

THE INTERNATIONAL SCHOOL OF PORT OF SPAIN

HIGH SCHOOL SPANISH GUIDELINES

Spanish 2 – Mrs Tompsett

Approach:

The approach to language teaching is communicative, that is, the focus of instruction is to help students to develop their proficiency in the Spanish language through meaningful communicative interaction with each other in realistic contexts. The classes are conducted 90% in Spanish in order that students get maximum exposure to the target language and develop their listening skills and comprehension strategies.

Grammar and Vocabulary are presented in context in Thematic Units which help to make the activities meaningful and interactive. All the four language skills (Speaking, Listening, Reading and Writing) are practiced in class. The associated course text is *En Español 2* with its audio and video programs and online support. Many lessons are conducted using additional resources, but where necessary students are referred to the pages in their text which they can use as reference.

Course Objectives:

By the end of the school year learners will be expected to

- Be able to carry out a variety of everyday communicative functions in areas of socializing, exchanging information, getting things done, expressing attitudes and organizing and maintaining communication
- Function efficiently in a variety of interactions related to travel and tourism.
- Comprehend written and listening material related to everyday life and the themes studied.
- Write texts to fulfil a specific purpose – e-mails, letters, invitations, notes and messages.
- Write short essays to convey personal experiences, opinions, and descriptions of people and places.
- Exhibit an awareness and understanding of Hispanic Culture
- Command a broad base of vocabulary related to the themes studied
- Be aware of some of the major differences between English and Spanish with respect to pronunciation, grammar and spelling conventions.

Course Expectations:

- Attend classes regularly and review class work at home
- Pay attention in class and participate cooperatively in class activities
- Use Spanish as much as possible in class activities
- Bring text and notebook to class
- Submit homework and other assignments on time
- Ask questions to clarify any doubts you may have. I am also available for help after school
- If a student misses a class, it is his responsibility to inform himself of the material studied and the assignments given. Seek me out to submit any assignments pending.

Spanish 2 Course Outline

Thematic Units	Grammatical/ Structural Content
1. Preliminary Unit: Exchange personal information in relation to appearance and personality, likes and dislikes, school and home life	Recycle and expand on vocabulary and grammar from Spanish 1.
2. Travel and Leisure Time activities	Preterit tense, travel and leisure vocabulary
3. Appearance and Personal Grooming	Reflexive verbs, vocabulary related to daily routine and personal grooming
4. Helping at Home	Vocabulary related to parts of the house and household chores, expressing obligations, present continuous tense, affirmative and negative Tú commands
5. Personal Histories	Imperfect tense, verbs like gustar to express feelings and reactions, vocabulary related to childhood activities, narratives
6. Ordering Food in a Restaurant	Vocabulary related to food and restaurants, Stem-changing verbs, direct and indirect object pronouns

Class Routine

- 10 minute Warm-Up to activate target language and review work studied in the previous class
- Use text, reading material, video or audio to present new vocabulary or structures
- Language practice using all four modes – reading, writing, speaking and listening
- Review, follow-up and feedback
- Assignment of homework
- On C days we work solely on conversational skills.
- One lesson per week is conducted in the Computer lab using Rosetta Stone or Web based language practice.

Grading Procedure:

80% of the final grade is based on achievement of the content standards. These are categorized in the areas of Listening (20%), Speaking (20%), Grammar, vocabulary, reading and writing(20%), and Integrated performance tasks (20%). Assessments will be in a variety of forms : quizzes and tests, oral and listening evaluations, group or individual projects and performance tasks, homework assignments and in-class writing.

20% of the final grade will be based on Formative Assessment, that is the students' performance as they go through the learning process. These would consist of day to day homework exercises and classwork.

The students Effort grade for each quarter is arrived at from a weekly grade out of 10 points using the rubric below.

RUBRIC FOR ASSESSMENT OF ACADEMIC RESPONSIBILITY/ EFFORT

	Almost always (2)	Sometimes (1)	Rarely or never(0)
Timeliness: Your homework assignments are complete and handed in to the teacher on time.			
Preparedness: You come to class prepared with your textbook, notebook, writing instrument, and any additional materials requested by your teacher.			
Punctuality: You are in class on time. You do not abuse bathroom or water breaks.			
Participation: You actively participate in class activities by listening, asking and answering questions to the best of your ability, and making an effort to use Spanish in class.			
Respect: You cooperate with your teacher and peers in a respectful manner. You do not behave in a manner which would disrupt the class.			

Performance Tasks

Each Unit of study will be assessed by one or more performance tasks which are designed to show how students are able to apply what they have learned in the real world. Lessons will be geared towards equipping them with the tools to carry out these performance tasks successfully. Typically students are given detailed rubrics to help them to work to a high standard. Below are examples of performance tasks which are used in the Spanish 2 programme.

In a Restaurant

- Students will create a menu for a restaurant in a Hispanic country. They are to imagine that they are about to open their restaurant in a premier location. They must design an attractive menu featuring a wide variety of Hispanic food. They must have an idea of what they would like their restaurant to look like so that they can give a description of it before they present their

menu to the class. Working in groups of three, students perform a role-play in the restaurant ordering a three course meal, paying the check and leaving a tip.

Travel and Leisure

- Write and perform a skit in an airport situation.
- You are on vacation, write a postcard to a friend or relative telling about what you saw and did so far on your trip.
- Make and present a poster or PowerPoint “photo album” representing a vacation trip in a Spanish-speaking country.

Communication with students and parents:

I will be issuing progress reports in Grade Quick to all students periodically and these will be posted on edline. I will also be using edline to post performance tasks and rubrics, examples of excellent student work, useful web links for language practice, and study guides before the end-of-semester exams. I would appreciate if you would visit the site regularly and encourage your children to do so to use the resources that are posted there for additional practice.

I will inform any parent if their child has been performing poorly by phone or e-mail so that we can decide on a strategy for improvement. If a parent has any concerns please feel free to contact me by phone at 633-4777 ext. 230 or e-mail at rtompsett@isps.edu.tt or find me in Rm. 230 after school.