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Spanish 2 (Y318)
2019 – 2020

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Course Description

In Spanish 2, students continue to develop their communication skills. More complex grammatical structures are introduced, and the present, preterit and imperfect tenses are emphasized. Class participation and completion of assignments are required. Assessments focus on the three modes of communication: interpersonal, interpretive and presentational.

Required Course Materials

- Chromebook or laptop (charged prior to class)
- Earbuds or headphones that connect to your Chromebook or laptop
- Binder with ALL worksheets and packets
- Writing implement

Thematic Units

- Welcome back to school
 - Vocabulary: school, sports, etc. (review of Spanish 1)
 - Grammar: present tense (review of Spanish 1)
- Out and about
 - Vocabulary: city, market, restaurant
 - Grammar topics: commands, prepositions, direct objects (and pronouns), indirect objects (and pronouns), affirmative / negative phrases
- Around the house
 - Vocabulary: personal care, daily routine, house, chores
 - Grammar topics: reflexive verbs
- On a trip
 - Vocabulary: travel, airport
 - Grammar topics: preterit tense
- What's on my plate?
 - Vocabulary: food
- When I was a child
 - Vocabulary: review of topics throughout the year
 - Grammar topics: imperfect tense, por v. para

Grading Policy

Grades are calculated based on the total points for the marking period. Assignments include homework, classwork, participation, quizzes, and integrated performance assessments (interpretive, presentational, and interpersonal tasks.)

Classroom Policies

- Electronic devices should **not be visible** during class (including ear buds).
 - At first, students will be asked to put away the device. If devices are repeatedly visible, they will be confiscated and returned at the end of class.
 - When necessary, parents will be contacted.
- You are permitted to eat in class, so long as:
 - the foods do not contain nuts
 - you bring the food with you to class
 - you clean up your workspace after eating

Homework Policies

- Assignments must be complete (no missing information) to receive credit.
- Assignments are expected on time.
- Homework, daily lesson plans, and assessments are posted in Canvas.

Academic Integrity

- SCASD World Languages Translator Policy: When completing an assignment/project for Spanish class, it is **ACCEPTABLE** to look up a single word in the dictionary (online or printed.) It is **NOT ACCEPTABLE** to use an online translator (or another person) to write complete thoughts, sentences, or paragraphs.
- If this policy is violated, we will follow the SCAHS Academic Integrity Policy.

Señora Gibbs' Schedule

- Day A
 - Block 1: Spanish 2, A 136
 - Block 2: Planning
 - Block 3: Spanish 2, A 215
 - Block 4: Spanish 3, A 212-213
- Day B
 - Block 5: Spanish 3, A 136
 - Block 6: Spanish 3, A 136
 - Block 7: Duty (to be determined)
 - Block 8: PLC / Planning

What is Flipped Learning?

- “Instruction moves from the group learning space (classroom) to the individual learning space (home), and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”
 - Citation: Flipped Learning Network (FLN). (2014) The Four Pillars of F-L-I-P.™

What is the difference between a Flipped Classroom and a Traditional Classroom?

- In a Traditional Classroom, the teacher is the primary source of information. Students divide their time between lecture, notes and practice. Then, they continue practicing new concepts at home without the support of their teacher, or their classmates.
- In a Flipped Classroom, students receive direct instruction at home from a variety of sources (including, but not limited to, the teacher, videos, etc.). Students devote the whole class period to practicing new concepts with the support of the teacher / classmates and eventually work independently.

What does the classroom look like?

- The classroom is **active**. Students will be communicating, reading and writing in Spanish.
- Students will work individually, in pairs, or in larger groups, depending on the activity.

What does the homework look like?

- The homework will be a lesson to present new material. It is usually a video, and students will have guided notes and an activity to complete.
- Video recordings are usually less than 5 minutes, but students will most likely pause the video to copy notes, or to repeat a concept. This empowers the student to take their time with the material, and not feel rushed by classroom restraints.

What is expected of the student?

- Students are expected to come to class **prepared**. This means they completed the lesson for homework and brought their notes to class.

What is expected of the teacher?

- I will **create** lessons for students to learn new concepts. I will also create meaningful, interactive classroom activities for students to strengthen their language skills.
- I plan to have lessons posted a week in advance, so students have flexibility with their time.

What are the benefits?

- **Less time talking about Spanish (defining vocabulary, outlining grammar concepts), gives us more time to use Spanish in class.**
- Lessons are always available for review. Additionally, parents, guardians and support teachers always have access to the lessons.

HOW TO WATCH A VIDEO

Watching a video is all about **you**, the learner. Take your time, take notes, and repeat parts of the video (as necessary).

MATERIALS CHECKLIST

- Electronic device (headphones / earbuds are optional, depending on your environment)
- Packet?
- Pen or pencil?
- Headphones? (Optional)

STRATEGIES

1. Time
 - a. Check the length of the video. Do you have enough time to complete it?
 - b. Allot an extra 5 minutes to pause the video for note taking and practice.
2. Watch
 - a. Pause the video as needed, especially to copy notes or to complete the practice.
 - b. Write carefully and accurately.
3. Questions?
 - a. Write your questions in your packet, so you can ask them in class. You can also email them to Señora Gibbs.
4. Important Information
 - a. Highlight important information. Keep it short, and don't highlight more than 3 – 5 words in a row.
 - b. Put a star in the margin to draw your attention to key points.
 - c. Circle and / or underline parts to draw your eyes to it on the page.

ACCOUNTABILITY

- After watching the video and taking notes, complete any additional homework. This may be a Google form, or a paper handout.
 - Grammar videos: Usually have a Google form.
 - Vocabulary videos: Usually have a picture dictionary

WHERE ARE ASSIGNMENTS POSTED?

- ALL assignments, videos, and materials are posted in **Canvas**.

Need more practice? Try these strategies!

Grammar Concepts

- Read through your notes.
- Watch the video again.
- As you go through your notes (or the video) write down exactly where you're confused.
Write a specific question.
- Make flashcards (or use Quizlet) for irregular forms.
- Conjugation forms: Practice writing the charts, and include subject pronouns if you need to. Do this several times (takes less than a minute) and check your work for accuracy.

Vocabulary

- Do you have the notes? You should have the English translation in your packet.
- Quizlet (English to Spanish)
 - Flashcards
 - Scatter
 - Learn
 - Speller
 - Test
- Write out flashcards by hand. Sometimes color-coding them is helpful.
- Draw a picture dictionary for words you're struggling to remember.
- Categorize the vocabulary into small groups, or into groups that have meaning to you.
- Put the words into context and make connections. (Ex: librería / libros)
- 4 Column chart: Write Spanish vocabulary words in one column. Close your book. Translate them in the second column. Open your book and check your work, then close your book. Fold the Spanish column under the English column, and now translate to Spanish. Check your work. Keep going back and forth from English to Spanish. Focus on the words you got wrong.

Strategies for Group Work

- 1. Be dependable.** Have your materials and answers ready.
- 2. Be equitable.** Take turns being the first to speak, so you're contributing equally.
- 3. Be responsive.** Praise your partner's efforts. Ask questions when you're confused.
- 4. Be productive.** Focus and complete the task given to you.

Phrases for Communication

Praise

- I have that answer, too!
- I hadn't thought of that!

Clarification

- How did you know that?
- Where did you find that?
- How did you remember that?
- I got stuck at...

Disagreement

- I have a different answer.
- I thought it meant...

The FLN definition of Flipped Learning is the following: "Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter." Along with the definition, FLN announced its Four Pillars of F-L-I-P and a checklist of 11 supporting indicators for educators. Jon Bergmann, coauthor of Flip Your Classroom and secretary/treas