

# 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:**

**Spanish I**

### **COURSE GOALS:**

Students will...

- 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.

#### Additionally, students will learn:

- About nonverbal communication, such as gestures and body language;
- About the use of circumlocution to express themselves with a limited vocabulary;
- About awareness of current events in the culture;
- The major holidays and geographical features of the countries being studied;
- Greeting and leave taking behaviors in a variety of social situations;
- The appropriate way to respond to introductions and use courtesy behaviors; and
- Appropriate etiquette in a variety of social settings.

#### MATERIALS:

- a folder with ruled loose paper in which students will keep warm-ups, exit tickets and classwork. This folder will be kept in the classroom.
- a separate composition notebook (provided by Ms. Schreiber) for note taking in class and keeping handouts. This notebook will be their main source for studying.
- The handouts of anything covered in class, including readings, practice papers, poems and simple short stories.
- 2 writing instruments: a pencil and a pen or any combination of those.

#### 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 tardies.
- 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 Italian 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 Italian 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 and the 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.

#### **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		
				On Grade (Unweighted)	Honors	AP or IB
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.*

## **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.**

### **First advisory**

- Greet and leave a variety of people in a polite way
- Provide basic personal information, including age, personality, appearance, and occupation (adjective/noun agreement)
- Talk about my likes and dislikes, including school subjects, foods and free-time activities, etc.
- Talk about places to visit or to live in (prepositions)
- I can state what I am doing, where I went, or where I am going
- *Question formation (who, what, when, and where questions)*
- Talk about a family member or a famous person from history
- Organize the main events of a short story into a beginning, middle, and end
- Present tense of –ar, -er, and –ir verbs with focus on first and third person
- Subject verb agreement
- Gender/number agreement

### **Second advisory**

- Ask and understand how much something costs (How much?)
- Express a positive reaction
- Express what someone is doing at the moment
- Express what someone just did
- Describe basic daily routines and activities (reflexive verbs)
- Shopping for food, tickets, and clothing
- Write about activities in the weekends
- Intro to past tense
- Understand a simple transaction between a customer and a sales clerk
- Give times, dates, and weather information (adverbs of frequency)

### **Third advisory**

- Talk about a celebration based on pictures or photos (birthdays, religious and national holidays)
- Write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country
- Interpret a written description of a celebration's products, practices, and perspectives
- Compare celebrations in other countries with those in my community
- Accept or refuse an invitation to a party

- Invite someone to a celebration in person and in writing
- Understand a spoken description of a holiday or celebration
- Use the past tense to describe an event I attended
- Ask questions verbally and in writing about the specifics of a celebration

#### **Fourth advisory**

- Understand the main idea and some details presented in a travel show, commercial, audio tour
- Understand the main idea when people talk about places in a city and when and where events happen
- Follow spoken directions to go somewhere (right/left/straight/turn/etc.)
- Give spoken and written directions
- Follow written directions to get from one place to another
- Understand information, draw conclusions, and make inferences about places in a city from primary sources, such as maps, brochures, travel web sites, magazines, ads, etc.
- Find and use tourist information from city guides
- Ask for information about a location (I am lost/can you help me?/ I am looking for...)
- Describe places in a city, monuments, landmarks
- Tell where to go and why (modes of transportation)
- Describe and express opinions and reactions with regard to local attractions (I think that.../I prefer...)
- Give recommendations about where to go in DC and what to do there

**Grammar:** The grammar points are introduced as tools, and not as stand-alone topics, to facilitate open-ended communication about the theme and sub-themes learned throughout the year.

#### **Verbs:**

Review present tense, and imperative of regular verbs and review of the irregular verbs, Introduction to the past tenses, reflexive verbs

#### **Structures:**

Review simple negation, question creation, subject pronouns, position of adverbs, gender of nouns, adjectives, indefinite articles and definite articles.

Introduction to double 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 in the course of presenting to students 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.

## **PERFORMANCE ASSESSMENTS**

Students will have many opportunities to demonstrate competence in Spanish at this level by integrating the speaking, listening, reading and writing skills through practical applications of the three communicative modes addressed in the Standards (interpretive, interpersonal and presentational). These opportunities include informal assessments in the interpersonal mode with a focus on the listening and speaking skills and formal assessments in the interpretive and presentational modes that integrate three or all of the four skills outlined in the DCPS World Language Cornerstones.

## **TECHNOLOGY IN THE CLASSROOM**

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

1. Use of the Internet for practicing pronunciation, learning vocabulary and looking up word definitions on Web dictionaries.
2. Research a historical person, a city, a historical monument, a region, fashion, cuisine, a holiday, and so on.
3. Include correct accent marks on Spanish writing assignments typed on word processing programs.
4. Listen to real time audio in Spanish.
5. Research the weather in various Spanish Speaking countries.
6. Study current events or situations using web resources.
7. Study traditions, customs and holidays in Spain or other Spanish speaking countries.

## **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.