

Disclosure Statement 2026-2027

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**:

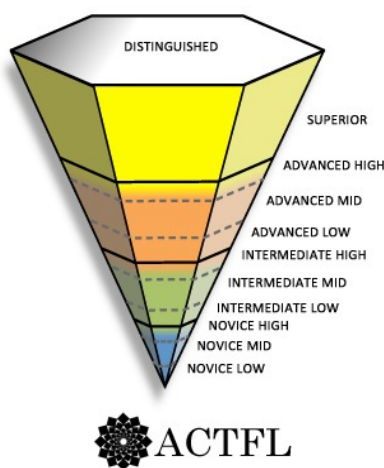
- **3-ring binder** (at least 1" with 7 dividers)
- **Earbuds or Headphones** for personal use (*A limited number are available to borrow and will be sanitized after each use*).
- **Pen or Pencil** (*markers or colored pencils are optional*)
- **Recommended Apps / Bookmarks:** *WordReference, Duolingo, Quizlet, and Flip* (helpful for practice and review).

Homework

Whether a specific assignment is assigned or not, students should expect to study Spanish daily. Successful language learners review current vocabulary and structures outside of class by reviewing class notes and completing free **Duolingo** lessons ([suspicious link removed]). Selected homework will be graded. All assignments can be accessed via **Canvas** from home or any DMS lab computer.

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, reflect on your learning, and write about your experience according to the provided rubric.



Assessments

Students will demonstrate proficiency through quizzes, unit tests, and performance-based unit projects (such as Google Slides presentations, vlogs, and cooking simulations). These evaluations measure four core language skills: *listening comprehension, reading comprehension, oral proficiency, and writing proficiency.*

- **Academic Integrity:** Altering scores or sharing answers with others may result in having to complete alternative assessments on your own time.
- **Retake Policy:** Students are eligible to retake assessments to improve their proficiency score only after turning in all assignments leading up to that assessment.
- **Benchmark Exam:** Comprehensive benchmark exams are given at the beginning, middle, and end of the year to measure student progress. The benchmark covers material from the entire year and will only be included on the student's 4th Quarter grade. No retakes are offered for benchmark exams.
- **Utah Seal of Biliteracy Goal:** Our team's goal is to prepare each student to receive the Utah Seal of Biliteracy on their diploma. To achieve this, students must demonstrate progress toward an intermediate level of proficiency on assessments, as outlined by ACTFL standards. By the end of Spanish II, students should be well on their way to meeting this goal.

Presentations

For each unit, students will demonstrate what they have learned via oral presentations or digital projects. Clear instructions and rubrics will be provided in advance. Presentations are delivered individually or in small groups and may include Google Slides presentations, vlogs, commercials, or dialogues. **Public or recorded presentational speaking is mandatory, as required by the Utah State Core Standards.**

Grading Scale

There are two grading categories for courses at Dixie Middle School:

- **Assessments & Projects: 70%**
- **Assignments & Daily Work: 30%**

Note: A score below 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%

Active 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 & Tardy Policy

In the foreign language classroom, participation and practice are essential to becoming proficient. Regular attendance is extremely important. It is the student's responsibility to check Canvas or contact the teacher to make up work in case of an absence. Tests or quizzes must be scheduled with the teacher to be made up outside of class time. Consistent tardiness or absences will result in Recovery Time per Dixie Middle School policy (see student handbook).

Classroom Technology & Device Policy

Technologies have been selected and will be used to enhance student experience, proficiency, and achievement in and out of the classroom.

App Name	Description
Quizlet / Kahoot	Interactive study tools, flashcards, and

	review games
Flip / Canva / Google Slides	Platforms used for student presentational speaking, video vlogs, and slideshows
Aprenderespañol.org	Online grammar and vocabulary lesson activities
StudySpanish.com	Interactive practice worksheets
Spanishlearninglab.com	Listening and reading lesson activities

Device Policy

Chromebooks, iPads, and other devices may be used to access approved technologies or to look up words/phrases for translation **only when authorized by the teacher**. Uses unrelated to learning activities detract from the learning environment and will not be permitted. Please consider this your warning. Any electronic devices used inappropriately in class will be taken to the office.

Spanish II Learning Targets and Key questions

Unidad 1: **Las nacionalidades/En la ciudad/A viajar (GVC) (Septiembre - Octubre)**

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?
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 vas a llegar?
Quiz	¿Cómo llego a...?
1. Cptls/Cntrs/Ntnlts 2. Antes de viajar y transporte 3. ¿Cómo llego a...? 4. ¿Para qué vas/ y ¿Dónde vas?	

Proyecto: **Google Slides & Oral Presentation: Virtual Tour of a Spanish-Speaking City / "Presentación Oral: Tour Virtual por una Ciudad Hispanohablante**

Investiga una ciudad hispanohablante y crea una presentación en Google Slides (6 diapositivas) para exponerla en vivo frente a la clase.
 Create a 6-slide Google Slides presentation about a Spanish-speaking city of your choice and present it live in front of the class!

Unidad 2: **Cuerpo sano, mente sana (GVC) (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?

Proyecto: Wellness & Daily Routine Vlog / Vlog: Mi Rutina y Consejos de Salud

Graba un video estilo "Get Ready With Me" (Arréglate conmigo) o un Vlog de Bienestar (1–2 minutos). Muestra 3 acciones de tu rutina diaria usando verbos reflexivos ("Primero me lavo la cara, luego..."). Después, simula que fuiste al médico o que no te sientes bien: señala partes del cuerpo, explica qué te dolió o qué te duele ("Me duele la cabeza") y da 2 consejos para cuidar la salud ("Debes beber agua"). Record a "Get Ready With Me" or Wellness Vlog (1–2 minutes)! Demonstrate 3 actions from your daily hygiene routine using reflexive verbs. Then, describe a time you didn't feel well: identify body parts, state what hurts or hurt ("Me duele..."), and give 2 pieces of advice on how to stay healthy ("Debes dormir más...").

Unidad 3: La ropa y las compras (GVC) (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	

Proyecto: Past Shopping Haul" / "Mi Historia de Compras en Pasado

Crea un video de "Shopping Haul" o muestra de compras (1–2 minutos) contando una experiencia de

compras en el pasado (usando el pretérito). Muestra 2 o 3 prendas de vestir que compraste. Describe el color, la tela o el estampado de cada prenda, di cuánto costó cada una, en qué tienda la compraste y cómo te queda ("Me queda bien/grande").

Record a "Shopping Haul" video (1–2 minutes) sharing a past shopping experience using the preterite tense! Show 2 or 3 clothing items you bought, describe their color, fabric, or print, state where you bought them, how much they cost ("Costó \$20 dólares"), and how they fit you ("Me queda...").

Unidad 4: El entretenimiento (GVC) (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	

Proyecto: Entertainment Review & Comparison" / "Reseña y Comparación de Entretenimiento

Crea una reseña en video o afiche digital (1–2 minutos) comparando dos formas de entretenimiento (dos películas, dos géneros de música, dos libros o dos deportes). Explica cuál es tu favorito y por qué. Usa estructuras de comparación ("Esta película es más divertida que...", "Es mejor que...") y da tu opinión sobre ambas opciones.

Create a short video review or digital poster (1–2 minutes) comparing two forms of entertainment (e.g., two movies, music genres, books, or sports). Express your favorite, compare both options using comparative structures ("Es más... que..." / "Es mejor que..."), and explain why you prefer one over the other.

Unidad 5: La comida y cocinar (GVC) (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	

Proyecto: **Cooking Show Video: Cooking Routine & Recipe / Video: Mi Programa de Cocina y Receta**

Graba un video estilo "Programa de Cocina" (1–2 minutos) preparando o simulando la preparación de tu receta favorita. Muestra los ingredientes y las medidas necesarias ("Necesitamos una taza de..."). Luego, explica paso a paso las instrucciones usando conectores de orden ("Primero...", "Segundo...", "Después...", "Para terminar...").

Record a 1–2 minute "Cooking Show" video demonstrating or simulating how to make your favorite recipe! List the necessary ingredients and measurements ("Necesita una taza de..."), and explain the step-by-step cooking instructions using sequence words ("Primero...", "Segundo...", "Después...", "Para terminar...").

Acknowledgement of Agreement & Media Consent: *Acknowledgement of agreement is made by turning in this assignment in Canvas with this statement copied into the text box, or by signing below and returning:*

Student and Parent have read, understand, and agree to comply with the information found in the Spanish I course disclosure statement. Additionally, the parent/guardian grants permission for the student to use technology and recording tools (video/audio) for class projects, and agrees to support and guide them in completing these recordings.

Student Name & Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Current parent/guardian email address: _____

Aviso de Conformidad y Consentimiento de Medios: *La aceptación de este acuerdo se realiza al entregar esta tarea en Canvas con esta declaración copiada en el cuadro de texto, o firmando a continuación y devolviendo este documento:*

El estudiante y el padre/tutor han leído, entendido y aceptan cumplir con la información contenida en la declaración del curso de Español I. Asimismo, el padre/tutor otorga su permiso para que el estudiante utilice herramientas tecnológicas y de grabación (video/audio) para proyectos escolares, y se compromete a apoyarlo en la realización y supervisión de dichas grabaciones.

Nombre y firma del estudiante: _____ **Fecha:**

Firma del padre/tutor: _____ **Fecha:**

Correo electrónico actual del padre/tutor: _____