



Phone: 713-688-1361

Website: www.houstonisd.org/waltrip

Spanish 2 Course Syllabus 2020-21

Instructor: J. Moreno

Email: jmoreno2@houstonisd.org

Room: 2204

Office Hours: Monday 3:25pm - 4:10pm & Tues-Fri 1:50pm - 2:35 pm

Course Content

This is a follow-up course for Spanish 1 with emphasis on building oral proficiency and reading in Spanish of intermediate difficulty. Students continue to study Spanish culture and history, learning about foods and traditions related to Spanish-speaking countries. In this course, students will increase their command of basic sentence structure, vocabulary, and have the opportunity to continue to read, speak and write in Spanish.

Textbook & Available Resources

The textbook is found in the HUB under Digital Resources:
Avancemos Level 2 (Look for the tile under LOTE/World languages)

Apex – It has tutorials available for extra support found in the same area

Quizlet – Search on your own; however, links will be provided as we move through the course

About the Teacher

I was born in New York, Ny and at two years old moved with my family to the City of Panama, Republic of Panama, where I grew up. Then, I moved to San Francisco, California, in 1978 to attend the university. In 1982 I graduated from San Francisco State University with a Bachelor of Science Degree in Business Administration and International Business. From 1982 to 1988 I worked for major international corporations as a marketing executive. And from 1989 to 2000, I worked at the U. S. Department of Labor as an Equal Employment Compliance Investigator. I came to Houston in May 2000 to start working as an elementary bilingual teacher and in 2004 I began working as a high school Spanish teacher.

Ongoing Objectives

- With this course, the students will continue to improve and master the fundamental skills of the Spanish language: listening, talking, writing, thinking, and oral language.
- The students will increase the use of the oral language by working on activities using the skills of listening, talking and discussing.
- They will be able to discuss and compare different real life situations in the target language.
- The student will continue to explore cultures different from his/her own, i.e. foods, clothes, traditions, holidays, celebrations, and music.

Notebook

The students are required to maintain a handwritten composition notebook of your notes and vocabulary. It will be submitted once per grading cycle and should be present during every class to take notes whether the class is virtual or in person.

Grading Scale

Grades are calculated as follows: Classwork 50%, Quizzes 30%, Participation 20%

Attendance and Participation

Attendance and participation are required; it is difficult to learn the content if the students are not present in class. Class participation and attendance can be a deciding factor if the class grade average straddles two grades. It is also too easy to fall behind if a lesson is missed since each one builds the foundation for the next lesson. Students should make sure to see me about any missed work if absent. All assignments have firm deadlines built into the HUB for completion.

Daily Required Materials

1. Laptop
2. Pen or Pencil
3. Composition notebook
4. Occasionally, color pencils or markers for projects or to enhance work or notes (But not required)

Unit Overviews

Unit One

Students will be able to: 1) discuss likes and dislikes with some elaboration; 2) discuss class behavior, expectations, schedule and extracurricular activities; 3) elaborate on descriptions of people, places and things, family, jobs; 4) discuss technology in the school and after-school context.

Unit Two

Students will be able to: 1) discuss personal and family daily routines; 2) talk about themselves, family and others; 3) compare physical and character traits of self and others; 4) discuss main rooms of the house and their purpose; 5) talk about their neighborhoods; 6) compare foods in the U.S. and other countries.

Unit Three

Students will be able to: 1) discuss going shopping and learn how to make purchases in the store or at the market; 2) discuss artistic events they have attended and plan to go on the weekends; 3) communicate in simple terms their opinions about the arts; 4) compare and state reasons for their likes and dislikes; 5) tell stories in the past.

Unit Four

Students will be able to: 1) discuss in simple terms the effect of social media in their lives compared with the youth from Spanish-speaking countries; 2) talk about media influencers; 3) communicate the steps needed for traveling to other countries; 4) talk about past travels and state opinions about them; 5) practice giving and receiving directions and using a map.

Unit Five

Students will be able to: 1) talk in basic terms about their health and the factors that can affect it; 2) ask for help when ill at home or abroad; 3) become familiar with facts about quality of life and its factors such as poverty, health, and language barriers in Spanish and compare them with their own culture; 4) give and receive directions to the next hospital or health place; 5) understand, ask, explain to others and follow directions on medical advice.

Unit Six

Students will be able to: 1) talk about recycling at school; 2) state opinions about immigration; 3) discuss involvement in the community; 4) identify challenges that they face in today's society; 5) discuss food shortage and possible solutions; 6) compare the foods they eat with those in Spanish-speaking countries.