



## Spanish 2

### Meet Your Teacher

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high school.

Hola chicos! I'm Señora Homan (Mrs. Homan) and I am pleased to have you in my class this year. I have been teaching Spanish for 21 years in this district and I love it. Just so you know a little bit about me...I'm Caribbean born, specifically from the Dominican Republic. As a teenager I moved to Puerto Rico with my family. After college, I moved to Nevada County with my husband, who also teaches at Nevada Union. Since 2002 I have been enjoying living in the foothills. Although most of my teaching career has been at NU, I taught at the Bear River campus for 4 years before returning to NU. I have 3 lovely children, a college sophomore and two NU sophomore miners. We love to travel the world and visit my family in El Caribe during our free time. My teaching philosophy is that if I can make my students fall in love with the Latinamerican culture, the language will come naturally. When I teach, I don't only teach Spanish but I also emphasize important skills such as organization, character, accountability, responsibility and punctuality to help succeed in whatever endeavor you choose to embark after

### Course Description

**Spanish 2 (Learning level: Novice Mid to Novice High)**

During this course, the introduction of new and additional grammatical structures and reinforcements of previous learning will continue. Besides emphasis on language skills, this course will also provide an understanding of the civilization, customs and culture of Spanish speaking countries and their people. This course will emphasize and build upon the fundamentals of the language structure in written and oral communication. Reading and listening activities will complement an intermediate understanding of the Spanish language. In addition, students' conversational skills will be reinforced, vocabulary banks will be expanded, additional grammar points and the past tense will be covered.

# Essential Learning Outcomes (ELOs)

<p><b>Semester 1</b> <b>Comprehensive Review</b> <b>Review: Lección Preliminar</b> <b>Students can:</b></p> <ul style="list-style-type: none"><li>• identify themselves and others</li><li>• describe people and things</li><li>• introduce the members of their family</li><li>• describe their activities on a typical day</li></ul> <p><b>Lección 1: “La rutina diaria”</b> <b>Students can:</b></p> <ul style="list-style-type: none"><li>• talk about daily routines and personal hygiene products</li><li>• participate in a conversation between two roommates</li><li>• describe their daily routine</li><li>• write an ad for a product or store</li><li>• describe a personal experience, including the places where they went</li><li>• discuss preferences in a store</li></ul> <p><b>Lección 2: “La comida”</b> <b>Students can:</b></p> <ul style="list-style-type: none"><li>• name a few common foods and their nutritional value</li><li>• talk about nutrition and eating habits</li><li>• order food at a popular market</li><li>• describe how a date between two people went</li><li>• describe who does something and when</li><li>• compare the members of a family</li><li>• compare two restaurants</li></ul>	<p><b>Semester 2</b></p> <p><b>Lección 3. “Las Fiestas”</b> <b>Students can:</b></p> <ul style="list-style-type: none"><li>• make plans for a party</li><li>• describe a party they attended</li><li>• ask and answer questions about a party</li><li>• say what I did during the weekend</li><li>• describe my latest birthday celebration</li></ul> <p><b>Lección 4. “ En el consultorio”</b> <b>Students can:</b></p> <ul style="list-style-type: none"><li>• talk about symptoms and medicine</li><li>• take part in a medical consultation</li><li>• describe their childhood orally and in writing</li><li>• describe a personal situation in the past</li><li>• write a script for an ad</li><li>• ask and answer questions about how often they do something</li><li>• develop a video campaign to help a specific group of patients</li></ul> <p><b>Ch 5. “La tecnología”</b> <b>Students can:</b></p> <ul style="list-style-type: none"><li>• Discuss the use of technology in everyday life</li><li>• Participate in a conversation about cars and other machines</li><li>• Give advice using familiar commands</li><li>• Explain why and how they use technology in their daily life</li><li>• Ask and answer questions about their personal relationships</li><li>• Talk about their belongings</li></ul>	<p><b>Ch 6. “La vivienda”</b> <b>Students can:</b></p> <ul style="list-style-type: none"><li>• talk about houses and house chores</li><li>• describe the furniture in their house or apartment</li><li>• give commands and suggestions formally</li><li>• talk about things that are necessary or urgent</li><li>• give advice and recommendations</li><li>• write a lease</li><li>• create an ad for a new product</li></ul> <p><b>ACTFL Standards for Language Learning:</b></p> <p><a href="#"><u>World-Readiness Standards For Learning Languages</u></a></p> <p><b>Proficiency Benchmarks:</b></p> <p><a href="#"><u>Proficiency Benchmarks Performance Indicators</u></a></p>
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## Participation Expectations

- Students should be present, on time and prepared everyday to participate in class either independently, in pairs or in groups and maintain a positive, alert and considerate attitude during our meetings and interactive practice.
- Students are expected to take ownership of their own learning and actions.
- Students are expected to complete all assignments and assessments on time in order to achieve mastery and avoid falling behind.
- Students are expected to take notes during grammar lessons, complete assignments given, participate orally and keep resources given as reference.
- Students are to follow all school and classroom rules and policies

Learning another language should be fun. However, for some students it can be difficult and requires full participation in and outside of the classroom. Throughout the year, the textbook outline will be followed and complemented with additional assignments, projects and presentations to make class more interesting. Responsibility, organization, punctuality and participation are essential to succeed in class. Students will be expected to participate in class regularly and should always be ready to do so. Homework, class work, and assessments are required.

## Class Materials

- ❖ **Textbook:** “Senderos” Level 2 (Vista Higher Learning)
- ❖ **Workbook:** “senderos” Level 2 (Pending)
- ❖ **3 ring binder (1 ½ inches)**
- ❖ **5 dividers/tabs labeled:** 1)Repaso Rápido 2)Vocabulario 3)Verbos 4)Gramática 5)Más
- ❖ **Loose leaf binder paper**
- ❖ **Notebook**
- ❖ **Pencil and eraser**
- ❖ **Fully charged chromebook and labeled charger**
- ❖ **Earphones/Earbuds**
- ❖ **Colored pencils and highlighter**

## Grading Policy

In order to monitor student progress, the school sets up reporting periods. **Interim Progress Reports (IPR)** happen three times per semester for parent/student information as well as sports eligibility and are an indication of current learning progress. Students with a C or below will receive a progress report to alert parents. Report Cards are an indication of learning outcomes for that semester. Parents are highly encouraged to check their student’s grades every two to three weeks to monitor their student’s progress and for accountability reasons. *Grading Policy is based on total points: “The more work you do, more you will learn, more points you will get and the higher your grade will be!”*

**\*Check Schoology for daily assignments, current grades, assessments and important documents**

**\*Check Aeries for final grades and attendance**

You can earn the maximum amount of points by succeeding in homework, tests, quizzes, oral presentations, partner work, daily performance, participation and projects. Scale: **A** 100-90, **B** 89-80, **C** 79-70, **D** 69-60, **F** below 60. Cheating via any method is not tolerated and assignments that are not your own work will receive a zero. Internet and software translators (such as Google Translate) are forbidden for use with any assignment in this class. Using one does not represent the true work of the student and it is considered cheating, no credit will be given and disciplinary action could be taken.

## Student Absences

In the case of an absence students should refer to Schoology and find the appropriate lesson for the day missed. Spanish assignments will be posted on schoology weekly, and it is the students responsibility to check schoology for missed work and assignments and complete them by the due date given. One day out, one day to make up absent work. Absent work won’t be accepted after the end of its corresponding unit. Students are to email their teacher if they have any questions.

## Late Work Policy

Students must complete classwork and homework assignments on time in order to practice skills and apply content taught. If an assignment is not completed in the allotted time, the natural consequence is that the student will fall behind in lessons and skills and a direct consequence will be loss of credit.

It is imperative that the student **completes homework and assignments on time to avoid falling behind** and ensure maximum mastery of the material.

- **Conjuguemos** is our individualized learning system the we use to practice and drill verbs and their conjugations
- **Daily class assignments** are due at the end of each period. If students don't complete the assignment during the class period they must be completed on their own time and turned in **at the beginning of the next class period** to be graded and discussed.
- **Homework** is due at the **beginning of the next class period**. Partial credit for "qualifying" assignments will be given if late as long as it's turned in within the week it was assigned. A "qualifying" assignment is one that is not reviewed or that the answers were given in class. Homework or TAREA is discussed the day it's due in order to reinforce and practice the material being covered in class.
- **Hall/Homework passes:** Students have the right to **3** hall passes to use in the course of each quarter, **this includes bathroom passes too, so use them wisely**. Any passes not used by the student will be added as extra credit at the end of the quarter. Students cannot use these to clear tardies. Extra Credit is based on rewards, not to make up missed or incomplete assignments. The conversion of these passes into points serve as a reward for students not interrupting class, managing their time or missing class time.
- **Tests and Quizzes:** Assessments missed due to excused absences will be made up during Flex Time.

## Class Resources

**Textbook:** "Senderos" Level 2 (Vista Higher Learning)

**Workbook:** "Senderos" Level 2 (Vista Higher learning)

Students must be signed in into their school email in order to access the online textbook and activities. (They most follow the "waffle" on top right of email window in order to access the link)

**Conjuguemos.com:** Vocabulary, grammar and verb practice

**\*\*\*Quizlet.com:** Vocabulary and verb practice

**\*\*\*Duolingo.com:** Vocabulary and grammar practice

**\*\*\*Blooket:** Vocabulary and verb practice

**\*\*\**Apps to download on your mobile device or tablet for extra practice***