

Spaulding High School
2021-2022 Course Syllabus

Course Title:WLA112-Spanish 2

Department: World Languages

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Course Description:

Spanish 112 is a course for students who have demonstrated proficiency in Spanish 1. The focus is to develop communication in Spanish, to converse with less hesitation and with improved pronunciation. We will build on communication that is spontaneous and creative. We will continue to focus instruction from a comprehensible input approach. The main objective is to provide enough support that combined with background knowledge, students will be able to derive meaning from what they hear or read.

Students will listen to stories told by the teacher, other students and the online book. There are many practices to support listening comprehension. Students will read from the textbook as well as more culturally relevant texts, short stories, poems, commercials, songs and selected reading comprehension activities.

Writing will be focused on short and personalized compositions with specific goals to provide students the opportunity to demonstrate a level of ownership of grammatical structures and intended message.

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.

Materials/Text(s): *Nuestra Historia* level 1 *Voces Digital* (Textbook and online program)

Practice:

Perseverance, accountability and responsibility, effort, curiosity and active engagement, are necessary in 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.

There are many practice activities in the Voces curriculum that you will find in the assignment page . You are required to check your answers for these practice activities in the Voces platform, 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 as you develop good habits of work.

Assessment/Reassessment: Reassessment Philosophy and Protocol

What we believe about learning and assessing:

- Not all students learn the same way. We all use different styles to understand information, process and apply new knowledge.
- All students must be provided multiple opportunities to achieve mastery/proficiency
- Reassessment is part of the learning process
- Learning is continuous

Students are expected to keep up with their work in a timely manner. Any student who is not meeting expected progress at progress report time will attend office hours the following afternoon (during school hours) to develop a Plan for Academic Success (PAS). Students who are below and who fail to make or follow through with a PAS will lose the opportunity to attend Call Back Day at the end of the semester.

Classroom Expectations:

- **Cell phone policy:** Do not use or have cell- phones, electronic devices or head -phones in plain view. **These**

items must be off and put away when you are in class.

Some students have medical exemptions that are outlined and approved by the administration.

- **Before/after an absence:** Make learning a priority. Take the initiative to meet with your teacher to find out what you have missed and set up a date to make assignments. Set a time to meet and discuss a plan to complete work. Follow through with reassessment plans & appointments
- It is the expectation that students demonstrate initiative in communicating with their teacher and do all assigned practice activities.
- Students may **only bring water to class**. Only students with a medical exception will bring snacks to class.

Behavioral expectations:

Respect yourself, others and our learning space.

Do not speak out of turn.

Monitor the volume of your voice

Keep an open mind.

Do not make off topic statements or share uninformed opinions.

Arrive on time and prepared to listen, read, write, contribute and practice Spanish.

Have a pencil or pen and a charged chromebook

Be honest and timely with your work.

Work independently on assessments.

Do not use a translator. You may use the references provided in the textbook or by the teacher

Dress in accordance with the school dress code.

Use a pass to leave the classroom. Show a pass if you arrive late, especially if arriving after the attendance has been taken.

Keep track of your progress and your learning

Check Infinite Campus for your grade on ongoing assessments and performance indicators

Complete all PAS information on time

Follow classwork and announcement in google Classroom

- **Necessary materials:** Notebook, chromebook, folders, pencils, highlighter

Safety protocols (these may change over the course of the year):

- Covid-19 Handbook [LINK](#)
- Specifically for in-classroom:
 - Wear your mask over your nose and mouth at all times
 - Wipe down your desk/chair/materials before leaving
 - No food/drink other than water in the classroom. Some students have a medical exemption
 - Don't leave any possessions in classrooms

**Topics/Areas of Study/Units of Study:
Units/Topics and Essential Questions**

Unit	Theme	Essential Questions	Grammar
<i>Repaso</i>	<ol style="list-style-type: none"> 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 adjectives 5. Interrogatives: ¿Quién, Qué, Cuándo, Cómo, Dónde, Por qué? 6. The verbs ser, estar, tener, ir, venir 7. Possessive adjectives 8. Expressions of comparison: mayor (older), menor (younger) 		
3. En mi tiempo libre	Contemporary Life: Entertainment and Fun	<ol style="list-style-type: none"> 1. How do people in different cultures spend their leisure time? 2. What are some differences between your daily life and the daily life of people in Spanish-speaking countries? 3. What does "leisure time" mean? 	Gusta/gustan Singular and Plural Nouns Demonstrative Adjectives Estar adjectives Verb Infinitives Present Tense verb conjugation The simple past Vocabulary: En mi tiempo libre/ leisure time Weather and Seasons Locations: home, inside, outside Pets family Dibujar Mirar Gritar Jugar Comer Ofrecer Expressions

			solamente
4. Navegando el mundo digital	Science and Technology: Technology and Self	1.How does technology connect people? 2. Why do we use technology? 3.How does technology influence cultural identity?	Adverbs Vocabulary related to technology Irregular and stem changing verbs Indirect objects Present tense of Buscar Bajar Escuchar Pasar horas Comprar Mandarle un mensaje Hacer Subir Leer Tomar Sacar el móvil Encontrar Cerrar Abrir Ver Vender Tener años Expressions Todos los días Todo el día Rápido- rápidamente Lento- lentamente
5. Un mundo nuevo	World Challenges: Population and Demographics	1.What are the benefits of travel? 2.Why do people move to new places? 3.How does where you are from influence your identity? 4.How are challenges in Spanish speaking countries different from challenges where you live?	Reflexive Pronoun se More About Gender Object Pronouns:Le and la More verb infinitives Past tense and context Vocabulary related to traveling and family Verbs: Parar Pegar Llegar Esperar Ayudar Manejar Darse vuelta Sentarse Poder Expressions:

			Detrás de durante
6. Tradiciones culturales	Personal and Public Identities: National Identity and Ethnic Identity	1.How are the cultural practices in Spanish-speaking countries different from your own cultural practices? 2. What elements contribute to cultural identity? 3.How do language and culture influence identity? 4.How are the cultural practices in Spanish-speaking countries similar to your own cultural practices?	Communication about present, past and future events Ponerse + an emotion Reflexive verbs Giving advice Vocabulary connected to celebrations and cultural practices Estar + emotion Verbs: Preguntarle a Guardar Agarrar Empezar Levantarse Dormir- dormirse Viajar Volver Tener miedo Seguir Ponerse Expressions: ¡Ay, Dios mío! Claro tarde

List of Assessed Course Standards:

Each Unit is aligned to the American Consortium on the Teaching of Foreign Languages (ACTFL) standards for learning a language:

Communication: Interpersonal, Interpretive and Presentational

Culture:Practices, Products and Perspectives (not assessed)

Connections to other disciplines and perspectives (not assessed)

Comparisons:Culture and Language (not assessed)

Communities:Interact and collaborate beyond the classroom as a lifelong learner (not assessed)

Contemporary Life: Entertainment and Fun Unit 3: En mi	Communication	Intercultural Competencies:Connections,Comparisons, School/ Global
	Reading: I can usually understand short simple messages on	I can understand concepts of work and leisure in different cultural contexts. I can compare the geography and climate where I live with that of Chile and El Salvador

tiempo libre	<p>familiar topics: Weather expressions and forecast An infographic about video games Events in stories about parties and sports</p>	<p>I can compare my life to the life of a deportee.</p> <p>I can compare my community with a community in El Salvador.</p> <p>I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.</p>
	<p>Listening I can recognize common weather expressions Conversations about the seasons and activities Descriptions of regional weather and what people do. Understand a video about technology and music. Understand a video about feelings.</p>	<p>I can monitor the weather in a few Spanish-speaking countries on your smartphone or online. Become more familiar with the international standard use of centigrade and change the temperature from Fahrenheit to Celsius.</p> <p>I can explore a Spanish online news site and keep up to date by reading some international headlines.</p>
	<p>Speaking: I can answer questions about some basic information and what I like to do and where my friends and I spend time.</p> <p>I can describe where I live, say what the weather is like, and say what I do there. Talk about places and people in other countries. I can compare daily life and people in El Salvador with those where I live.</p>	
	<p>Writing I can answer basic questions about myself in a chat. Describe my personality, where I live, weather, pastimes and hobbies. Write about activities and places. I can rewrite the ending of a story.</p>	

<p>Science and Technology: Technology and Self</p> <p>Unit 4: Navegando el mundo digital</p>	<p>Communication</p> <p>Reading I can understand an infographic about cell phones. I can read a story about music on YouTube. I can understand what happened in a story about a social media campaign. I can read a story about trying to purchase tickets to a concert. I can understand what happened in a story about sending text messages in school. I can read an article about efforts to combat bullying.</p> <p>Listening I can recognize pieces of information and sometimes understand the main topic of what is being said in a commercial. I can understand someone talking about the technology they use. I can understand someone talking about music and technology. I can understand someone describing the importance of technology in their life.</p> <p>Speaking I can answer questions about where I am going. I can create a video profile to describe myself, what I like to do, and some of my favorite things. I can explain how I use technology. I can tell an original story.</p> <p>Writing</p>	<p>Intercultural Competencies: Connections, Comparisons, School/ Global</p> <p>I can compare a technology I use with technology people in other countries use.</p> <p>I can compare my city with a city in Spain.</p> <p>I can compare vacation activities where I live with those in the Dominican Republic.</p> <p>I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. (learning the lyrics of a song, following a sport team, reading the headlines)</p>
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	<p>I can write a social media profile to describe myself and what I like to do.</p> <p>I can write new endings to stories.</p> <p>I can write about the technology I use.</p> <p>I can write about music and technology.</p> <p>I can write an original story.</p>	
<p>World Challenges: Population and Demographics Unit 5: Un mundo nuevo</p>	<p>Reading</p> <p>I can understand a story about grandparents.</p> <p>I can read a story about a family vacation.</p> <p>I can read a story about Bolivia.</p> <p>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</p> <p>Listening</p> <p>I can understand the main idea and some details in a video about break dancers.</p> <p>I can understand information about a person and their family members.</p> <p>Speaking</p> <p>I can answer questions about something I learned.</p> <p>I can tell a story about my family and another family.</p> <p>I can tell an original story.</p> <p>Writing</p> <p>I can write a story about a family vacation.</p>	<p>Intercultural Competencies</p> <p>I can compare the place where I live with a city in Bolivia.</p> <p>I can compare the economic situation in Honduras with my own.</p> <p>I can compare public transportation in Honduras with my community.</p> <p>I can compare clothing in Bolivia with my own.</p>
<p>Personal and Public Identities: National Identity and</p>	<p>Reading</p> <p>I can read a story about a quinceañera.</p>	<p>Intercultural Competencies</p> <p>I can compare landmarks in Panama with those in my own country.</p>

**Ethnic Identity
Unit 6
Tradiciones
culturales**

I can read a story about a trip to visit grandma.
I can understand a story about a cruise.
I can understand a story about camping.
I can read a short text about national identity.
I can read an article about a cultural practice.

Listening

I can understand the main idea of a video about a cultural celebration.
I can understand someone talking about festivals and other traditions in their community.
I can understand someone talking about what their community is known for.

Speaking

I can have a conversation about my family.
I can talk about vacation activities in Panama.
I can tell an original story.

Writing

I can write and respond to written questions about what I want to do.
I can write about what I am doing.
I can write the ending of a story about a quinceañera.
I can write an alternative ending to a story about a trip.
I can write an alternative ending to a story about camping.
I can write a story about a cruise.

I can compare historical sites in Puerto Rico with those in my country.
I can compare traditions in Panama with my own culture

	<p>I can write about festivals and other traditions in my community.</p> <p>I can write about what my community is known for.</p> <p>I can write an original story.</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: _____