**Spanish II Course Syllabus**

**Mrs. Callahan**

**Course Description**

In this course, students will continue to build their Spanish language skills of speaking, writing, listening and reading. Through practice in and out of class, students will work towards meeting the “Intermediate Low” level of proficiency as outlined by the American Council on the Teaching of Foreign Languages (ACTFL). Working towards meeting the intermediate low level means that students will have a working Spanish proficiency in the following areas:

Speaking:

-Participation in straightforward social situations

-Conversation about basic personal information including self, family, daily activities, personal preferences, ordering food and making purchases

-Formation relevant questions

Writing:

-Incorporation of Spanish vocabulary and grammar to form basic yet comprehensible sentences.

-Responses to personal topics and topics of study. -Formation of questions regarding familiar topics.

Listening:

-Comprehension of speech in personal contexts and contexts of study.

Reading:

-Understanding of narrative and formative texts that have a straightforward structure. -Comprehension of main ideas and supporting details.

-Progress toward comprehension of complex texts.

In addition, culture and customs of the Spanish speaking world are taught throughout the year. For each unit of study, students will have the opportunity to read about various aspects of culture in the target language.

**Assessment Retake Procedure**

* Assessment retake forms are to be filled out and turned in before a retake will be granted [Retest form](https://docs.google.com/document/d/1Wf1By-Btro_DCNENZbBkTNKfu0ee1prDJezGf84trSU/edit?usp=sharing)
* Quiz retakes must take place before the corresponding unit test
* Remediation is required before a retake will be granted
* **The most current score on any assessment will be what is used**
* Any retake will take place during a scheduled STING period

**Required Materials**

* Paper
* Pencil
* Folder/binder
* Index cards
* Ear phones
* Chromebook and charger

**Expectations**

* Be on time and prepared
* Be respectful
* Bring materials everyday
* Actively participate in the lesson and activities

**Teacher**

Beth Callahan

Email: beth.callahan[@wburg.kyschools.us](mailto:andrea.winchester@wburg.kyschools.us)

Phone: 606-549-6044 ext 2200 (available during planning period 8:00-8:53 and after 3:00)

**Topics Covered (time permitting)**

*Chapter 1:*

School, activities vocabulary

Verbs with irregular yo forms

The verbs saber, conocer, tener, and ir

Stem-changing verbs

Affirmative and Negative words

Making comparisons

Hace + time comparisons

Culture Unit

*Chapter 2:*

Clothing, shopping, daily activities vocabulary

Cardinal numbers

Reflexive verbs

Ser and estar

Possessive adjectives

Preterite of regular verbs

Demonstrative adjectives

Culture Unit

Chapter 3

City and transportation vocabulary

Verbs salir, decir, venir, ir, ser

Direct object pronouns

Irregular affirmative tú commands

Present progressive: irregular forms

Culture Unit

Chapter 4

Holidays, etiquette vocabulary

Suffixes -ito and -isimo

The imperfect tense - regular and irregular

Preterite vs. Imperfect

Reciprocal actions

Culture Unit

Chapter 5

House, body, emergencies vocabulary

Expressions using tener

The use of iQué…! In exclamations

Preterite tense of oír, leer, creer, destruir

Irregular preterites venir, poner, decir, traer

Culture Unit

Chapter 6

Movie, TV, sports vocabulary

Verb gustar

Preterite of -ir stem-changing verbs

Indirect object pronouns

The present perfect tense

Culture unit

Chapter 7

House, camping, cooking vocabulary

Verbs with irregular yo forms

Usted and Ustedes commands

Uses of por

Negative tú commands

The impersonal se

Culture Unit

Chapter 8

Vacation, travel vocabulary

The present subjunctive tense

Culture Unit

Chapter 9

Environment, world, professions vocabulary

The future tense

Present subjunctive

Culture Unit

**GRADING**

**\*All grades will go into Infinite Campus as a 1, 2, 3, or 4. This will be a numeric grade.**

|  |  |
| --- | --- |
| **Score** | **Description** |
| 4 | The student consistently meets and often exceeds the target. The student, with ease, grasps, applies, and extends key concepts, processes, and skills for the grade level. This means that a student can demonstrate through their work/assessments a clear and consistent understanding of the knowledge, reasoning, skill, or products. |
| 3 | The student meets the target but demonstrates small gaps/errors in understanding. The student can generally grasp and apply the concepts, processes, and skills for the grade level. However, their work/assessments show there are problems that keep the student from applying the target in all situations or answering all parts of the questions. |
| 2 | The student approaches the target but demonstrates large gaps/errors in understanding. The student has trouble grasping and applying the concepts, processes, and skills for the grade level. Their work/assessments show there are large problems that keep the student from applying the target in situations or answering all parts of the questions. The student can demonstrate some understanding of the target. |
| 1 | The student is not meeting the content standards. The student is beginning to grasp and apply key concepts, processes, and skills for the grade level but produces work that contains many errors. This means that a student demonstrates a limited understanding of the target. Student work is generally incorrect and shows little understanding of the target. |

**Grading Conversion Chart (by the number of questions per learning target)**

**\*\*Missing assignments will calculate as a zero\*\***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Points Awarded in IC** | **Number Correct out of Number Possible** | | | | | | | |
| **4** | 3/3 | 4/4 | 4/5 5/5 | 5/6 6/6 | 6/7 7/7 | 7/8 8/8 | 8/9 9/9 | 9/10 10/10 |
| **3** | 2/3 | 3/4 | 3/5 | 4/6 | 5/7 | 5/8 6/8 | 6/9 7/9 | 7/10 8/10 |
| **2** | 1/3 | 2/4 | 2/5 | 3/6 | 3/7 4/7 | 3/8 4/8 | 4/9 5/9 | 4/10 5/10 6/10 |
| **1** | 0/3 | 0/4 1/4 | 0/5 1/5 | 0/6 1/6 2/6 | 0/7 1/7 2/7 | 0/8 1/8 2/8 | 0/9 1/9 2/9 3/9 | 0/10 1/10 2/10 3/10 |