

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

# Spanish 2

## Instructors:

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Students who enroll in the second year course should have a strong foundation in basic grammar, speaking, reading, and writing skills in the language. The course emphasizes the expansion of the skills learned in Spanish I. Students will learn vocabulary useful in real-life situations. They will be exposed to advanced grammatical constructions as well as some supplemental reading. Speaking, reading, and writing skills in the language will be further developed.

**Graduation Standards** (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.

Standard 2: Students understand and interpret written and spoken language on a variety of topics.

Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.

Standard 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

## Unit 1 Para empezar

Summary **Students recall vocabulary and phrases for describing, regular verbs and questions.**

Performance Students will be able to:

Indicators recall questions and answers for starting a conversation

Assessed recall phrases for telling what people are like and what they do using correct form in Unit and placement of adjectives

describe the weather

tell what they or another person do, what they like and don't like to do

recall forms of present tense of regular and irregular verbs

describe the nationality of a new acquaintance

## Unit 2 Tu día escolar ¿Qué haces en la escuela?

Summary **Students exchange information about classes, classroom rules and what they do in classes.**

Performance Students will be able to:

Indicators understand written and oral descriptions of the classroom setting, classroom rules

Assessed and classroom activities

in Unit exchange information about the classroom, its setting, rules and activities

use stem changing verbs, including those that change e -> i

name items they need in the classroom

use affirmative (indefinite) and negative words and make negative statements

recall forms and uses of the verb ir and the future using ir a and the infinitive

## Unit 3 Tu día escolar ¿Qué haces después de las clases?

Summary **Students exchange information about after school activities.**

Performance Students will be able to:

Indicators	understand written and oral descriptions of extracurricular activities
Assessed	exchange information about what they do after school.
in Unit	recall forms of comparative and superlative statements make comparisons of equality (as ... as) tell what they know how to do and whom they know using the two equivalents of the English verb "to know", saber for facts and conocer for people express an action begun in the past and continuing into the present (hace + present)
<b>Unit 4</b>	<b>Un evento especial ¿Cómo te preparas?</b>
Summary	<b>Students learn to talk about their daily routine and preparations for a special event.</b>
Performance	Students will be able to:
Indicators	use reflexive verbs to describe and exchange information about their daily routine
Assessed	use possessive articles and long form possessive adjectives
in Unit	use the verbs ser and estar to state characteristics and conditions
<b>Unit 5</b>	<b>Un evento especial ¿Qué ropa compraste?</b>
Summary	<b>Students exchange information about after school activities.</b>
Performance	Students will be able to:
Indicators	identify items of clothing
Assessed	talk about a shopping trip
in Unit	use the past tense of regular verbs use demonstrative adjectives to point out items use adjectives to stand for a person or items that embodies that characteristic (adjective as noun) tell what something is made of
<b>Unit 6</b>	<b>Tú y tu comunidad ¿Qué hiciste ayer?</b>
Summary	<b>Students learn to talk about preparations for a past event.</b>
Performance	Students will be able to:
Indicators	name businesses located in downtown
Assessed	name and describe products and services available in downtown businesses
in Unit	use third person direct object pronouns to stand for someone or something just named use the preterit of several irregular verbs (ir, ser, tener, estar, hacer, poder) describe preparations for a past trip
<b>Unit 7</b>	<b>Tú y tu comunidad ¿Cómo se va...?</b>
Summary	<b>Students learn to give driving advice (commands, directions).</b>
Performance	Students will be able to:
Indicators	communicate driving instructions
Assessed	use familiar commands for regular and some irregular verbs
in Unit	exchange information about how to get to places near the school use direct and indirect object pronouns use the progressive tense to state an action in progress
<b>Unit 8</b>	<b>Recuerdos del pasado Cuando éramos niños</b>
Summary	<b>Students learn to talk about what they were like as children.</b>
Performance	Students will be able to:
Indicators	name childhood toys, games and elementary school activities
Assessed	listen and read about favorite childhood toys and elementary school experiences
in Unit	talk and write about what they were likes as a child and experiences in elementary school

exchange information about what they were like as a child

## **Unit 9    Recuerdos del pasado    Celebrando los días festivos**

Summary **Students learn to describe past family celebrations.**

Performance Students will be able to:  
Indicators listen and read about family celebrations  
Assessed talk and write about how their families used to celebrate holidays and their  
in Unit birthdays  
exchange information about where, with whom, and how they used to celebrate holidays and their best birthday  
use the preterit and imperfect to describe past events and ongoing or habitual past actions  
contrast uses of the preterit and imperfect  
use reflexive verbs to express a reciprocal action (each other)

## **Unit 10    En las noticias    Un acto heroico**

Summary **Students learn to talk about events in the news.**

Performance Students will be able to:  
Indicators name and describe natural disasters  
Assessed comprehend written and audio descriptions of disasters and rescues  
in Unit exchange information about newsworthy events  
use the preterit and imperfect to recount events and repeated or ongoing actions  
use the preterit of several verbs that require spelling changes

## **Unit 11    En las noticias    Un accidente**

Summary **Students learn to describe accidents and hospital emergency experiences.**

Performance Students will be able to:  
Indicators listen and read about accidents  
Assessed talk and write about injuries and medical treatments  
in Unit exchange information about how someone was injured  
use most irregular verbs in the preterit  
use the imperfect progressive to recount a past event in progress

## **Unit 12    La televisión y el cine    ¿Viste el partido en la televisión?**

Summary **Students learn to talk and write about TV shows and sporting events.**

Performance Students will be able to:  
Indicators describe television broadcasts such as sporting events, beauty contests and game  
Assessed shows  
in Unit communicate about a TV show and their emotions regarding that show  
exchange information about their reactions to a TV program  
use the preterit of -ir stem changing verbs  
use reflexive verbs that show change of emotions or states of being

## **Unit 13    La televisión y el cine    ¿Qué película has visto?**

Summary **Students learn to talk and write about films.**

Performance Students will be able to:  
Indicators listen and read about movie reviews  
Assessed talk and write about films  
in Unit exchange information about a film they saw recently  
use the present perfect tense to recount a recent past event  
use verbs that require an indirect object pronoun

## **Unit 14    Buen provecho    ¿Cómo se hace la paella?**

Summary **Students learn to talk and write about food preparation.**

Performance	Students will be able to:
Indicators	describe several dishes and ingredients popular in Hispanic countries
Assessed	listen to and read about cooking instructions and advice
in Unit	talk and write about recipes and kitchen safety
	exchange information about how to prepare certain dishes
	form negative tú commands
	use object pronouns with commands
	use the impersonal se (passive voice construction)
<b>Unit 15 Buen provecho ¿Te gusta comer al aire libre?</b>	
Summary	<b>Students learn to talk and write about outdoor cooking and activities.</b>
Performance	Students will be able to:
Indicators	listen to and read about cooking and camping activities
Assessed	talk and write about cookouts and outdoor celebrations
in Unit	exchange information about cookout preparations
	use Usted and Ustedes commands
	use the preposition por in certain expressions
<b>Unit 16 Como ser un buen turista - Un viaje en avión</b>	
Summary	<b>Students learn to talk about travel experiences and recommendations.</b>
Performance	Students will be able to:
Indicators	listen to and read about travel recommendations
Assessed	talk and write about suggestions for safe and enjoyable trips
in Unit	exchange information about planning a trip
	use the present subjunctive of regular and irregular verbs to make recommendations and express possibilities

## **Summative Assessments Retake**

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

## **Grading of Formative Assessments**

- Formative assessments will count 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.