

SPANISH 2A NORTH VALLEY HIGH SCHOOL 2019-20

<http://maestraturner.nv.weebly.com>

Grade Level: 9-12

Credit Available: .5

Pre-Requisite:

Spanish 1B

Instructor: Ms. Turner

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SHOW RESPECT for the teacher and your classmates.

- Respect your classmates' right to learn.
- Participate fully in all activities so your partner has an opportunity to practice.
- Students work silently during the warm up activity.
- *Keep cell phones and electronic devices out of sight.*
- All food and drink must remain in your bag or be thrown away.

BE RESPONSIBLE

ATTENDANCE is required to achieve Proficiency in a Second Language.

ON TIME = In your seat + Pencil or Pen + Warm - Up Out + Prepared with your Notebook.

Build RESILIENCY: Seek help from me when needed. Use Edmodo & Quizlet to support learning.

Course Description

Students will learn to read, write, comprehend, and speak Spanish. Language functions will be taught in the context of the cultural norms, history, and geography of Hispanic peoples in and outside of the United States.

Course Standards:

Novice Mid or Proficiency Stage 2 Second Language Standards ODE 2010:

Students at Proficiency Stage 2 can understand simple ideas on everyday topics and identify some information embedded in familiar contexts. Student communication includes basic material, short messages and the expression of simple ideas. Students use memorized/rehearsed phrases, sentences and questions. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities. Students will be assessed multiple times in the areas of reading, writing and listening as well as the learning targets attached to this syllabus. A complete description of SL.PS2.PW.01 SL.PS2.IR.01 and SL.PS2.IL.01 is attached.

Required Materials:

- 3 Ring Binder with Dividers for Spanish only.
- Lined paper and pencils.
- Edmodo and Quizlet Membership

Notebook Checks: Maintaining a notebook with paper and supplies is part of your participation grade. 5 or 0 points will be awarded on randomly chosen days for having a binder with handouts, paper and a pencil/pen.

Grading Policies

Academic grades under the Standards Based Learning model will reflect a student's level of proficiency of the subject's knowledge and skills according to state standards.

Standards Knowledge and Skill: (80% of Grade)

*Unit Tests * Formal Quizzes * Writing Prompts * Oral Prompts * In-Class Presentations * Simulations *

Participation and Citizenship: (20% of Grade)

Notebook Checks * Warm-Ups * Daily Work/Assignments * Homework *

Reassessment: Students may be given opportunities to retake assessments they fail in order to demonstrate proficiency, provided that they are making adequate progress toward proficiency (completing assignments, attending class regularly, seeking assistance, etc...). Re-take exams cannot earn higher than a C.

Late Work: Please turn in assignments before the end of the school day. Please make prior arrangements with the instructor if an assignment cannot be turned in on the due date.

Communication with Students and Parents

Email: kelly.turner@threerivers.k12.or.us

EDMODO <https://www.edmodo.com/> Group Code: (Email me for updated codes.) **tkrtf5**

- Edmodo is used to post and receive assignments.
- Power Points, Handouts, Video Instruction and Assignments are accessible on Edmodo.
- Parents can view EDMODO by requesting the parent code from the student.
- Absent Students are required to complete use Edmodo to stay current & will be held accountable for assignments and tests on the day they return.

QUIZLET <https://quizlet.com/join/tKzcXhPAZ> Class Name: *maestra2*

- Quizlet is a tool students can use to review vocabulary and memorized phrases.
- **Your user name for Quizlet is last name, first namenv (turnerkellynv)**
- **Please join the class so you can receive credit for joining.**

Flexibility (FLEX) Plan for TAG Students

The goal of Spanish I is to create or increase oral and written proficiency in Spanish. Assessments take place in a variety of formats, both formal and informal, and allow for a wide degree of performance levels. In addition, the most significant assessment is the degree of a student's fluency and comprehension, which is never limited due to the class structure, and the amount of open-ended instruction provided. Accommodations of curriculum to better meet the needs of TAG students may include allowing students to pre-test at their convenience, offering students additional/supplemental assignments to expand vocabulary and comprehension, and allowing students to pursue enhanced grammatical concepts through both independent use of curriculum and dictionaries, as well as additional instruction from the teacher. The goal of Spanish I, II and III is to maximize each student's abilities, including TAG students, according to each one's individual drive and potential. No TAG student will be required to do extra work, but the specific course requirements may be adjusted to allow him or her to meet the objectives.

I have read this course syllabus and understand the content and expectations outline.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Spanish 2A Proficiency Stage 3 (Approximates ACTFL NOVICE-HIGH) Oregon Core Curriculum Content Standard for World Languages 2010

Students at Proficiency Stage 3 can identify main ideas and simple information on familiar topics. Students communicate using some original sentences and questions, relying on memorized/rehearsed material, to obtain and provide information. They participate in very simple conversations and get basic needs met in the target culture. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in local and global communities.

Interpersonal Mode: SPEAKING Students can understand and respond to what others say.

SL.PS3.IS.01 Use memorized and some original sentences and questions to perform simple communicative tasks in everyday situations.

SL.PS3.IS.03 Conduct simple rehearsed transactions necessary for survival in the target culture.

Supporting Functions: Give simple descriptions, express simple opinions and use numbers in common situations, such as measurement, time and prices. Make purchases and acquire basic services. Give basic directions and commands.

Interpretive Mode: LISTENING Students can comprehend verbal or signed language from authentic and other sources (e.g., TV, radio, video, digital, or live presentations).

SL.PS3.II.01 Demonstrate understanding of main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.

Supporting Functions: Recognize expressions used in certain circumstances. Make purchases and acquire basic services. Follow basic directions and commands.

Interpretive Mode: READING Students can comprehend print and digital materials from a variety of authentic and other sources.

SL.PS3.IR.01 Identify main ideas and some details from short simple texts.

Supporting Functions: Identify main ideas and some significant details on familiar topic. Identify information embedded in familiar contexts and connected to core academic content. Determine meanings by using contextual cues.

SL.PS3.IR.01 Identify main ideas and some details from short simple texts.

Supporting Functions: Identify main ideas and some significant details on familiar topics, identify information embedded in familiar contexts and connected to core academic content and determine meanings by using contextual cues.

Presentational Mode: WRITING Students can write ideas and communicate information for an audience.

SL.PS3.PW.01 Write some simple original sentences and questions relying on memorized/familiar material.

Supporting Functions: Present material in an organized manner. Write short messages, postcards, simple descriptions and simple narrations. Provide information on applications and common documents.

CONNECTING CULTURE TO Second Language Instruction:

- *Recognize and demonstrate appropriate verbal and nonverbal practices in common situations occurring within a second language culture.*
- *Demonstrate a basic understanding of who Frida Kahlo and Diego Riviera are and their relevance to world history and art.*
- *Use proper phrases and courtesies to bargain when making purchases. Describe the role of informal markets in Latin American countries.*
- *Use proper phrases and courtesies when asking or giving directions to places in the city.*
- *Immigration changes both the community of origin and the new community. (Topics that assist in this understanding include current and past immigration patterns and the impact of immigration on society and related issues.)*

LEARNING TARGETS Weeks 1 - 5 Description, Greetings, Autobiographical Information

Students will match gender and number of adjectives and the nouns they describe. *Adjectives that end in O must change (o, as, a, os) Adjectives that end in other letters don't change gender. (e, a, l, verde, rosa, azul)*

Students will place adjectives after nouns. *Students will distinguish between masculine and feminine nouns using the following guidelines: O, OR –masculine and A, DAD, CIÓN --- feminine*

Students will make nouns and adjectives plural using these guidelines:

End in vowel-----add "s". End in consonant-----add "es".

Students will use singular and plural forms of the.

El, los, la, las

Students will identify and use colors to describe items. *Amarillo, morado, negro, anaranjado, azul, blanco, marrón, rosa, rosado, blanco, verde, café, gris*

Students will identify and describe clothing using verb USAR and the vocabulary:

zapatos, camisa, botas, camiseta, pantalones, calcetines, sandalias, sombrero, gorro, abrigo, chaqueta, suéter, vestido.

Students will recognize and use descriptive adjectives to describe themselves and others. *Alegre, cómico, serio, alto, delgado, bajo, inteligente, tonto, joven, viejo, bonito, guapo, bello, feo, gordo, rubio, moreno, tranquilo, triste, nervioso, tímido, agresivo, extrovertido, reservado, artístico, deportista, trabajado, perezoso, deprimido, contento.*

Students will recall and use family vocabulary in description. *Madre, padre, los padres, el abuelo, la abuela, el tío, la tía, el hermano, la hermana, el primo, la prima, el sobrino, la sobrina.*

Students will use tener to describe eyes and hair. *Tener el pelorubio, moreno, castaño, largo, corto, lacio, rizado, rojo.*

Tener los ojos... castaños, azules, verdes, negros, cafés...

Students will conjugate SER and ESTAR and identify all pronouns.

Students will distinguish uses of SER and ESTAR (to be.) *SER—origin, description, profession, give time. ESTAR---location, mood/emotion.*

Students will use IR A to express future events. *"Voy a comer después de clase."*

Students will conjugate regular and irregular present tense verbs.

AR/ER/IR

IE—pensar, tener, cerrar, perder, entender, querer, preferir.

UE—almorzar, contar, dormir, encontrar, poder, volver.

GO—oír, hacer, tener, venir, salir de, decir, poner

ZCO—conocer, producir, conducir, traducir

Other—ver, dar, estar, saber, ir a, ser

Students will use pensar, preferer, and querer to express preferences.

Pienso estudiar. Prefiero mirar la tele. Quiero mirar un video.

Students will give the time using SER. *Son las tres.... Y media, y cuarto, y cinco. Son las cuatro... menos cinco, cuarto. Es la una.*

Students will use POR and DE to tell WHEN they do an activity.

POR—no specific time given.

"Como por la tarde." (noche, día, madrugada)

DE--- a time is specified.

"Como a las cuatro DE la tarde.

Students will use adverbs to express frequency.

Nunca, rara vez, de vez en cuando, mucho, siempre, a veces, con frecuencia, generalmente.

Students will read Frida Kahlo Reading and use present time to answer simple questions about the text, give an oral presentation and write an essay summarizing the content.

Week 6 Making Telephone Calls and Appointments

Students will make phone calls and answer the phone using memorized phrases and appropriate courtesies.

Making a Phone Call: *Hola, Buenos días, Buenas noches, Buenas tardes. Puedo hablar con __, Quiero dejar un mensaje para __, Dile que me llame.*

Answering the Phone: *Álo. Hola. Diga. Bueno, Un momento, por favor. No está. Regresa más tarde. ¿Te gustaría dejar una mensaje?*

Students will make appointments using memorized phrases and courtesies, days of the week, months, and time. *Quiere una cita? ¿Con quién quiere una cita? Necesita una cita con __. Necesito cambiar tu cita. ¿En qué puedo servirle? ¿Puede venir el _____? ¿Puede venir a las __? ¿A qué hora puedes venir? Puedo venir a las __. Puedo venir el _____ a las _____.*

Students will confirm appointments: *Su cita es el day. Es a las time. Es el # de month.*

Students will use telephone vocabulary to talk about phone calls: *el teléfono, el celular, marcar el número, llamar por teléfono, dejar un mensaje, contestar el teléfono.*

Students will make invitations and accept or refuse them using memorized phrases and courtesies, days of the week, months, and time.

Making Invitations: *Quieres acompañarme a __. Te invite a __. ¿Te gustaría venir conmigo a __? ¿Puedes llegar a las __? Es el __ a las __. ¡Qué lástima! Tal vez otro día. ¿Por qué no?*

Accepting Invitations: *¡Claro que sí! Sí me gustaría ir contigo a __. Sí me encantaría. Por supuesto.*

Refusing Invitations: *Gracias, pero no puedo. ¿Estás loco? No puedo porque tengo que...*

LEARNING TARGETS WEEK 7-8 Daily Activities, Sports & Schedules

Students will talk about activities or simple events using sentences and strings of sentences with the following irregular present time verbs:

e-ie: cerrar, entender, perder, querer, empezar, merender, preferir, pensar, venir.

o-ue: jugar, poder, recordar, volver, devolver, dormir, contar, almorzar, encontrar, costar.

Others: saber, conocer, oír, hacer, ser, estar, ir a.

Students will discuss plans using pensar + infinitive. *Example: Pienso estudiar por la noche.*

Students will express preferences using preferir + infinitive. *Example: Prefiero comer mucho.*

Students will create strings of sentences to talk about sports using the following vocabulary:

Sports: *deportes, atletismo, baloncesto, el béisbol, el boliche, el fútbol, el fútbol americano, el voleibol, el tenis, el golf, montar a caballo, andar en bicicleta, la lucha libre, la natación, club de animadoras, patinar, pescar, bailar.* Equipment: *el guante, el caballo, la bicicleta, el casco, el gorro/la gorra, el bate, el partido, los patines, el uniforme.* Adjectives: *peligroso, divertido, aburrido, emocionante, difícil, fácil.* Verbs: *correr, brincar, hacer ejercicios, montar, luchar, ganar, perder.* Places: *la cancha, el gimnasio, la piscina, sobre hielo, el aire libre, el rio, el campo atlético, la pista, el campo, el estadio.*

Students will compare sports and activities using the following structures: Noun + ser + **mas/menos** + adjective + **que** + noun 2. Noun + ser + **tan** + adjective + **como** + noun 2. *El fútbol es menos divertido que el baloncesto. Boliche es tan aburrido como el golf. (Students will apply gender and number agreement to nouns and adjectives.)*

Students will read and provide information from sport schedules and other time tables using time, days and months. *¿Cuándo empieza el partido de __? ¿Cuándo termina el partido de __? ¿Qué día es el partido de __? ¿Cuál es la fecha del partido de __?*

Students will read and provide information regarding win/loss records from authentic target language sources. *¿Quién gana el partido? ¿Quién pierde el partido? ¿Dónde está el partido?*

LEARNING TARGETS WEEK 9 Tener Expressions and Weather

Students will describe the state of being and emotions using “tener” expressions. *Tener + hambre, sed, frío, calor, miedo, sueño, prisa, razón, suerte, cuidado. Tengo cuidado en el carro.*

Students will express desire with “tener ganas de + infinitive verbs”. *Tengo ganas de comer chocolate. I feel like eating chocolate.*

Students will describe the daily and seasonal weather of their region. They will also interpret weather reports from authentic sources. *Hace frío. Hace calor. Hace fresco. Hace sol. Hace buen tiempo. Hace mal tiempo. Hace viento. Está nublado. Está lloviendo. Llueve. Está nevando. Nieva. La temperatura mínima está en _____ grados. La temperatura máxima está en ____ grados.*

Students will use direct object pronouns to replace clothes vocabulary. *¿Quién tiene las gafas del sol? Yo las tengo.*

LEARNING TARGETS WEEKS 10 & 11 The Town and Giving Directions

Students will use prepositions to give and comprehend directions to places in the city and classroom/school. (*Detrás de, entre, enfrente de, al lado de, a la izquierda de, a la derecha de, adentro de, encima de, sobre, debajo de, abajo de, arriba de, cerca de, lejos de.*)

Students will use memorized phrases to ask for directions. (*¿Dónde queda...? ¿Cómo puedo llegar a...? ¿Puedes decirme dónde queda...? ¿Dónde está...?*)

Students will use informal affirmative commands to give directions. (*Cruza la calle/avenida; dobla a la izquierda/derecha; dobla en la esquina de ___ y ___; camina/conduce hasta ...; queda + preposition.*)

Students will use the following vocabulary to refer to means of transportation: *por pie, a pie, por tren, por avión, tomar un taxi/autobús, viajar en autobús.*

Students recognize and produce vocabulary for places in the city: *el aeropuerto, el banco, la carnicería, el café, la tienda de ropa/videos/música, el centro, el zócalo, el centro comercial, el correo, la estación de tren, el terminal de autobús, la farmacia, el hotel, la iglesia, la joyería, la librería, la biblioteca, la panadería, el papelería, la pastelería, la zapatería, una bodega, el supermercado, el mercado, el museo.*

Students will define the function of places in the city using Spanish. *Example: Compro pollo y carne en la carnicería. Me prestan libros en la biblioteca.*

Direct Object Pronouns

Students will answer questions using direct object pronouns in place of the noun.

Students will list the direct object pronouns. (*me, te, nos, lo, la, los, las*)

Students will demonstrate ability to apply grammar rules for the use of direct object pronouns. (*Direct object pronouns replace the noun. Direct object pronouns are placed before conjugated verbs and after unconjugated verbs. Direct object pronouns must match the gender and number of the noun they replace.*)

LEARNING TARGETS WEEKS 12-15 Making Purchases and Bargaining

Students will ask for prices and make purchases. *¿Cuánto cuesta(n) el/la/los/las ___?*

Students will provide the prices of items using the numbers 1-1,000 and the structure: *El/la/los/las _____ cuesta(n) __dólares y __ centavos.*

Students will bargain using memorized phrases and numbers. *Vendor: La calidad es excelente/superior/buena. Es muy barato. No se puede. Es muy poco. Le dejo en_. Tourist: Es muy caro. Es demasiado. ¿Le puedo ofrecer__? ¿Cuánto cuesta(n) ___? ¿Me deja ver? ¿Me deja probar?*

Students will recognize and recite the numbers 1-1,000.

Students will recognize and produce the following vocabulary when making purchases: *el precio, el cambio, el efectivo, la tarjeta de crédito, los aretes, el anillo, la cartera, la taza, el DVD, el celular, la pulsera, el collar, la bolsa, la olla, el reloj, el postal, de oro, de plata, el helado, la muñeca, el recuerdo.*

0-UE Irregular Present Tense Verbs

Students will define and conjugate the following o-ue verbs: *almorzar, costar, dormir, poder, volver, contar, devolver, encontrar, recordar.*

Students will use the o-ue irregular verbs in complex present time sentences. *Example: Duermo poco los lunes, pero duermo mucho los sábados porque no hay escuela.*

Making Affirmative Informal Commands

Students will give directions using affirmative informal commands.

Students will follow and give commands created by other students/teacher.

Students will create regular affirmative informal commands by conjugating the verb in the “él” form of the present tense. *Example: Come más. Vuelve temprano.*

Students will memorize and use the irregular informal affirmative commands: *tener/ten, poner/pon, salir/sal, venir/ven, ir/ve, hacer/haz, decir/di, ser/se.*

PRESENT PROGRESSIVE

Students will describe what they or someone else is doing using *estar* + present participle (*ando/iendo*).

Students will form the present participle for verbs that end in two vowels. *Example: Leer/leyendo. Creer/creyendo. Oír/oyendo.*

LEARNING TARGETS WEEK 16 Ordering and Serving in a Coffee Shop

Students will simulate purchasing coffee, tea or hot chocolate in a coffee shop.

Students will simulate serving beverages in a coffee shop.

Students will ask for or provide the price of a beverage.

Students will pay for a beverage or accept cash and provide change.

Students will ask and answer questions to determine the type and size of beverage desired, the use of cream, the number of teaspoons of sugar, and whether or not the customer wants a straw.

Students will use and recognize the following vocabulary needed to order a beverage: *me/te gustaría, qué, azúcar, una cuchara, desear, crema, una taza de, té, chocolate, aquí está, el cambio, quiero/e, cuántas, el cambio, cuánto es, popote, el tamaño, la leche, una galleta, con, la cafetería, prefiere/o, para mi, por favor, gracias, de nada.*

LEARNING TARGETS WEEKS 17, 18 Reflexive Verbs and Personal Grooming

Students will use the following reflexive verbs to describe their morning routines and personal grooming: *despertarse, levantarse, acostarse, bañarse, ducharse, lavarse, cepillarse, peinarse, maquillarse, afeitarse, ponerse la ropa/perfume/colonia, vestirse, quitarse la ropa, secarse el cabello/el cuerpo, mirarse en el espejo. Example: Me despierto a las ocho de la mañana los sábados.*

Students will use the following nouns when describing their routines: *el espejo, la ropa, las manos, los dientes, el cabello, la cara, el maquillaje, el perfume, la colonia, la pasta dientes.*

Students will list the reflexive pronouns: *me, te, nos, se.*

Students will demonstrate the ability to apply correct grammar rules for the use of reflexive pronouns:

1.) Reflexives are used when the subject and the object of the verb are the same. 2.) Reflexive pronouns are placed before conjugated verbs and added to infinitive verbs. *Example: Me ducho. Voy a ducharme.*

LEARNING TARGETS WEEK 19 Vocational Spanish: Body Parts and Nursing Intake Procedures

Students will identify and recognize the following body parts: *el cuerpo, el brazo, la pierna, la cadera, el lado derecho, el lado izquierdo, la cabeza, los hombros, las rodillas, los pies, las manos, la boca, el cabello, los ojos, las orejas, los oídos, el codo, los dedos, las pestañas, las cejas, la mejilla, los dientes, el nariz.*

Students will use formal positive and negative commands to simulate a nurse’s medical intake routine in a doctor’s office. *Sígame, por favor. Párese aquí. Voy a pesarle. Voy a medirle. Voy a tomarle la presión. Cierre la boca. Déme el brazo. Voy a tomarle el pulso. No se mueva. Quitase la ropa. Póngase esto. Siéntese aquí.*