**CLASSROOM POLICIES**

* **Treat yourself, the subject matter, your classmates and teachers with maturity and respect.**
* **Make-up Work: You are responsible for making up all assignments you missed while absent, if the absence is excused**
* **It is unacceptable To Cheat or Plagiarize: To use and pass off as one’s own (the ideas and or writings of another)**
* **Homework is essential. It provides you with the opportunity to review, analyze, and apply what you have been presented in class.**
* **Sleeping or choosing to do nothing in class is never an option!**
* **Bringing all materials daily is a class requirement.**
* Please note: **internet or** **computer problems are not excuses!** Use the library, a relative, or neighbor’s computer to do your homework, assignments or projects.

**ACKNOWLEDGMENT**

**We have read the policies on Ms. Diaz’ syllabus and we fully understand what is expected throughout the school year.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Student Signature)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print Student Name)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent Signature)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print Parent Name)**

**Miami Beach Senior High School**

**Course Syllabus 2018-2019**

**Spanish 2**

**Ms. Cary Diaz- Room #181**

**School Phone: 305-532-4515**

**E-mail: cary@dadeschools.net**



**RATIONALE AND OBJECTIVES**

The Secondary Foreign Language Program provides students with the opportunity to continue a sequence the chosen foreign language emphasizing listening comprehension; oral communication skills; while introducing reading and writing sequentially.

This program strives for functional use of the language while realizing three main objectives:

1. the development of communication and learning skills,
2. the development of cultural awareness, and
3. the extension of future academic/career opportunities.

**The student will develop communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture.** This is accomplished using authentic media and literature and active student participation in the learning process.

Current TV programs, radio broadcasts, and recordings comprise the listening component of the course. In addition, students write sentences and brief paragraphs reflecting their understanding and interpretation of stimuli.

Students will:

1.      Use vocabulary of oral expressions for greetings and farewells as learned in Spanish 1

2.      Ask questions and respond in complete sentences.

3.      Demonstrate the ability to understand more complex statements by following simple directions and by following a discussion of a reading selection.

4.      Use complex sentence structure in conversation and class discussions.

5.      Use learned grammatical patterns, vocabulary, and idiomatic expressions to express personal ideas, feelings, needs and desires.

6.      Utilize various forms of media in order to name and to discuss the Spanish culture and language, and to examine cultural connotation of words and phrases.

7.      Identify and compare cultural beliefs and attitudes of peers in the Spanish culture.

8.      Identify, pronounce, and know how to write vocabulary associated with: symptoms of a minor illness, having a prescription filled at a pharmacy, describe characteristics and conditions.

9.      Follow oral and written direction that result in the successful completion of a give task.

10.  Discuss movies, plays and museums, discuss cultural events, and relate actions and events that took place in the past.

11.  Utilize the past tense of regular and some irregular verbs as well as the present progressive tense.

**MATERIALS**

* **A 3-ring binder notebook with loose leaf paper** for class
* **3 separate sections/ dividers inside the notebook** for voc., Do Now assignments, note-taking and handouts
* **Black/blue** **ink pens** (only colors allowed to use in class)
* **Red/green pen** – used only for peer editing and revision
* **Highlighters**
* **No. 2 Pencils**

**EVALUATION**

This class is for annual credit and a college entrance requirement.

Evaluation is structured in six categories following the guidelines established by Miami Dade County Public Schools. Each one has its own weight in the assessment process:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Quizzes and Tests*** | ***30%*** | ***Classwork*** | ***10%*** |
| ***Writing*** | ***20%*** | ***Homework*** | ***10%*** |
| ***Projects*** | ***15%*** | ***Grammar/ Language Skills/IPAD (Tech.)*** | ***15%*** |

**Textbook:**

The course uses primarily the following textbook which is geared for foreign language learners:

*Español Santillana 2.* Santillana (2017).

**Course at a Glance**

**First and Second Quarter**

**Unit 1: Central America Literacy reading: El blog de Ichxel Vocabulary: Grammar ❖ Personal/family relationships ● nouns ❖ physical characteristics ● adjectives ❖ personality traits ● superlatives ❖ family ● comparisons ❖ emotions, states and conditions ● possessives ● interrogatives**

**Unit 2: The Antilles Literacy reading: Estilo de vida caribeño Vocabulary: Grammar ❖ the house/furniture ● present progressive ❖ neighborhood services ● direct objects ❖ chores ● indirect objects ❖ appliances ● demonstratives**

**Unit 3: The Central Andes Literacy reading: Textiles andinos bolivianos Vocabulary: Grammar ❖ stores ● preterit of regular verbs ❖ clothing and footwear ● preterit of ir,ser,decir,tener,estar,hacer ❖ shopping ● preterit of stem changing “IR” verbs 2**

**Third and Fourth Quarter**

**Unit 4: North America Literacy reading: La receta de guacamole Vocabulary: Grammar ❖ foods and beverages ● indefinites ❖ food stores ● singular affirmative commands ❖ In the kitchen ●plural affirmative commands ❖ In the restaurant ● negative commands**

**Unit 5: Spain Literacy reading: Figura en una ventana, Salvador Dalí Vocabulary: Grammar ❖ Parts of the body ● past participle ❖ Personal hygiene ● adverbs ending in -mente ❖ illnesses ● por/para ❖ healthy habits ●making recommendations**

**Unit 6: Continental Caribbean Literacy reading: El Dorado, ecos de una leyenda Vocabulary: Grammar ❖ trips/excursions ● imperfect verb tense ❖ on the train/plane ● preterit vs imperfect ❖ the car ● preterit of dar,poder,querer,saber, venir ❖**