

Spanish II

2021-2022

Great Oak High School
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Course Title: Spanish II

Course Description: This course reviews and extends the communicative skills and cultural aspects introduced in Spanish I. It will focus on communication and comprehension through listening, speaking, reading, and writing. We practice vocabulary and grammatical structures in context with their communicative functions emphasized. You will develop an appreciation for and an understanding of other cultures.

Scope and Sequence: First Semester

Lección preliminar	2 weeks
Lección 1	4.5 weeks
Lección 2	4.5 weeks
Lección 3	4.5 weeks

Second Semester

Lección 4	6 weeks
Lección 5	6 weeks
Lección 6	6 weeks

Textbook: Senderos 2 (We will also read Robo en la noche and El Nuevo Houdini)

Philosophy: No one acquires a language by only attending class. Because new vocabulary words and/or grammar concepts are introduced continually, home practice is essential. Please be aware that practice activities will be assigned most class sessions. Besides studying new material, it is often necessary to review material from a previous lesson; otherwise, the material tends to fade from the students' memory. In order to learn the material really well, the average student needs to study 20-25 minutes a day. Approximately five minutes of this time should be spent reviewing material learned previously.

Grading: The following breakdown shows the weight for each grade category:

Final Exam	10%
Interacting in Spanish	20%
Participation/Classwork	25%
Quizzes	20%
Tests	25%

Online Class Behavior: You receive 5 points weekly if:

1. you are on time,

2. present, not using an icon (only your lovely face!),
3. dressed appropriately
4. located in an appropriate/quiet room.
5. Paying attention. Not looking at your phone and/or texting.

Please note:

- If your grade shows more than 5 - zeros in this grade, your Work habits and Citizenship levels will be lowered from Outstanding to Satisfactory.
- If your grade shows more than 10 - zeros in this grade, your Work habits and Citizenship levels will be lowered from Satisfactory to Unsatisfactory.

Access to Senderos 2 Prime: Vista Higher Learning here: www.vhlcentral.com.

Follow these guidelines to create your account:

- a. Go to www.vhlcentral.com
- b. Create a new account that uses **your new school email** ending in @tvusd.us.
- c. *Your username* should be your school email, and *your password* should be the same as your school email account. This will eliminate dilemmas such as: "What is my username or password?"
- d. Search for *Great Oak High School*.
- e. Look for my name and select the course, e.g., Period 1 - Spanish 2, Period 2 - Spanish 2, etc.

Make sure you select the correct level and period.

Please note that **you are selecting Senderos 2 Prime** and NOT Senderos 2 SuperSite.

Behavior:

1. Join our class meeting on time.
2. Come to class prepared.
3. Take care of your personal needs before or after class.
4. Eat before or after class.
5. Put you cell phones away during class. No texting during the lesson.
6. Dress appropriately.

Online resources: Use bab.la and www.spanishdict.com as dictionaries, which means, you can look up words, **not sentences**, and make reasonable choices based on the content given. **Online translations are prohibited**, and if used without regard for **your** original composition, will result in academic discipline.

8-9 Monday No school	8-16 Monday Late start -Read and answer 12 questions from "La rutina de Pablo" -kahoot	8-23 Monday Late Start Record family presentation -no reading -kahoot
8-10 Tuesday No school	8-17 Tuesday -Read and answer 12 questions from "La rutina NOA" -kahoot	8-24 Tuesday <u>Robo en la noche 1</u> -Listen/Read -Kahoot
8-11 Wednesday -Introductions -SPIRIT Day Modified	8-18 Wednesday -Read and answer 12 questions from "La rutina Martin" -kahoot	8-25 Wednesday <u>Robo en la noche 1</u> -Listen/Read -Answer comprehension questions -Kahoot
8-12 Thursday -Read and answer 12 questions from "La rutina de Susana" -Kahoot -Share own routine	8-19 Thursday -Write/Present your family. Include: -physical/personality characteristics -age (<i>use tener: Yo tengo 14 años, Mi hermana tiene 17 años,</i> -likes/dislikes (<i>use a with gustar: A mí me gusta jugar tenis, a ella le gusta...</i>) -chores, (<i>use tener: Todos los días yo tengo que limpiar mi dormitorio</i>) -house description (<i>Mi casa es pequeña, mediana, grande...</i>) -profession (<i>Mi padre es...</i>) -daily routine (<i>todos los días me levanto a las...</i>)	8-26 Thursday <u>Robo en la noche 1</u> -Listen/Read -Write summary -Kahoot
8-13 Friday -Extra 1 -kahoot	8-20 Friday -Extra 2 -Kahoot	8-27 Friday <u>-Kahoot</u> -Extra 3

8-30 Monday <u>Robo en la noche 2</u> -Listen/Read/Kahoot -Quiz	9-6 Monday No school	9-13 Monday -Quiz -kahoot
8-31 Tuesday <u>Robo en la noche 2</u> -Listen/Read/Kahoot	9-7 Tuesday <u>Robo en la noche 3</u> -Listen/Read/Kahoot	9-14 Tuesday <u>Robo en la noche 4</u> -Listen/Read/Kahoot
9-1 Wednesday <u>Robo en la noche 2</u> -Listen/Read -Answer comprehension questions -Kahoot	9-8 Wednesday <u>Robo en la noche 3</u> -Listen/Read -Answer comprehension questions -Kahoot	9-15 Wednesday <u>Robo en la noche 4</u> -Listen/Read -Answer comprehension questions -Kahoot
9-2 Thursday <u>Robo en la noche 2</u> -Write summary/Quiz -Kahoot	9-9 Thursday <u>Robo en la noche 3</u> -Quiz/Write summary -Kahoot	9-16 Thursday <u>Robo en la noche 4</u> -Listen/Read -Quiz/write summary -Kahoot
9-3 Friday Extra 4 -Kahoot	9-10 Friday Extra 5 Kahoot	9-17 Friday No school

9-20 Monday Quiz -Kahoot	9-27 Monday Quiz Kahoot	10-4 Monday Quiz Kahoot
9-21 Tuesday <u>Robo en la noche 5</u> -Listen/Read/Kahoot	9-28 Tuesday <u>Robo en la noche 6</u> -Listen/Read -Kahoot	10-5 Tuesday /study story 1 <u>La Vida de Byron</u> and answer 11 questions: Kahoot
9-22 Wednesday <u>Robo en la noche 5</u> -Listen/Read/Kahoot/Answer comprehension	9-29 Wednesday <u>Robo en la noche 6</u> -Listen/Read/Kahoot/Answer comprehension	10-6 Wednesday Write/Share story using: -Imperfect/Preterite/Present Story must include vocabulary from VHL Chapter 1 page 46 plus: <ul style="list-style-type: none"> -Title -physical/personality characteristics -age -likes/dislikes -chores -house description -profession -daily routine -Must include a problem that needs a resolution -Must be 150+ words in length
9-23 Thursday kahoot	9-30 Thursday Kahoot	10-7 Thursday Kahoot
9-24 Friday <u>Robo en la noche 5</u> -Listen/Read/Kahoot -Write a 7-10 sentence summary Extra 6	10-1 Friday <u>Robo en la noche 6</u> -Listen/Read/Kahoot -Write a 7-10 sentence summary Extra 7	10-8 Friday -Analyze past students' examples -Write/share story Extra 8

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10-11 Monday <u>Robo en la noche 7</u> -Listen/Read/Quiz -Kahoot	10-18 Monday <u>Robo en la noche 8</u> -Listen/Read/Quiz -Kahoot	10-25 Monday Quiz: Read/study story 2 and answer questions: Kahoot
10-12 Tuesday <u>Robo en la noche 7</u> -Listen/Read -Kahoot	10-19 Tuesday <u>Robo en la noche 8</u> -Listen/Read -Kahoot	10-26 Tuesday <u>Robo en la noche 9</u> -Listen/Read -Kahoot
10-13 Wednesday <u>Robo en la noche 7</u> -Listen/Read/Kahoot	10-20 Wednesday <u>Robo en la noche 8</u> -Listen/Read/Kahoot	10-27 Wednesday Write/Share story using: -Imperfect/Preterite/Present Story must include vocabulary from VHL Chapter 2 page 84 plus: Title, physical/personality characteristics age likes/dislikes chores house description profession daily routine Must include a problem that needs a resolution -Must be 150+ words in length
10-14 Thursday -Kahoot	10-21 Thursday -Kahoot	10-28 Thursday -kahoot

10-15 Friday <u>Robo en la noche 7</u> -Listen/Read -Write a 7-10 sentence summary -Kahoot Extra 9	10-22 Friday <u>Robo en la noche 8</u> -Listen/Read -Write a 7-10 sentence summary -kahoot Extra 10	10-29 Friday -Share story Extra 11 Kahoot
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11-1 Monday <u>Robo en la noche 9</u> -Listen/Read -Quiz -Kahoot	11-8 Monday <u>Robo en la noche 10</u> -Listen/Read -Quiz -Answer comprehension -kahoot	11-15 Monday <u>Robo en la noche 11</u> -Listen/Read -Quiz -Answer comprehension -kahoot
11-2 Tuesday <u>Robo en la noche 9</u> -Listen/Read -Kahoot	11-9 Tuesday <u>Robo en la noche 10</u> -Listen/Read -Kahoot	11-16 Tuesday <u>Robo en la noche 11</u> -Listen/Read -Kahoot
11-3 Wednesday <i>No school</i>	11-10 Wednesday <u>Robo en la noche 10</u> -Listen/Read/Kahoot -Answer comprehension	11-17 Wednesday <u>Robo en la noche 11</u> -Listen/Read/Kahoot -Answer comprehension

11-4 Thursday -Kahoot	11-11 Thursday No School	11-18 Thursday -Kahoot
11-5 Friday <u>Robo en la noche 9</u> -Listen/Read/Kahoot -Answer comprehension -Write a 7-10 sentence summary Extra 12	11-12 Friday <u>Robo en la noche 10</u> -Listen/Read -Write a 7-10 sentence summary -Kahoot Extra 13	11-19 Friday <u>Robo en la noche 11</u> -Listen/Read -Write a 7-10 sentence summary -Kahoot Extra -Final Kahoot

11-29 Monday <u>Robo en la noche 12</u> -Listen/Read -Answer comprehension -Kahoot -Quiz	12-6 Monday - Final/preparation Quiz: Read/study story 3 and answer questions: -Kahoot	12-13 Monday
11-30 Tuesday -Kahoot	12-7 Tuesday -Kahoot	12-14 Tuesday -Kahoot
12-1 Wednesday <u>Robo en la noche 12</u> -Listen/Read/Kahoot	12-8 Wednesday Write/Share story using: -Imperfect/Preterite/Present Story must include vocabulary from VHL Chapter 3 page 116 plus: -Title -physical/personality characteristics -age -likes/dislikes -chores -house description -profession	12-15 Wednesday -Write/share your holiday experiences -Kahoot

	-daily routine -Must include a problem that needs a resolution -Must be 150+ words in length	
12-2 Thursday -Kahoot	12-9 Thursday Speaking final	12-16 Thursday Final
12-3 Friday <u>Robo en la noche 12</u> -Listen/Read -Write a 7-10 sentence summary AV 1 -Kahoot	12-10 Friday Finals	12-17 Friday -Write/share your holiday experiences Final

1-3 Monday <u>Non-Student day</u>	1-10 Monday -Kahoot -Quiz	1-17 Monday <u>No school</u>
1-4 Tuesday -Kahoot	1-11 Tuesday -Kahoot	1-18 Tuesday -Kahoot
1-5 Wednesday <u>Robo en la noche 13</u> -Listen/Read/Kahoot -Answer comprehension	1-12 Wednesday <u>Robo en la noche 14</u> -Listen/Read/Kahoot	1-19 Wednesday <u>Robo en la noche 15</u> -Listen/Read/Kahoot -Answer comprehension

1-6 Thursday -Kahoot	1-13 Thursday -Kahoot	1-20 Thursday -Kahoot
1-7 Friday <u>Robo en la noche 13</u> -Listen/Read/Kahoot -Write a 7-10 sentence summary AV 2	1-14 Friday <u>Robo en la noche 14</u> -Listen/Read/Kahoot -Write a 7-10 sentence summary AV 3	1-21 Friday <u>Robo en la noche 15</u> -Listen/Read/Kahoot -Write a 7-10 sentence summary AV 4

1-24 Monday <u>El nuevo Houdini 1</u> -Listen/Read -Kahoot -Quiz	1-31 Monday <u>El nuevo Houdini 2</u> -Listen/Read -Kahoot -Quiz	2-7 Monday <u>El nuevo Houdini 3</u> -Listen/Read -Kahoot -Quiz
1-25 Tuesday -Kahoot	2-1 Tuesday -Kahoot	2-8 Tuesday -Kahoot
1-26 Wednesday <u>El nuevo Houdini 1</u> -Listen/Read/Kahoot -Answer comprehension	2-2 Wednesday <u>El nuevo Houdini 2</u> -Listen/Read/Kahoot -Answer comprehension	2-9 Wednesday Write/Share a story using the: -Imperfect/Preterite/Present Story must include vocabulary from VHL Chapter 4 page 152 plus: -Title -physical/personality characteristics -age

		<ul style="list-style-type: none"> -likes/dislikes -chores -house description -profession -daily routine -Must include a problem that needs a resolution -Must be 150+ words in length
1-27 Thursday -Kahoot	2-3 Thursday -Kahoot	2-10 Thursday -Kahoot
1-28 Friday <u>El nuevo Houdini 1</u> -Listen/Read -Write a 10-15 sentence summary -Kahoot AV 5	2-4 Friday <u>El nuevo Houdini 2</u> -Listen/Read -Write a 10-15 sentence summary -Kahoot AV 6	2-11 Friday No school

2-14 Monday <u>No school</u>	2-21 Monday <u>El nuevo Houdini 4</u> -Listen/Read/Quiz -Kahoot	2-28 Monday <u>El nuevo Houdini 5</u> -Listen/Read/Quiz -Kahoot
2-15 Tuesday -Kahoot	2-22 Tuesday -Kahoot	3-1 Tuesday -Kahoot

2-16 Wednesday <u>El nuevo Houdini 3</u> -Listen/Read/Kahoot -Answer comprehension	2-23 Wednesday <u>El nuevo Houdini 4</u> -Listen/Read/Kahoot -Answer comprehension	3-2 Wednesday <u>El nuevo Houdini 5</u> -Listen/Read/Kahoot -Answer comprehension
2-17 Thursday -Kahoot	2-24 Thursday -Kahoot	3-3 Thursday -Kahoot
2-18 Friday <u>El nuevo Houdini 3</u> -Listen/Read -Write a 10-15 sentence summary -Kahoot AV 7	2-25 Friday <u>El nuevo Houdini 4</u> -Listen/Read -Write a 10-15 sentence summary -Kahoot AV 8	3-4 Friday <u>El nuevo Houdini 5</u> -Listen/Read -Write a 10-15 sentence summary -Kahoot AV 9

3-7 Monday Quiz: Read/study story 4 and answer questions: -Kahoot	3-14 Monday <u>El nuevo Houdini 6</u> -Listen/Read -Quiz -Kahoot	4-4 Monday <u>El nuevo Houdini 7</u> -Listen/Read -Quiz -Kahoot
3-8 Tuesday -Kahoot	3-15 Tuesday -Kahoot	4-5 Tuesday -Kahoot

4-13 Wednesday <u>El nuevo Houdini 8</u> -Listen/Read/Kahoot -Answer comprehension	4-20 Wednesday <u>El nuevo Houdini 9</u> -Listen/Read/Kahoot -Answer comprehension	4-27 Wednesday <u>El nuevo Houdini 10</u> -Listen/Read/Kahoot -Answer comprehension
4-14 Thursday -Kahoot	4-21 Thursday -Kahoot	4-28 Thursday -Kahoot
4-15 Friday <u>El nuevo Houdini 8</u> -Listen/Read -Write a 10-15 sentence summary -Kahoot AV 13	4-22 Friday <u>El nuevo Houdini 9</u> -Listen/Read -Write a 10-15 sentence summary -Kahoot	4-29 Friday <u>El nuevo Houdini 10</u> -Listen/Read -Write a 10-15 sentence summary -Kahoot

5-2 Monday <u>El nuevo Houdini final</u> -Kahoot	5-9 Monday -Kahoot -Quiz	5-16 Monday Vocabulary Quiz from VHL Chapter 5 page 188 plus Vocabulary Quiz from VHL Chapter 4 and 5 pages 152 and 188 :
5-3 Tuesday -Kahoot	5-10 Tuesday -Kahoot	5-17 Tuesday -Kahoot

<p>5-4 Wednesday</p> <p>Write the story for a silent cartoon</p> <p>-Kahoot.</p>	<p>5-11 Wednesday</p> <p>Write/Share a story using the: Imperfect/Preterite/Present</p> <p>Practice for Final Exam</p> <p>Story must include vocabulary from VHL Chapter 4 page 152 and/or VHL Chapter 5 page 188 plus:</p> <ul style="list-style-type: none"> -Title -physical/personality characteristics -age -likes/dislikes -chores -house description -profession -daily routine -Must include a problem that needs a resolution -Must be at least 150 words in length 	<p>5-18 Wednesday</p> <p>Final Exam: Write/Share a story. Story must include:</p> <ul style="list-style-type: none"> -Title -physical/personality characteristics (use the imperfect) -age (use the imperfect of tener: <i>Ella tenía 15 años</i>), -likes/dislikes (use <i>a</i> with the imperfect of gustar: <i>A ella le gustaba...</i>) -chores, (use the imperfect of tener: <i>Todos los días tenía que limpiar...</i>) -house description (use the imperfect: <i>Su casa era grande...</i>) -Ch. 4 and/or Ch. 5 vocabulary (page 152 and/or 188) -profession (use the imperfect: <i>Ella era doctora</i>) -daily routine (use the imperfect: <i>todos los días se levantaba a las...</i>) -Must include a problem that needs a resolution (use the preterite) -Must be at least 150 words in length. (150-word count earns C)
<p>5-5 Thursday</p> <p>-Kahoot</p>	<p>5-12 Thursday</p> <p>-Kahoot</p>	<p>5-19 Thursday</p> <p>-Kahoot</p>
<p>5-6 Friday</p> <p>-Kahoot</p>	<p>5-13 Friday</p> <p>-Kahoot</p>	<p>5-20 Friday</p> <p>-Kahoot</p>

5-23 Monday Final VHL Vocabulary Quiz Chapter 4 and 5 pages 152 and 188 :	5-30 Monday No School
5-24 Tuesday -Kahoot	5-31 Tuesday -Kahoot
5-25 Wednesday -Kahoot	6-1 Wednesday -Kahoot
5-26 Thursday -Kahoot	6-2 Thursday Modified
5-27 Friday -Kahoot	6-3 Friday Modified

WRITING RUBRIC

100-90
Excellence

STRONG CONTROL

- Ease of expression marked by a good sense of idioms.
- Clarity of organization.
- Accuracy and variety in vocabulary, grammar and syntax, with a few errors.
- Thorough and creative development of the topic may compensate for more language problems than this category normally allows.

89-80
Competence

GOOD CONTROL

- Reads smoothly overall despite some errors in grammar and usage.
- Evidence of organization.
- Varied and generally appropriate vocabulary.
- Thorough treatment of the topic may compensate for more language problems than this category normally allows.

79-70
Competence

FAIR CONTROL

- Easily comprehensible, with some signs of fluency and organization.
- Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures, occasional interference from another language.
- Some apt vocabulary.
- Appropriate treatment of the topic may compensate for more language problems than this category normally allows.

69-60
Incompetence

WEAK CONTROL

- Generally comprehensible, but frequently forces interpretation.
- Inaccuracies in grammatical structures and/or limited vocabulary throughout. Frequent interference from another language.
- Contains some redeeming features.
- Evidence of efforts to treat the topic.

59-50
Demonstrates Incompetence

POOR or NO CONTROL

- Barely comprehensible.
- Almost total lack of structural accuracy and/or vocabulary resources.
- Unacceptable from most points of view.
- A two may be distinguished from a one by having more error-free word sequences.

0
A composition that is very clearly on another topic.
Blank or not written in Target language.

SPEAKING RUBRIC

100-90 Response demonstrates very good or superior communicative skills.

- A well-developed and appropriate answer characterized by the correct use of a variety of syntactic structures.
- Broad use of vocabulary.
- Sustained presentation and connection of ideas.
- Easily comprehensible pronunciation.
- Approaches or reaches a high level of fluency (ease of expression).
- Appropriate cadence in speech.

89-80 Response demonstrates good communicative skills.

- An appropriate answer characterized by fluency (ease of expression).
- Mostly correct use of syntax.
- Goes beyond control of basic structures.
- Connection of ideas.
- Some range of vocabulary.
- Pronunciation does not interfere with communication.

79-70 Response demonstrates adequate communicative skills.

- An appropriate answer characterized by moderate fluency (ease of expression). Occasional interference from another language.
- Some development of ideas.
- May rely on repetition.
- Shows control of basic syntactic patterns and core vocabulary.
- Some uncertainty when student moves beyond the basics.
- Pronunciation may require close attention on the part of the listener.

69-60 Response demonstrates limited communicative skills.

- An appropriate answer restricted by serious flaws in core grammar, usage and pronunciation. Frequent interference from another language.
- Low level of fluency (ease of expression).
- Speaker may struggle to express ideas.
- Answer may require some interpretation.

59-50 Response demonstrates extremely weak communicative skills.

- An appropriate or partially appropriate answer that shows little control of grammar, usage and pronunciation.
- Answer forces interpretation or suggests that the student did not fully understand the question.
- Relies primarily on vocabulary provided in the pictures and questions.
- No fluency (ease of expression).

0 The response is totally incomprehensible or does not address the question at all, or any attempt to evade the question. No response or response in a language other than Target language.