

Spanish II

Disclosure Statement 2025-2026

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Course Description

¡Bienvenidos a la clase de español! Spanish II (**Novice-High proficiency level**)

Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple situations related to everyday life, and to talk about other subjects. They can create their own sentences with the language, but not consistently. They can handle short social interactions using phrases and simple sentences, but may need help or visuals to keep the conversation going. Students communicate both written and spoken.

Students will also learn about and discuss many aspects of culture in the Spanish-speaking world. As students attend class, actively participate, and practice what they have learned, they will quickly be pleased with their ability to demonstrate their skills and communicate with other learning Spanish speakers, as well as gain an understanding of the perspectives of other cultures.

Materials

Students are expected to come to class with the following materials **every day**:

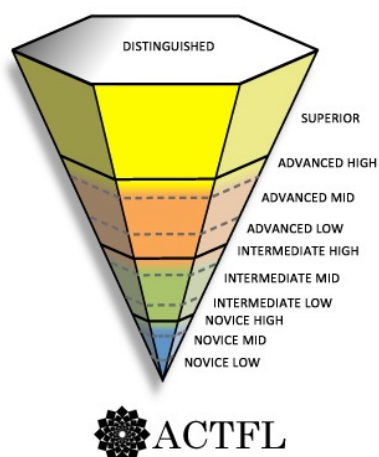
- 3-ring binder of at least 1" and 7 dividers
- Earbuds or Headphones for personal use (There are some available to borrow which will be sanitized after each use.)
- Pen or Pencil (markers or colored pencils optional)
- Although not required, bookmarks or apps on your electronic device such as [duolingo.com](https://www.duolingo.com) and [quizlet.com](https://www.quizlet.com) will be helpful

Homework

Whether a specific assignment has been given or not, students should expect to study Spanish nightly. The successful language learner will review and practice current vocabulary and structures outside of class by reviewing class notes and accessing free Duolingo lessons (www.duolingo.com). Selected homework will be graded. Assignments can be found in Canvas and may be accessed from any DMS lab computer or from home.

Cultural Experiences

Part of learning a new language is immersing oneself in the culture. As a student in Spanish II, you will complete four (4) cultural experiences, one per quarter, as part of your grade. You will choose from a list of approved experiences and questions, reflect on and write about your experience according to the rubric provided.



Assessments

Students will demonstrate proficiency on quizzes and unit tests. These assessments evaluate four skills: listening comprehension, reading comprehension, oral proficiency, and writing proficiency. Altering scores or sharing answers with others may result in having to complete the assessment on your own time. Students are eligible to retake assessments to improve their proficiency score only after turning in all assignments leading up to that assessment. There will be a benchmark exam given at the beginning, middle, and end of the year to measure student progress. The benchmark is comprehensive, covering material from the entire year, and will only be included on the student's fourth quarter grade. No retake is offered for the benchmark.

Our team's goal is to prepare each student to receive the Utah Seal of Biliteracy on his or her diploma. To achieve this, students must demonstrate an intermediate-mid level of proficiency on assessments, as outlined by ACTFL standards. By the end of Spanish I, students should be on their way to meeting this goal, demonstrating Intermediate level of proficiency.

Presentations

For each unit, students will demonstrate what they have learned via oral presentation. Presentation instructions are clearly given in rubric form so the student knows exactly what is expected. Presentations are delivered by individuals or sometimes in groups, and may include skits, commercials, conversations, or other dissertations. **It is mandatory that all students present publicly to the class, as the Utah state core requires.**

Grading Scale

There are two grading categories for courses at Dixie Middle School. Assessments are worth 70% of the student's grade, while other assignments are worth 30%. 93-100% is considered an A, while less than 70% is considered not proficient and will require intervention for assessments.

Final Grade Scale

<u>GRADE</u>	<u>PERCENT</u>
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

Participation

Speaking in the target language to participate in class will support your language acquisition and increase your confidence. Ask questions. Encourage others. Try to communicate only in Spanish – you may surprise yourself!

Attendance and Tardy Policy

In the foreign language classroom, participation and practice are essential to becoming proficient. In other words, plan on being in class, ready to work – regular attendance is extremely important. **It is the student's responsibility to come to the teacher to make up work in the case of an absence or to check Canvas for assignments to make up.** Tests or quizzes should be scheduled with the teacher for “make-up” outside of class time. Students are expected to be in the classroom, ready to work when the bell rings. DMS policy calls for Recovery Time in cases of consistent tardiness and/or absences (see student handbook).

Technology in the Classroom

Technologies have been selected and will be used to enhance student experience, proficiency, and achievement in and out of the classroom. By signing this disclosure you authorize your student to use the technologies in the Canvas assignments.

App Name	Description
Quizlet	Flashcard website/app with interactive games
Duolingo	Learning app that uses interactive lessons and games to help users practice and improve their skills in various languages.
Blooket	Online game-based learning platform where students answer questions to compete in fun, interactive games, making review and practice engaging and effective.

Chromebooks are permitted in class when used appropriately for learning activities. Uses unrelated to learning detract from the classroom environment and will not be allowed. Please consider this your warning: **any electronic device used inappropriately will be taken to the office and may be picked up after school.**

Spanish II Learning Targets and Key questions

Unidad 1: Las nacionalidades (Agosto - Septiembre)

Objetivos	Preguntas claves
I can say what a person's nationality is.	¿De dónde eres/es?
I can describe the general appearance of a group of people.	¿Cuál es tu/su nacionalidad?
I can ask about nationality.	¿Cómo son?
Quiz	
1.Cptls/Cntrs/Ntnlts	

Unidad 1: En la ciudad/A viajar (Septiembre - Octubre)

Objetivos	Preguntas claves
I can identify places in a city and give their relative location.	¿Qué hay en la ciudad?
I can talk about running errands.	¿Dónde está el/la...?
I can discuss modes of transportation and travel.	¿Por qué vas a...?
I can ask for and give directions.	¿Cómo llegar? ¿Cómo va a llegar?
Quiz	¿Cómo llego a...?
1.Antes de viajar y transporte 2.¿Cómo llego a...? 3.¿Para qué vas/ y ¿Dónde vas?	

Unidad 2: Cuerpo sano, mente sana (Noviembre - Diciembre)

Objetivos (presente & pretérito)	Preguntas claves
I can narrate my daily routine	¿Qué haces para arreglarte en la mañana?
I can discuss personal hygiene.	¿Qué haces antes de dormir?
I can identify parts of the body and say what hurts.	¿Cómo cuidas a tu cuerpo?
I can express my feelings and emotional and physical state.	¿Dónde te duele?
I can ask for and give advice.	¿Qué tienes?

I can ask questions about the well-being of others.	¿Cómo te sientes?
Quiz El cuerpo humano Los consejos La rutina diaria	¿Qué debo hacer?

Unidad 3: La ropa y las compras (Enero - Febrero)

Objetivos	Preguntas claves
I can describe clothing including color, print, and fabric.	¿Qué ropa llevas y cómo es?
I can shop for clothing.	¿Cómo te queda la ropa?
I can communicate my clothing preferences.	¿Qué ropa quieres comprar y por qué?
I can make a purchase.	¿Cuánto cuesta?
I can narrate a past shopping experience.	¿En dónde compraste tu...?
I can ask questions about clothing/shopping.	¿Qué compraste?
Quiz El preterito	

Unidad 4: El entretenimiento (Marzo)

Objetivos	Preguntas claves
I can express my opinion about forms of entertainment.	¿Te gusta... y por qué?
I can ask someone's opinion about entertainment.	¿Cuál es tu libro/música/película/deporte favorito/a y por qué?
I can compare two genres of entertainment.	¿Cuál...te gusta más y por qué?
Quiz	¿Cómo es lo mismo/diferente?
El entretenimiento	

Unidad 5: **La comida y cocinar** (Abril - Mayo)

Objetivos	Preguntas claves
I can talk about the ingredients included in a recipe.	¿Cuáles ingredientes se necesitan?
I can talk about the measurements in a recipe.	¿Cuánto...necesita?
I can give cooking instructions in Spanish.	¿Cómo preparo? primero/segundo/después/luego/para terminar?
I can ask questions about food/cooking	
Quiz	
Los pasos de una receta Video- Diciendo /haciendo una receta	

If you have any questions or concerns, please contact us at the school or via email.

Acknowledgement of agreement is made by turning in this assignment in Canvas with this statement copied into the text box or by signing below or returning:

“Student and Parent have read, understand, and agree to comply with the information found in the Spanish II course disclosure statement.”

Student signature _____ Date _____

Parent signature _____ Date _____

Current parent/guardian email address: _____

¡Estoy feliz de tenerte en mi clase!