

¡BIENVENIDOS! Welcome to Spanish!

My name is Sra. Bello-Ras and I am very excited to start the new school year! I look forward to working with my new students as we develop communicative skills and learn about the Spanish-speaking world.

Syllabus and Requirements for Spanish 2, Native Speakers

Course Overview:

This course is designed to develop and challenge students' ability to speak, read, write and listen in Spanish. Students will develop strategic Spanish academic vocabulary, learn to read and critically analyze text in Spanish and write with fluency using correct grammar and punctuation. They will also gain knowledge of the geography of Spanish-speaking countries and an increased appreciation for Latin American and other Spanish cultures, including current events.

Supplies:

*One section in your school binder dedicated to Spanish OR a notebook

*1 Dry-Erase marker (for whiteboard activities)

*Loose leaf paper

*Pens and pencils

*1 ream (500 sheets) of copy paper and 1 box of Kleenex, which will count as a **free homework grade of 100 points!***

South Ft. Myers High School will provide each student with the textbook *Encuentros Maravillosos* (class set).

Class Outline

Chapter One

Reading: "El otro", (Fragmento de *El libro de arena*), Jorge Luis Borges

Grammar: El presente del indicativo; el pretérito; la voz pasiva con se;
Verbos de cambios radicales

Chapter Two

Reading: "Un perro ha muerto" (Jardín de invierno) Pablo Neruda

Grammar: El imperfecto; el presente perfecto; el pluscuamperfecto; los usos de ser y estar

Chapter Three

Reading: "Viajes" (de *Historias de cronopios y de famas*), Julio Cortázar

Grammar: Los verbos reflexivos; los complementos directos e indirectos;
los verbos faltar, gustar, importar, molestar, y parecer

Chapter Four

- Reading: “Nada menos que todo un hombre” (fragmento), Miguel de Unamuno
- Grammar: El presente del subjuntivo; el uso del subjuntivo después de verbos expresiones de voluntad, duda, negación y emoción; el presente perfecto del subjuntivo

Chapter Five

- Reading: “El niño al que se le murió el amigo” (de Los niños tontos), Ana María Matute
- Grammar: El futuro; el futuro perfecto; el condicional; el condicional perfecto; el uso de se y el complemento indirecto para hablar de eventos inesperados

Chapter Six

- Reading: “La peste del insomnio” (fragmento de Cien años de soledad), Gabriel García Márquez
- Grammar: El imperfecto del subjuntivo; el pluscuamperfecto del subjuntivo

Chapter Seven

- Reading: “Como agua para chocolate” (fragmento), Laura Esquivel
- Grammar: Los mandatos; otros usos del subjuntivo: el subjuntivo después de antecedentes negativos e indefinidos; el subjuntivo después de ciertos adverbios y conjunciones.

Chapter Eight

- Reading: “Romance de la luna, luna (Federico García Lorca)
- Grammar: Los tiempos progresivos; el uso del indefinitivo; por y para

Chapter Nine

- Reading: “La casa de los espíritus” (fragmento), Isabel Allende
- Grammar: Usos de lo que, lo cual, lo + adjetivo; más usos del subjuntivo: el subjuntivo + lo que + el subjuntivo; por + el adjetivo o el adverbio + que + el subjuntivo

Chapter Ten

- Reading: “El hablador” (fragmento), Mario Vargas Llosa
- Grammar: Las preposiciones que se emplean con ciertos verbos; los pronombres: el uso del subjuntivo después de expresiones indefinidas

Chapter Eleven

- Reading: “Día de las madres”, Daisy Zamora
- Grammar: Los adjetivos y pronombres posesivos; los comparativos y superlativos.

Classwork Expectations:

- 1 major test per chapter
- Quarter, Semester, and Final Exam
- Vocabulary and Grammar Quizzes
- Written assignments
- FCAT reading practice
- Writing and Speaking Activities
- Projects (at least 1 per quarter)

A well-organized notebook (binder) is required and will be graded based on neatness, organization, and content. If you are absent, it is **YOUR** responsibility to inquire about make-up work!

Grading Policy:

Tests	35%
Quizzes	25%
Homework	10%
Classwork/Notebook	15%
Projects /Writing	15%

Be respectful of others, be prepared, be alert, and do your best! Don't hesitate to ask for help.

My email address:
marilindab@leeschools.net

Please sign and return **ASAP** for the first HW grade!

I have reviewed this syllabus and course requirements with my son/daughter and we understand the requirements for this class.

Parent/Guardian's signature Date

Daytime phone number

Parent/Guardian's e-mail

Student name (please print) Period

Student signature Date