

Spaulding High School  
2021-2022 Spanish 2 Course Syllabus

**Course Title:**WLA112-Spanish 2

**Department:** World Languages

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**Course Description:**

Spanish 2 is a course for students who have successfully completed Spanish 1. The focus is to develop communication in Spanish and converse with less hesitation and with improved pronunciation. We will build on conversation from memorized text to more spontaneous and creative communication.

Students will read from the textbook as well as more culturally relevant texts, short stories and selected comprehension activities.

Writing will be focused on short and personalized compositions within a specific scope to provide students the opportunity to demonstrate a level of ownership of grammatical structures under study and to develop written communication.

Students will also focus on the context of the language as they explore the cultures represented and make connections with Spanish speaking communities and with other disciplines.

**Topics/Areas of Study/Units of Study:**

**Units/Topics and Essential Questions**

*Capítulo “Lección Preliminar y Lección 3*

**Do you remember how to ask and tell the time in Spanish?**

**What can you tell about your family in Spanish?**

1. Numbers 1-1,000,000
2. Expressions of time (morning, afternoon and evening/ months of the year)
3. Vocabulary about family members
4. Descriptive adjective
5. The verbs ser and tener
6. Possessive adjectives
7. Expressions of comparison: mayor (older), menor (younger)

*Unidad 4.1 “Vamos de compras”*

**What Spanish words do you need to tell like to shop for clothes?**

**What Spanish words do you need to know to express your preference in style and color.**

**How to express your choice of clothing regarding the weather conditions or activities.**

**What significant aspects are included when describing and talking about “la familia”? (relationships, respect, extended family, traditional and changing roles, celebrations, activities shared)**

1. Irregular and regular verbs in Spanish

2. Descriptive adjectives
3. Interrogative words
4. Review of weather vocabulary
5. Clothing vocabulary
6. Numbers 0-100
7. Expressing state of being with tener
8. e-ie stem changing verbs
9. direct object pronouns

#### *Unidad 4.2 ¿Qué hacemos esta noche?*

What words do you need to know to express what events interest you and transportation to the event.

What vocabulary do you need to know to communicate with the wait staff at a restaurant while sharing a meal with your family or with friends?

1. Vocabulary of places and activities
2. vocabulary of food
3. o-ue stem changing verbs
4. ir +a+verb infinitive to indicate future plans
5. the verb ir
6. the verb “ ver” in the present

#### *Unidad 5 ¡Bienvenido a nuestra casa!*

What vocabulary in Spanish will you need to describe your preferences when personalizing a space in your house?

What vocabulary in Spanish will you need to describe the layout, style and location of your house?

1. Ser vs Estar
2. Vocabulary of the house
3. ordinal numbers
4. description and location of people and objects

#### *Unit 5.2 “Una fiesta en casa”*

How do you ask and give information of events that have recently occur?

How do you discuss obligations in Spanish?

Where and with whom do you like to celebrate your birthday?

1. vocabulary of chores
2. vocabulary of birthday celebrations
3. descriptive vocabulary (sucio/limpio)
4. review of tener
5. tener que../ hay que.../deber...
6. acabar de...
7. regular and irregular forms of affirmative tú command
8. interrogatives

#### *Unit 6 “ ¿Cuál es tu deporte favorito?”*

What is your preferred athletic activity? What do you need to practice that activity?

1. vocabulary of sports

2. jugar(u-ue)
3. saber/conocer
4. personal a
5. comparatives
6. numbers 200-1,000,000
7. letter g

**Materials/Text(s): *Avancemos, 2013 (Textbook and online program)***  
[http://classzone.com/cz/books/avancemos\\_1/book\\_home.htm?state=KS](http://classzone.com/cz/books/avancemos_1/book_home.htm?state=KS)

**Replacement cost(s): \$75.00**

**Practice:**

Perseverance, accountability and responsibility, effort, curiosity and active engagement, are also factors conducive to learning. While these are not part of your proficiency level of a specific skill, they are necessary to develop social skills and meaningful connections with the subject matter across other areas of study.

You will also need to complete several practice activities from the workbook, from the avancemos online and other online sites available. While you are required to check your answers for these practice activities in the Google Classroom or during class, these activities are not an assessment of your level of proficiency but will help you prepare to achieve proficiency. You will demonstrate effort and accountability in your "Habits of Work."

<https://docs.google.com/document/d/11aWclunKR3gCQhd12vxtZ21Tsn942BSmutpNFqtvPtl/edit>

**Assessment/Reassessment:**

Reassessment Philosophy and Protocol

What we believe about learning and assessing:

- Not all students learn at the same rate
- All students must be provided multiple opportunities to attain mastery/proficiency
- Reassessment is part of the learning process
- Learning is continuous
- <https://docs.google.com/document/d/1CKIYjuZ04vElbkhLoFnRW0gE1ueNRrAraeT8qTZKC8/edit>

There is room for some informal reassessment which could be determined during the first meeting with the teacher.

**Classroom Expectations:**

- **Cell phone policy:** Do not have cell- phones, electronic devices nor head -phones in plain view. These items must be off and put away when you are in class.
- **Before/after an absence:** When absent, you have two days to meet with your teacher to find out what you have missed and set up a date to make up work and assessments. You may set this time during advisory. It is the expectation that students demonstrate initiative and do all practice activities and assessments.
- **Necessary materials:** Notebook, folders, pencils, highlighter

## List of Assessed Course Standards:

<p><b>Speaking/ Interpersonal Presentational</b></p>	<p>A. <i>I can present information about myself and others</i>            B. <i>I can exchange information on familiar topics</i>            C. <i>I can ask for and give information</i>            D. <i>I can make plans</i>            E. <i>I describe people and places</i>            F. <i>I can give directions</i></p>
<p><b>Listening Comprehension</b></p>	<p>A. <i>I can understand simple questions and statements</i>            B. <i>I can understand information from visuals</i>            C. <i>I can get the idea of a conversation based on learned vocabulary</i>            D. <i>I can ask for clarification</i></p>
<p><b>Reading Comprehension (vocabulary and grammar specific &amp; literary/ cultural information)</b></p>	<p>A. <i>I can understand familiar topics</i>            B. <i>I can understand information from visuals</i>            C. <i>I can understand the main idea and supportive evidence of a reading</i>            D. <i>I can understand warnings and directions</i>            E. <i>I can identify basic parts of speech</i></p>
<p><b>Writing (personalized, task specific and creative expression)</b></p>	<p>A. <i>I can write short messages on familiar topics</i>            B. <i>I can ask for information in writing</i>            C. <i>I can write basic information about things I have learned</i>            D. <i>I can write about a familiar experience or event using practiced material</i>            E. <i>I can describe my daily life</i>            F. <i>I can make comparative statements to support my point of view</i></p>
<p><b>Writing (grammar specific )</b></p>	<p>A. <i>I can write descriptive phrases aware of adjective noun agreement in Spanish</i>            B. <i>I understand and use appropriately verbs that mean to be and something else: hacer, tener</i>            C. <i>I can demonstrate understanding of the specific use of the verbs ser and estar</i>            D. <i>I can integrate direct and indirect objects pronoun when making reference to previously mentioned information</i>            E. <i>I can spell stem changing and irregular verbs</i>            F. <i>I can use the verb infinitive to write about obligations, future plans, impersonal statements and past events</i>            G. <i>I can use present tense conjugation and the imperative mode with informal commands</i></p>

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I have read and understand the attached syllabus. I know how to contact the teacher and/or access the syllabus in the future should questions arise.

Student's Name: (please print) \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_