

**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
- describe a hotel
- talk about feelings
- talk about seasons and weather
- talk about and describe clothing
- express preferences in a store
- complete purchases
- describe daily routines
- talk about personal hygiene
- reassure someone
- order food in a restaurant
- 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?

