Spanish 2
Syllabus

Course Description

Spanish 2 is a year-long course that encompasses the second level of studies in the Spanish language. The course expands the students’ knowledge of the Spanish language through the five Ohio Foreign Language Standards: Communication, Cultures, Connections, Comparisons, and Communities. Students will acquire new vocabulary to facilitate communication about travel, the fine arts, the media, childhood experiences, personal grooming activities, household chores, and health issues. They will amplify their ability to communicate in the present tense and will learn to express past actions using the preterit and imperfect tenses of both reflexive and non-reflexive verbs. They will also be able to communicate using direct and indirect objects, and use formal and informal commands as needed according to the cultural context. Students will explore the influence of the Hispanic culture in the United States and compare the products, practices, and perspectives of the Mexican and Puerto Rican culture with that of their own. Students of Spanish 2 will develop useful skills, such as being able to identify and order foods in Hispanic restaurants within our community and to successfully navigate airports in Hispanic countries. Students and will increase their employability skills by being able to offer suggestions to Spanish-speakers, communicate about past experiences, and discuss health issues.

The study of two years of Spanish fulfills the college preparatory foreign language requirement. The study of three years of Spanish fulfills the requirements for an honors diploma. Universities generally require 2-3 years of language study to enter college. The completion of a full program of four years in high school Spanish should enable a student to receive college credit through a standardized placement test (CLEP), or to be deemed to have satisfied language requirements for his major area of study at the university.

Pre-requisite Courses

The prerequisite for this course is to master the content of Spanish 1 with a grade of C or better and obtain a recommendation from the Spanish 1 teacher to continue studies at the second level.

Instructional Philosophy
Second language study is a key component of a rigorous high school curriculum. Language students learn key strategies and study skills that can benefit their learning in other content areas throughout their academic careers. Studying a second language meets basic college entrance requirements, and may partially or completely fulfill undergraduate requirements for language study at the post-secondary level. Second language study also prepares students to effectively contribute to a global society. Language students are equipped not only to communicate in other languages, but are more aware of cultural conventions and sensitive to cultural differences. Learning a second language also encourages students to be risk takers, problem solvers, creative thinkers, and collaborators, all of which are valuable skills in the 21st century.

Our goal is to provide students with an opportunity to acquire the Spanish language and to better understand Spanish-speaking cultures. Students will learn to read, write, speak and understand the Spanish language. Language is acquired in meaningful contexts through written texts, audio and video samples, and classroom interaction. Students are given opportunities to practice vocabulary and grammatical conventions through oral and written activities. Students apply and create with the language through cooperative learning, drama, simulation, and other real-world applications. Technology is used not only as a practice tool, but as a means to connect to authentic sources, to collaborate with others, to communicate in the language, and to create presentations. Students will learn to use collaborative and presentational tools such as wikis, blogs, and various Web 2.0 technologies.

**Course Goals**

**Ohio Academic Content Standards for Foreign Language**

- **Communication**: Communicate in languages other than English. Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

- **Cultures**: Gain knowledge and understanding of other cultures. Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as, monuments, food and literature, and intangibles such as, laws and music) and perspectives (attitudes, values, ideas, world views).

- **Connections**: Connect with other disciplines and acquire information. Students reinforce and expand their knowledge across disciplines through the target
language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

• **Comparisons:** Develop insight into the nature of language and culture. Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

• **Communities:** Participate in multilingual communities and cultures at home and around the world. Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

21st Century Learning Goals

• Modern Language study is one of the core subjects included in the 21st Century Skills model.

• Language students think creatively, work creatively with others and implement innovations. They reason effectively, use systems thinking, make judgments and decisions, and solve problems.

• Language students communicate clearly and collaborate with others.

• Language students access and evaluate information and media. They use information appropriately and ethically and create their own media projects. They also know how to apply technology effectively.

• Language students bring cultural understanding and global awareness to the workplace. They know how to interact effectively with others and work effectively in diverse teams.

Major Assignments / Projects

• Daily Homework: Homework will be assigned on the average of four times a week because learning a language is a skill that needs to be practiced. Students are required to keep all graded homework in a class notebook each quarter.

• Oral Presentations: Students will be expected to demonstrate oral proficiency through mini-dramas, simulations, and general conversation in the language with their classmates, teacher, and native speakers.

• Projects: Each semester students will create at least one major project in which they apply what they are learning. This project will include written text and an oral presentation to the class in the language. Projects will be determined by content topics, time constraints, and student needs and interests each semester.
• **Literacy Skills**: While most reading and writing activities in this class are in the Spanish language, students will learn, and put into practice, valuable reading and writing strategies that can be applied to many literacy activities in English.

• **Higher Level Thinking Skills**: Many activities in class will enable students acquire vocabulary and grammatical structures needed to communicate in the target language. Memorization techniques are presented to help students do this. Students are also encouraged to apply what they are learning to new situations and to analyze grammatical structures or cultural practices. Students evaluate cultural practices and are encouraged to defend their positions. Finally, students are given opportunities to create original products using the language they have acquired.

**Course Assessment**

Throughout the year in Spanish 2, students will be assessed on their ability to read, write, listen to and speak the Spanish language. Students will receive various point values for proficiency in the following areas:

• **Homework**: Completed homework assignments designed to practice the language are generally worth 5 points each. Some will be graded for accuracy.

• **Quizzes**: Small quizzes on vocabulary or grammatical concepts will be given within each unit to measure mastery of the material and to adjust instruction if necessary. Quizzes are generally worth 10-20 points.

• **Unit Tests**: A larger summative assessment will measure each student’s ability to master the content within each unit studied. These assessments will measure proficiency in vocabulary acquisition, writing with grammatical accuracy, reading comprehension and listening accuracy. Unit tests are generally worth 35 – 50 points.

• **Oral Assessments**: Oral assessments will be given within each unit. These may be in the form of conversations with the teacher, a staged drama, or a simulated activity. Students will be assessed for grammatical accuracy as well as fluency during these evaluations. Oral assessments are generally worth 10 – 15 points.

• **Projects**: Each semester students will create an extended project to apply what they have been learning in class. Each project will require a written component as well as an oral component that reflect grammatical accuracy and oral fluency. Projects are generally worth 15 – 30 points, depending on the individual requirements for each project.

• **Classroom Participation**: Classroom participation is vital to language acquisition. Students will be assessed on their classroom participation each quarter. This includes their participation in assigned classroom activities, their willingness to speak the language in class, and their preparedness for class. Classroom participation is generally worth 20 – 30 points.

• **Semester Exams**: At the end of each semester, students will be given a summative exam comprised of all content presented during the semester. This exam will be averaged with the two quarter grades to equal the student’s semester grade.
**Grading Plan**

A student’s grade will be based on the percentage of accumulated points he has earned on the assignments and assessments listed above compared to the total number of points possible for the grading period. Once the percentage has been determined, a letter grade will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 92%</td>
</tr>
<tr>
<td>C</td>
<td>77 – 84%</td>
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<tr>
<td>D</td>
<td>70 – 76%</td>
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</tbody>
</table>

To earn an “A”, the student must acquire 93% or better of the points accumulated on required homework assignments, quizzes, projects, formal assessments and class participation. A grade of “A” generally indicates that the student consistently has done excellent work with skill and thoroughness, and has mastered the course objectives.

To earn a “B”, the student must acquire between 85% and 92% of the points accumulated on required homework assignments, quizzes, projects, formal assessments and class participation. A grade of “B” generally indicates that the student has done above average work and has mastered almost all of the course objectives.

To earn a “C”, the student must acquire between 77 – 84% of the total points accumulated on required homework assignments, quizzes, projects, formal assessments and class participation. A grade of “C” indicates that the student has done average work and has mastered many of the objectives of the course. A grade of “C” or better is required to pursue studies in the next level of the language.

**Re-Do Policy**

Students must submit completed and correct work to receive full points on required homework assignments and projects. Students who have incorrectly prepared their assignments or who have turned in incomplete work will be asked to re-do the work before full points are assigned. Since most homework assignments are viewed as practice for the assessments, full points will only be assigned if the work is submitted prior to taking the assessment. Once a student has taken the assessment, partial credit or no credit at all will be given for that assignment.

Occasionally students who do poorly on an assessment may be given the opportunity to re-take the assessment. Students interested in retaking an assessment must meet with
the teacher after school for tutoring. Students may then schedule a time to take a
different form of the assessment to hopefully receive the better grade.

**Late or Missing Work Policy**

Students with excused absences from school may turn in missing work for full credit
prior to taking the formal assessment on the material. Students who need to make up a
test or quiz must do so in a time frame agreed upon by the student and the teacher.
Students who fail to take a required assessment or submit a required project will receive
an incomplete for the grading period.
Late homework assignments may be turned in for full credit only if the assignment was
not completed during class. Late assignments completed during class will only be given
partial credit. Again, any late assignments need to be completed before the formal
assessment is given. All assignments need to be complete and correct to receive full
credit.

**Extra-Help**

Students who pay attention during class, participate in classroom activities and
complete all practice assignments should have no problem maintaining the grade of C or
better in this course. Those who do not maintain a C or better should seek extra help.
Students may schedule an appointment to meet with the teacher after school for
tutoring. Students may also attend Study Table sessions on Tuesdays and Thursdays
after school to work with peer tutors from upper level Spanish classes. Students who
have several missing homework assignments will be referred to a Study Table session in
order to complete the missing assignments. At this point, extra help sessions can only be
scheduled after school hours.