DELAND HIGH SCHOOL

Teacher: Sra. Jovanovic
Class: Español II
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Class goals: During this year, students are expected to expand their knowledge of Spanish through three major blocks: vocabulary, the grammar, and the practice of communication in the context of the “travels” to different Hispanic regions with all its challenges. Santillana Español II, the new adopted textbook provides students with diverse and meaningful activities that will allow them to communicate effectively in the target language. The year will be based on following four pairs of enthusiasts of the Spanish language as they explore the Spanish-speaking world. Both levels 1 and 2 have activities which aim to motivate the students and promote independent work. Florida’s history, population, and culture have a strong presence in this textbook. By the end of the year, it is expected that students will be better prepared to have real life conversations with Spanish-speaking members of their communities and also appreciate and respect their culture.

Required texts and materials:
Santillana Español II Text and Workbook
- Construction paper
- Hand-held pencil sharpener
- 24 ct. box of crayons
- 3-5 Subject Spiral Notebook (plastic cover-120+ pages) OR Spanish 1 old notebook (preferred)

Needed for studying-optinal
Spanish-English dictionary (in class practice and home study)
Create a Spanish Grammar YouTube Playlist to study from

Major Units: Spanish II will be organized into 5 units of study. These units are organized in the study of Hispanic geographical regions with cultural similarities. The vocabulary is organized by topic or situations related to the theme of the unit. The presentation of grammar is linked to a communicative function. Each unit is divided into three major blocks: La llegada (arrival to the country being studied), los desafíos (student challenges) and el encuentro (wrap-up of lesson).

Lección Preliminar: Contributions of Florida’s Hispanic Population, greetings and introductions, goodbyes and expressions of courtesy, describing people and things and states of being, talking about home, shopping and foods, expressing different degrees of liking and expressing habitual actions in the present tense, talking about minor illnesses, talking about daily routines, talking about nature, travel and transportation, expressing place and existence.

Unit 1: Centroamérica
- Vocabulary- personal and family relationships, physical characteristics and personality traits, emotional states and feelings, personal information
- Grammar- possessives, adjectives and nouns, comparisons and superlatives, interrogatives
- Culture- Mestizaje and cultura, riqueza natural/ reading: El blog de Ichxel

Unit 2: Las Antillas
- Vocabulary- the house, furniture and the objects in the house, household chores, electrical appliances, the neighborhood, places and services
- Grammar- present progressive, direct object pronouns, indirect object pronouns, demonstratives
- Culture- Barrios coloniales, música caribeña/ reading: Estilo de vida caribeño
Unit 3: Andes Centrales
Vocabulary - clothing and accessories, describing clothes, stores and establishments, shopping
Grammar - the preterite of regular –ar verbs, the preterite of regular –er and –ir verbs, the preterite of the verbs SER, IR, DECIR, TENER, ESTAR, and HACER, the preterite tense of stem-changing –ir verbs
Culture - Andes centrales, quechuas and aymaras, los equecos, Las islas Galápagos/reading: Textiles andinos bolivianos

Unit 4: Norteamérica
Vocabulary - foods buying foods, in the kitchen, in the restaurant
Grammar - expressing amount, indefinites, singular affirmative commands, plural affirmative commands
Culture - El Camino real de Tierra Adentro, los chicanos/reading: la receta de guacamole

Unit 5: España
Vocabulary - parts of the body, personal hygiene, health: symptoms and illnesses, healthy habits
Grammar - the past participle, adverbs ending in –mente, por and para, making recommendations
Culture - España y el Mediterráneo, La Noche de San Juan, las lenguas romances / reading: Figura en una Ventana, de Salvador Dalí

I. Student Evaluation
Formative…………………………………….40%
Summative………………………………..60%

II. Behavior and Tardy Management:
Students are expected to attend class regularly and punctually. It is imperative that students bring the necessary materials to class each day. Students may borrow the class textbook for extra help, although it is available online through the student’s VPORTAL access. This class will abide by the Deland High School Code of Conduct regarding acceptable class behavior. To promote academic success, the DHS “grading guidelines” for testing and missed/late work will be followed. The following steps will be followed for Tardy or Behavior disruptions:
   a. Verbal warning
   b. Contact parent
   c. Teacher consequence
   d. Referral

III. Behavior Goals:
a) Be on time to class.
b) Have paper, pen, textbook, and notebook ready. BE PREPARED!
c) Listen to directions, follow directions, and ask questions.
d) Be courteous and respectful to each other and the teacher.
e) Be responsible for all assignments and deadlines.
f) The following are not permitted in class: use of cell phones, soft drinks/food, hats/hoods.

“Don’t practice until you get it right. Practice until you CAN’T get it wrong!”
-Alex Morgan USA Olympic and World Cup Champion

THANK YOU! I WILL BE FAIR AND CONSISTENT IN ADMINISTERING MY GRADING POLICIES AND CLASSROOM PROCEDURES. I’M LOOKING FORWARD TO A GREAT SCHOOL YEAR!
2019-2020
Acknowledgment Ms. Jovanovic’s of class rules and procedures for Spanish classes
Please sign and return at your earliest convenience.

Student (Print & Sign)
I, __________________/____________________, understand I am responsible for my grades, notes, attitude, homework, choices and success.

Parent/legal guardian: (Print & Sign)
I, __________________/____________________, is fully aware of the rules and procedures detailed in Ms. Jovanovic’s syllabus and agree to encourage my child to adhere to the policies.