

Course Syllabus

Course Title: Spanish 2B

School Year: 2024-2025

Semester(s): 2

Grade Level(s): 9-12

Course Day(s) and Times: Tuesdays & Thursdays; 1pm-2pm PST

Teacher Information:

- **Name:** Molly Jo Fuentealba
- **Email:** molly.fuentealba@brancheslearning.org
- **Office Hours:** By appointment only / **Text:** Talking Points TBA
- **Branches Learning Main Office Number:** (323) 955-0114

Class Materials:

- Composition notebook
- Glue stick, scotch tape or double-sided tape, stapler
- Colored pencils, highlighters (pink, blue, green, yellow, orange, lavender, etc), skinny markers
- Sticky notes - multiple sizes (1x1, 3x3, 3x5)

Class Texts and Videos:

- Vacaciones Al Pie De Un Volcán

Class Handouts (All available in the Google Classroom):

- Thinking Map Guides: English & Spanish
- Thinking Map Signal Words
- Adjective Word Banks

Course Description:

Course Description: Spanish 2 - Project-Based Learning

Welcome to Spanish 2, a dynamic, project-based course designed for students continuing on their journey of second language acquisition. This course emphasizes the development of essential language skills: listening, speaking, reading, writing, and interaction, all while fostering a deep appreciation for Spanish-speaking cultures.

Throughout the course, students will engage in thematic units that introduce new vocabulary and grammar concepts. Each unit will incorporate comprehension activities that challenge students to apply their knowledge in real-world contexts. Projects will explore historical, cultural, and literary themes, allowing students to connect language learning with the rich tapestry of Spanish-speaking societies.

Lessons are structured around eight metacognitive patterns (Thinking Maps), encouraging students to reflect on their learning processes and strategies. By comparing their experiences and perspectives with those of individuals from diverse Spanish-speaking backgrounds, students will cultivate a broader understanding of the world and enhance their empathy.

Key components of the course include:

****Lowering the Affective Filter:**** Creating a supportive and inclusive environment where students feel comfortable taking linguistic risks.

****Translanguaging:**** Celebrating and honoring a multilingual person's entire linguistic repertoire instead of trying to keep narrowly focused on a single language.

****Community Building:**** Encouraging collaboration and communication among peers to foster a sense of belonging and shared learning.

****Cultural Exploration:**** Engaging with the history, traditions, and literature of Spanish-speaking countries to deepen cultural awareness and appreciation.

****Metacognitive Visual Patterns:**** Implementing a set of eight visual patterns that correlate to specific cognitive processes. The patterns will build the critical thinking, problem-solving, comprehension, and communication skills necessary for academic success in any language, content, or grade level from elementary to post-doctoral levels.

Join us in this exciting journey as we explore the Spanish language and cultures, develop our communication skills, and build a community of learners eager to embrace linguistic and cultural diversity.

Course Structure

Class Format:

- Classes meet online twice a week via Google Meet.
- Each session includes interactive lessons, breakout room activities, and live discussions.
- Students are expected to attend all sessions, participate actively, be supportive of their peers, and complete asynchronous assignments in **Google Classroom**.

Communication:

- Announcements, assignments, and resources will be posted in **Google Classroom**.
- Weekly office hours will be available for one-on-one or small-group help.

Participation Requirements:

- Webcam and microphone are required for participation.
- Be prepared to speak, write, and interact in Spanish during each session.

Course Expectations:

Be prepared, attend from a quiet place, have your materials ready, have your camera on, be on time, stay for the entire class, participate, submit work in a timely fashion, treat others with respect and dignity, ask for help when needed, be *willing to take risks, have fun*.

Important Branches Learning Policy Information**Camera Policy**

Branches Learning requires students to keep their cameras on during live classes unless otherwise instructed by the teacher. Exceptions can be made in rare circumstances if the course teacher, supervising teacher (HST), and the parent all approve a camera waiver.

Attendance Policy

Attendance and participation are part of the final grade. Students who miss more than 40% of live classes may fail the course. Exceptions may be made if a pre-approved plan is in place.

Headset Policy

Students attending live classes from a shared space must have a headset with a microphone to ensure the class is not disrupted by background noise.

Late Work

Assignments turned in after the due date will result in a lower grade unless pre-approved by the instructor.

Grading Scale	Weight
<p>High School, Grades 9-12</p> <ul style="list-style-type: none"> ● A = 90% -100% ● B = 80%-89% ● C = 70%-79% ● D = 60%-69% ● F = 0%-59% 	<p>40% - Course Content/Formative Assessments - <i>skills from each unit</i></p> <ul style="list-style-type: none"> ● Attendance & participation ● Thinking Maps ● Destinos & reflections ● Children’s books, readings, conversations, writing ● Celebrations of learning (quizzes) <p>40% - Unit Assignments/Summative Assessments</p> <ul style="list-style-type: none"> ● Completion of all unit assignments ● Notebook check ● Presentations <p>20% - Portfolio & Showcase Completion of all unit assignments</p>
<p>* Students are expected to complete all assignments to pass this course. Without submitting all assignments, the grade on the report card will be no higher than a D.</p> <p>* IEPs will be observed with appropriate modifications and accommodations for language objectives, lesson delivery, and grading</p>	

Spanish 2 Second Semester Syllabus (Online Synchronous)

Unit 6: Talking About the Past

Live Class Activities:

- Practice imperfect and preterite tenses through interactive sentence-building activities.
- Share childhood stories in breakout rooms using visual prompts.
- Explore examples of Romanesque architecture in Spanish cities through virtual tours and class discussions.

Skills to Be Mastered:

- Talking about past likes, dislikes, and activities.
- Using descriptive adjectives to describe people and things in the past.
- Conjugating verbs in the imperfect and preterite tenses.
- Exploring Romanesque and classical Roman architecture.

Assignments:

1. **Childhood Story Poster:**
 - Create a digital poster with childhood photos or illustrations.
 - Write a short story describing each image and present it orally via Google Meet.
 2. **Thinking Map:**
 - Circle Map - A brainstorm of childhood stories, including dual coding
 - Tree Map - Give details to three childhood stories
 3. **Vacaciones Al Pie De Un Volcán:**
 - Small Groups
 - Chapters 1 & 2
 - Record yourselves reading aloud
 - Include a video summary with visuals
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Unit 7: Food and Culture

Live Class Activities:

- Role-play ordering food in a restaurant in breakout rooms.
- Practice commands with double object pronouns through interactive exercises.
- Discuss culinary influences in Puerto Rican art and culture using teacher-provided materials.

Skills to Be Mastered:

- Ordering food and discussing preparation and taste.
- Using double object pronouns, adverbs, and past participles as adjectives.
- Describing foods and dietary preferences in the imperfect.
- Exploring Puerto Rican art and cultural influences.

Assignments:

- 1. Restaurant Menu Project:**
 - Research foods from a Latin American country and create a restaurant menu.
 - Include the restaurant name, location, and detailed menu descriptions.
 - Present the menu live in Spanish via Google Meet.
 - 2. Thinking Maps:**
 - Map of choice and reason for your choice.
 - 3. Vacaciones Al Pie De Un Volcán:**
 - Small Groups
 - Chapters 3 & 4
 - Record yourselves reading aloud
 - Include a video summary with visuals
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Unit 8: Shopping and Preferences

Live Class Activities:

- Role-play bargaining in a market using Google Meet breakout rooms.
- Practice comparatives, superlatives, and demonstrative adjectives in interactive group activities.
- Discuss formal and informal dress customs in Latin America using images and videos.

Skills to Be Mastered:

- Talking about shopping preferences and how things fit.
- Using *por* and *para* appropriately.
- Conjugating and using the imperfect and preterite for past events.
- Exploring customs of dress in Latin America and the U.S.

Assignments:

- 1. Shopping Skit or Journal Entry:**
 - Write a skit or journal entry about a shopping experience, including bargaining and describing clothing.
 - Present the skit live in class or submit a video recording.
- 2. Thinking Map:**
 - Map of choice and reason for your choice.
- 3. Vacaciones Al Pie De Un Volcán:**

- Small Groups
 - Chapters 5 & 6
 - Record yourselves reading aloud
 - Include a video summary with visuals
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Unit 9: Weather and Nature

Live Class Activities:

- Collaboratively create and share stories about outdoor adventures using prompts.
- Practice using the future tense and subjunctive mood in interactive group exercises.
- Explore Tex-Mex cuisine through videos, photos, and class discussions.

Skills to Be Mastered:

- Talking about climate, nature, and outdoor activities.
- Telling stories using preterite, imperfect, and future tenses.
- Using the subjunctive to express hopes and wishes.
- Exploring Tex-Mex traditions and indigenous ingredients.

Assignments:

1. Week-Long Itinerary Project:

- Create an illustrated itinerary for Spanish-speaking exchange students visiting your city.
- Write descriptions of activities and present the itinerary live in Spanish via Google Meet.
- Present the skit live in class or submit a video recording.

2. Thinking Map:

- Map of choice and reason for your choice.

3. Vacaciones Al Pie De Un Volcán:

- Small Groups
 - Chapters 5, 6, & 7
 - Record yourselves reading aloud
 - Include a video summary with visuals.
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Unit 10: Travel and Tourism

Live Class Activities:

- Practice giving travel recommendations using the present perfect and subjunctive in small groups.

- Explore the origins of tango music and dance through videos and live discussions.
- Review tenses through interactive grammar games and sentence-building activities.

Skills to Be Mastered:

- Discussing travel, tourism, and vacation activities.
- Asking for and giving recommendations and information.
- Using the present perfect, past participles, and subjunctive for advice.
- Exploring the history and cultural significance of tango.

Assignments:

1. **Guided City Tour Map Project:**
 - Create a map with at least six landmarks in your city.
 - Write a guided tour script and present it live in Spanish using your map.
 2. **Thinking Map:**
 - Map of choice and reason for your choice.
 3. **Esperanza renace:**
 - Small Groups
 - Chapters 8, 9, & 10
 - Record yourselves reading aloud
 - Include a video summary with visuals
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End-of-Course Portfolio:

Students will compile a **portfolio** of their key assignments from Units 6–10. The portfolio will be submitted via Google Classroom and should include:

- A cover page with the student's name and course title.
- Key Assignments are labeled with unit titles and assignment options.
- Example: *Unit 10: Guided City Tour Map – Assignment Option 1.*
- Parent & Family Presentations.

Portfolios will be reviewed during a live presentation session in the final weeks of class.
