	1.0	1.5	2.0
F *	63% & Below	No	Yes	0	0	0

* No credit is earned for a mark of F; the mark is included in the calculation of the GPA.

APPLICATION OF THE DCMR IN THE WORLD LANGUAGES CLASSROOM

The DCMR emphasizes the connection among attendance, work ethic and students' academic success. Below is a detailed description of the way in which each DCMR grading criterion will be applied in the World Languages classroom.

HOMEWORK: Assignments must be completed on the due date. Late homework will NOT be accepted one week after the due date. DCPS grading & reporting policy guideline states that "students have one day for each day missed (up to one week) from the last day of the absence to submit make up work."

Homework assignments give students the opportunity to review lessons presented in class and gauge their level of understanding through hands-on practice that lead to mastery. To achieve this goal, students must complete all homework at home or some other location away from the classroom. This aim cannot be achieved when students attempt to complete homework assignment in the classroom during lessons. Therefore, homework completed during lessons in class on the date due will not be accepted for full credit.

It should be noted that it is the student's responsibility to initiate make-up work. In the absence of individualized arrangements necessitated by special circumstances, all deadlines specified in this syllabus will apply generally.

WEBSITES

Students are encouraged to use as additional resources the following websites among others that will be provided to students on a case-by-case basis to practice specific grammatical concepts and study thematic vocabulary:

- <http://www.conjugation.org>
- <https://www.spanishdict.com>
- www.duolingo.com
- <https://quizlet.com/subject/spanish/>

COURSE REQUIREMENTS

Reading & Writing: Students will be required to read and write in Spanish. They will learn writing strategies that enable them to write compositions and summaries. They will read short narratives, poems and lyrics of famous songs the in Spanish-speaking world on simple topics that depict the culture and societies.

Reading selected texts and writing are incorporated in the curriculum to help students develop the essential skills of critical thinking by showing them the many intellectual perspectives that guide the interpretation of texts. Moreover, since writing clarifies thinking by helping students to synthesize what they read and because reading selected texts provide students effective models for developing good writing techniques, the process of reading and writing in Spanish facilitates students' ability to perform these two important skills while at the same time it enables them to develop their listening comprehension and communicating skills in that language.

Homework: Homework assignments must be completed on time. Failure to do so will result in a zero for the assignment.

NOTE: Students who consistently flout the guidelines put in place will forfeit the benefit of additional tutoring from the teacher during the lunch hour and during examinations. These are the consequences for disregarding classroom procedures.

COURSE OUTLINE

The following theme, topics and related sub-topics will be emphasized to maximize the acquisition of vocabulary and the appropriate use of grammatical structures.

Theme: *My World*

Topics/sub-topics:

First Advisory: *Back in School*

1. Review:
 - a. Greetings and Introductions (Cultural Variance)
 - b. How to exchange phone numbers
 - c. Describing where you're from
 - d. Days of the week
 - e. Variations of goodbye
 - f. The verb "to like"
 - g. Subject Pronouns (yo, tu, etc)
 - h. Direct Object Pronouns (me, te ,se, etc)
 - i. Question words (who, what, where, how, why)
 - j. Changes in character traits (interesting, boring, hard, easy, mean, strict, responsible, prepared, hard- working, respectful, creative, nationality adjectives)

2. Expressing Likes and Dislikes (using verb *Gustar* + infinitive *me, te, se*)
3. Demonstrative Adjectives and Pronouns (*esté, está,* etc)
4. Past-Tense (Preterite) Verbs (regular and irregular, stem-changing and other spelling changes like *i* to *y*)
5. Ordinals
6. Nationalities
7. Classroom objects (table, chair, etc)
8. Colors (nouns)
9. Professions
10. Describing the weather
11. Identifying and Expressing Dates
12. Spanish Speaking Countries and Capitals
13. Learning about Communities: Study of Latin Americans in the United States of America
14. Exploring Latin America: Environmental Study of Latin America

Second Advisory: *Everyday Life*

1. Ask and Tell Time (*Ir, Estar* + location, Interrogative Words)
2. Present and Past Progressive Tenses
3. Routines and Schedules (how often you do something, making a list of events and describing them)
4. Describing events in past tense
5. Updates (say where you are going, where you've come from)
6. Definite and Indefinite articles
7. Noun-adjective agreement gender
8. Noun-adjective number
9. Changes in physical appearance (using verbs *ser & estar* – forms and usage)
10. Holiday Seasons and Activities
11. Exploring Latin America: social comparison between cultures and ways of living
12. Exploring Latin America: folklore and the arts

Third Advisory: Black History Celebration

1. Affirmative and Negative Tu commands, regular and irregular
2. *Ir a* + infinitive verb (travel, eat, swim, etc)
3. Irregular *Yo* Forms (*Hacer, Conocer*)
4. Adverbs ending in *-mente*
5. Describe family
6. Ask and Tell Ages
7. Express Possession
8. Disclosing Addresses
9. Physical Descriptions (Clothing)
10. Discuss Plans (Sequence Events, talk about places and people you know)
11. Celebrating Culture: Spotlight on Afro-Latinos in the Americas

12. Exploring Latin America: folklore and the performing arts

Fourth Advisory:

1. Express Preferences
2. Relationships and Conversations (Talking on the phone, Expressing Feelings and things that just happened)
3. Extending Invitations
4. Saying what you know and making comparisons
5. State an opinion
6. Describing colors and accessories
7. Talking about events in different tenses (present and future)
8. Asking some for a favor (building off of Tu commands)
9. Celebrating Culture: Famous Artists and Writers from Latin America
10. Exploring Latin America: New Stories from Spanish-speaking Countries
11. Exploring Latin Cuisine: Ordering Food (identifying food items, *Servir + Tener* verb, how to order in a restaurant and pay for bill)

Grammar:

Verbs

Review present tense, and imperative of regular verbs and review of the irregular verbs. Introduction to the past tense: preterit and imperfect. Also, reflexive verbs in present and the gerund.

Structures

Review simple negation, subject pronouns, positions of adverbs, gender of nouns and indefinite articles and definite articles.

Introduction to negations, possessive adjectives, agreement of adjectives, irregular adjectives, demonstrative adjectives, comparative of adjectives, superlative of adjectives, prepositions, countries and continents, ordinal numbers, direct object pronoun and indirect object pronouns.

Emphasis will be placed on identifying the parts of speech before the formal presentation of the grammatical structures of the Spanish language.

APPROACHES TO REALIZE THE GOALS OF THE COURSE

To realize the goals set forth above the following methods will be used to help students achieve their potential. They will:

- Work on oral and written exercises in the classroom.
- Practice listening comprehension as teacher models correct pronunciation.
- Participate in educational games that reinforce lessons on particular topics, including structures and vocabulary.
- Take dictations to improve listening comprehension and use of acquired vocabulary.

- Read short literary passages, plays, poems and stories in Spanish.
- Write compositions in Spanish on assigned topics.
- Learn songs and occasionally watch video clips and/or other selected films that bring to life the culture of Spanish speaking countries.

TECHNOLOGY IN THE CLASSROOM

Students' use of technology will be encouraged for the following activities:

1. To practice pronunciation, learning vocabulary and looking up word definitions on Web dictionaries.
2. Research information that pertain to Latin culture. This is inclusive of historical persons, cities, a historical monument, countries and regions, fashion, cuisine, the arts, folklore, indigenous culture, environmental matters, holidays, and so on.
3. Inclusion of correct accent marks on Spanish writing assignments typed on word processing programs.
4. Listen to real time audio from a speaker of a Spanish-speaking area.
5. Research the weather in various Spanish-speaking areas.
6. Study current events or situations using web resources.
7. Study traditions, customs, and holidays in Spanish- speaking countries.
8. To support research projects

CONTENT STANDARDS

Communication:

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2: Students understand and interpret written and spoken language on a variety of topics.

1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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

Connections:

3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

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

Comparisons:

4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

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

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.