

OHHS World Language Department  
Course Syllabus



**Course Name: Spanish II**  
**Course Code: WLO2SA/B**

**Course Description:**

This course is a continuation of Spanish I. This course is exclusively conducted in Spanish and students are expected to speak in Spanish with both teacher and peers. Students will advance in their comprehension of the Spanish language through listening, reading, writing and speaking activities. There is an emphasis on both grammar and culture in this class.

**Prerequisites**

It is recommended that students earn a “C” or better in Spanish I. Students who do not pass Spanish I may not continue on to Spanish II.

**Course Resources / Instructional Units (See Attached)**

Over the course of the year, Spanish II classes will cover selections from Blaine Ray’s TPRS text, level-appropriate novelas *¡Viva El Toro!* and *El Nuevo Houdini* as well as selections of authentic print, audio and viewing material. Students will learn vocabulary, grammar and communication skills through comprehensible activities. Copies of both mini-novels are provided and/or available through the school library.

Grammar tenses and moods covered in this course are: present, preterite, imperfect, as well as introductions to other forms. Each chapter may include 3-5 mini-stories and/or extended readings and a cumulative assessment.

**Course Fees**

There are no course fees.

## **Homework**

Homework may be given daily, or a few times a week, but in manageable amounts and in a predictable pattern. Students' daily responsibility is to review the target structures of that week. All homework, unless otherwise notified, will center around this key vocabulary.

## **Major Assessments**

At the end of each unit, there will be different assessments. These may include: writing an essay, reading comprehension, listening, speaking and grammar quizzes.

## **Minor Assessments**

During the development of each instructional unit students are required to write essays, listen to different sources, read a variety of texts and do small presentations.

## **Extra Help**

Tutoring opportunities are available before and after school. Students should talk to their teachers to discuss when they are able to attend.

## **RE-DO POLICY:**

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
  - Assessments (with exception of the Final semester exam)
  - Key Assignments: Evidence that demonstrates mastery of a standard
- Teachers may:
  - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
  - require students to complete re-do of work outside of class time.
  - limit the number of re-do opportunities for each assignment.
  - assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

## **PLAGIARISM POLICY:**

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning.

Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced. The use of online or electronic translators to complete assignments is considered cheating. Any evidence of the use of an online translator calls into question the integrity of the entire assignment and renders its origin as suspect.

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**Weighted Categories**

Department-wide categories and weighting

<b>Category</b>	<b>Percentage of Overall Grade</b>
Presentational Communication	25%
Interpretive Communication	25%
Interpersonal Communication	45%
Professionalism	5%

**Grading Scale:**

<b>Regular Scale</b>	
<b>Letter Grade</b>	<b>Percentage</b>
<b>A</b>	<b>93% and Above</b>
<b>A -</b>	<b>90%-92.99%</b>
<b>B+</b>	<b>87%-89.99%</b>
<b>B</b>	<b>83%-86.99%</b>
<b>B-</b>	<b>80-82.99%</b>
<b>C+</b>	<b>77%-79.99%</b>

<b>C</b>	<b>73-76.99%</b>
<b>C-</b>	<b>70-72.99%</b>
<b>D+</b>	<b>67%-69.99%</b>
<b>D</b>	<b>60%-66.99%</b>
<b>F</b>	<b>59.99% and Below</b>

**“I Can” Language Objectives**  
(used for assessing proficiency in the following modes of communication)

	<b>1</b> <b>Beginner<sup>1</sup></b>	<b>2</b> <b>Early Intermediate</b>	<b>3</b> <b>Intermediate</b>	<b>4</b> <b>Early Advanced<sup>2</sup></b>	<b>5</b> <b>Advanced<sup>3</sup></b>
	<b>Survival</b>	<b>Functional</b>		<b>Competent<sup>4</sup></b>	
<b>Interpretive</b>  Reading Listening Watching	I can identify familiar topics.  I can identify high frequency words and simple formulaic phrases.	I can read fiction written in simple, straightforward texts.  I can read non fiction in simple, straightforward texts  I can summarize simple texts.  I can identify the definition of a word in text.  I can identify	I can understand conversations that include both simple past and simple present tenses.  I can read multi-paragraph, simple texts.  I can identify the theme of a text.  I can define words based on context clues.	I can make simple inferences.  I can follow simple plots in multiple time frames.  I can identify simple themes in fiction.  I can understand the main message in conversation.  I can determine the meaning of metaphors, similes, and other	I can make inferences from supporting details.  I can understand underlying message and supporting details across time frames.  I can analyze the key points of an argument.  I can

<sup>1</sup> Students will be able to consistently practice the skill at the end of each proficiency level.

<sup>2</sup> Minimum ACTFL Level for high school foreign language teachers.

<sup>3</sup> Minimum ACTFL Level for bilingual teachers.

<sup>4</sup> Note that complex and pluricultural contexts have not been mastered before a student is considered proficient by WA state.

		the main idea of a text.		<p>simple figurative language.</p> <p>I can identify an author's attempt to persuade.</p> <p>I can infer the purpose of a text.</p> <p>I can decide if the evidence presented is sufficient.</p>	<p>synthesize information from multiple sources.</p> <p>I can evaluate the credibility of a source.</p> <p>I can evaluate a speaker's rhetoric.</p>
<b>Intercultural</b>	I can identify practices in my and the target culture.	I can compare practices in my and the target culture.		I can explain differences in perspective.	
<b>Interpersonal</b> Discussing Debating	<p>I can use practiced and memorized language in salutations.</p> <p>I can fill out a demographic form.</p> <p>I can answer simple Yes/No questions.</p> <p>I can respond to some WH-questions with words or phrases.</p>	<p>I can ask follow up questions.</p> <p>I can express, ask about, and react with some details about preferences.</p> <p>I can discuss familiar topics.</p> <p>I can discuss short texts I have read.</p>	<p>I can use simple things I have learned in conversation.</p> <p>I can explain preferences, opinions, and emotions about concrete topics.</p> <p>I can add information to a conversation.</p> <p>I can participate in a class discussion.</p> <p>I can build on the ideas of others in discussion.</p> <p>I can ask questions</p>	<p>I can exchange information on familiar and social topics.</p> <p>I can negotiate an unexpected complication in a familiar situation.</p> <p>I can maintain a conversation that occurs in paragraphs of text.</p> <p>I can evaluate an argument.</p>	<p>I can maintain discussions on a wide variety or familiar and unfamiliar concrete topics across time frames.</p> <p>I can work to resolve an unexpected complication in a familiar situation.</p> <p>I can ask questions that develop reasoning and logic.</p>

			to improve understanding.		
<b>Presentational</b> Speaking Writing Creating	<p>I can introduce myself in simple sentences using memorized language.</p> <p>I can write simple sentences on familiar topics.</p>	<p>I can tell a story about myself or my life.</p> <p>I can give a straightforward presentation on a familiar topic.</p> <p>I can write a simple informative paragraph.</p> <p>I can retell what I observed.</p>	<p>I can state my viewpoint on familiar or researched topics.</p> <p>I can support my claim with simple reasons.</p> <p>I can use textual evidence to support my claim.</p> <p>I can restate an idea.</p> <p>I can write a paraphrase.</p>	<p>I can state a viewpoint with supporting evidence on some concrete academic and social topics.</p> <p>I can write a narrative.</p> <p>I can write compound sentences.</p> <p>I can write complex sentences.</p> <p>I can construct a claim-based paragraph.</p> <p>I can introduce a topic.</p> <p>I can present research.</p>	<p>I can tell stories based on concrete experiences in academic and social topics.</p> <p>I can give a detailed presentation on a familiar topic.</p> <p>I can use transitional words and phrases.</p> <p>I can use examples to argue my position.</p> <p>I can distinguish a claim from a counterclaim.</p> <p>I can write an academic paragraph.</p> <p>I can construct well-organized text.</p>