

**Bedford High School  
Foreign Language Department  
Dana Curran, Interim Program Director**

**COURSE SYLLABUS 2015-2016**

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**Course: 4323 - Spanish II**

**Periods per cycle: 4**

**Credit: 5**

**Level: College Prep**

Conducted primarily in Spanish, this course will develop the student's ability to communicate in Spanish about everyday situations through classroom and laboratory activities. Students electing Spanish II should have a background in basic listening, speaking, writing, and reading skills in Spanish. These skills will be further developed and strengthened as the student increases his/her vocabulary and knowledge of the Spanish language. Students will continue their study of various aspects of culture in the Spanish-speaking world.

Prerequisite:   ▪ Successful completion of Spanish I with a grade of 70 or better; and/or Teacher recommendation.  
♦♦ Students moving from Spanish I to Spanish II with a grade between 60 and 69 must complete summer work in order to advance.

**I. Learning Objectives**   (A statement of learning objectives is a statement of changes to take place in students.)

By the completion of this course, the successful student will have learned how to:

- |                                    |                                |
|------------------------------------|--------------------------------|
| • discuss and plan a vacation      | • complete purchases           |
| • describe a hotel                 | • describe daily routines      |
| • talk about feelings              | • talk about personal hygiene  |
| • talk about seasons and weather   | • reassure someone             |
| • talk about and describe clothing | • order food in a restaurant   |
| • express preferences in a store   | • talk about and describe food |

**II. Learning Experiences**   (A learning experience is the interaction between the learner and the external conditions in the environment to which he/she can react.)

In this course, the student will:

- Listen to class presentations, take notes, and actively participate in class work using the target language as much as possible.
- Complete written assignments including textbook activities and workbook activities using the target language.
- Work both in and out of the classroom on projects that are focused on using the target language.
- Participate in the review of homework and class assignments, sometimes writing the assignments on the board or on the overhead projector.
- Work in pairs or groups to practice grammatical constructions, vocabulary, and conversation.
- Read excerpts, short passages, and paragraphs in the target language.
- Participate in computer and language lab activities designed to reinforce grammatical concepts and vocabulary learned in individual units.
- Watch films and videos relating to Latino culture.
- Play games that enhance and reinforce vocabulary and grammatical structures.
- Complete projects related to Latino culture.

- Participate in daily oral activities including conversation, paired activities, role-playing and presentations.
- Participate in art, music, and dance activities related to Latino culture.

**III. Course Outline** (A brief outline of the major topics and units which are central to this course: the sequence of topics and units may be altered by the teacher based on the needs of students):

1. Grammar topics covered in Lessons 5-8, including:

- *estar* with emotions
- the present progressive
- *ser* vs. *estar*
- direct & indirect object pronouns
- demonstrative adjectives & pronouns
- the preterite tense
- reflexive verbs
- verbs like *gustar*
- indefinite and negative words
- comparisons

2. Vocabulary covered in Lessons 4-8, including:

- Lesson 4: pastimes and sports
- Lesson 5: travel & vacation, months of the year, seasons & weather, feelings, and ordinal numbers
- Lesson 6: clothing & shopping, colors, more adjectives
- Lesson 7: daily routine, personal hygiene, and time expressions
- Lesson 8: food, food descriptions and meals

3. Culture covered in Lessons 4-8, and various topics selected by the teacher, including:

- Demographic and cultural information on México
- Demographic and cultural information on Puerto Rico
- Demographic and cultural information on Cuba
- Demographic and cultural information on Perú
- Demographic and cultural information on Guatemala

**IV. Course Materials**

The following list represents the major texts and/or resources used in Spanish II. Teachers also use additional supplementary texts: articles, materials and curriculum documents which they have gathered or prepared themselves and which they believe enrich and extend student learning.

José A Blanco: *Descubre 1* Vista Higher Learning, 2014

- Textbook, workbook, overhead, DVD, CD, and audio visual materials
- [www.vhlcentral.com](http://www.vhlcentral.com) Interactive web site, designed to support *Descubre 1* textbook, grammar, and vocabulary lessons

**Foreign Language Departmental Essential Questions**

- Why is it important to be able to communicate in another language?
- Why is it important to understand and respect other cultures?
- Why is it important to understand the workings of a language?

