



Syllabus – Spanish 2 (2017-2018)

Señora Kim Riley

Room E215

Planning Periods 1 A and 3 B

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Course Description

Spanish 2 builds upon foundation skills and vocabulary learned in Spanish. First semester themes and topics focus on physical and personality description, school life, leisure activities, daily routines, discussing completed actions in the past, and describing one's childhood. Previously-learned tenses will be reinforced and two new tenses - the pretérito and the imperfecto will be introduced. The textbook associated with this course is Realidades 2. A break-down of unit titles is as follows:

Quarter 1 Context 1	¿Cómo soy y cómo eres?
Quarter 1 Context 2	¿Cómo es mi vida escolar?
Quarter 2 Context 1	¿Adónde viajaste?
Quarter 2 Context 2	Aventuras de viaje
Quarter 3 Context 1	¿Cómo me afectó lo que vi en los media y el arte?
Quarter 3 Context 2	Los desastres naturales
Quarter 4 Context 1	Mi rutina diaria
Quarter 4 Context 2	¿Cómo era mi infancia?

Course Expectations

Students will be expected to develop their knowledge and skills of the Spanish language by participating in interpersonal (speaking and writing), interpretive (reading and listening), and presentational (speaking and writing) modes of communication. Students will gain proficiency through authentic materials, real-life experiences, and global connections. They are required to bring the following materials to every class:

1. Writing instrument
2. Notebook or notebook section exclusively reserved for Spanish 2
3. Workbook (The replacement cost is \$5.00)

Communication Standards

The communication standards on which all language students will be assessed are:

1. 1.1 INTERPERSONAL: Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

2. 1.2. INTERPRETIVE: Students understand and interpret the target language in its spoken and written form on a variety of topics.
3. 1.3. PRESENTATIONAL: Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

To assess student progress on these standards, students will be given at least 3 assessments per quarter, a variety of graded classwork assignments, an AACPS quarterly integrated performance assessment, homework, and occasional projects that will count as an assessment.

Grading Weighted Categories

Category	Percentage of Overall Grade
1. Summative Assessments or Projects	65%
2. Classwork	15%
3. Homework	10%
4. AACPS Benchmark	10%

Per AACPS policy, there are to be a minimum of 9 grades each marking period. A minimum of 3 grades in a marking period must be summative assessments, one of which must occur at least one week prior to interims. All work (homework, classwork, assessments) that is attempted will receive a minimum score of 50%. Work that has been plagiarized, copied, or done with the assistance of on-line translation sites will receive a zero.

Opportunity for Mastery / Redo Policy

Students are allowed a single redo on all summative assessments per quarter. In other words, no assessments can be taken a third time. Redos on homework and classwork are not permitted. While it is not required, it is strongly encouraged that students attend academic intervention during Pride Period or another mutually convenient time before the redo is attempted. All redos must be completed by the 10th school day after the assignment has been returned to students. The higher of the two grades will be recorded in the grade book. Students and parents are expected to track academic progress through Parent Connect and to email the teacher if there is a concern.

Availability for Help

Pride Period – Following first period every Monday, Tuesday, Wednesday, Thursday A Day, and Friday B Day

Thursday – After school by appointment