

CURRICULUM OVERVIEW: SPANISH II

COURSE DESCRIPTION

Spanish II is the continuation of the Spanish I class introduced during sophomore year. We will repeat appropriate material from the previous year, and expand the vocabulary and communication structures of the Spanish language utilizing both written and oral forms.

DAILY/WEEKLY RHYTHM

Within the context of a themed unit (i.e. travel, sports, weather, etc.), the students will daily work on vocabulary, grammatical structures, and communicative usage of the material. On a weekly basis, we will have cultural contexts for the language. There will be daily vocabulary quizzes, workbook exercises, weekly quizzes and unit tests. Students will utilize a textbook, workbook, and readers from the designated curriculum and are encouraged to create various daily study tools, i.e. flashcards

CONTRIBUTION TO LEARNING GOALS

To help in the spiritual goal, each class is begun with the reading of scripture and a prayer. Students are reinforced with the truth that language is a tool to communicate the Creator's plan for humanity, and Spanish is but another manner to express that message. It also reveals more of our God's character and attributes.

LEARNING OBJECTIVES

Spanish II has a number of specific learning objectives and they are described in detail in the *Spanish II Curriculum Guide*.

ASSESSMENT

Spanish classes value homework at 10%, quizzes at 25%, classwork assignments at 25% and unit exams (which includes oral evaluations) at 40%.

PARENT INVOLVEMENT

As juniors, students should be near academic independence. I encourage parents to maintain their relationship/communication with their child regarding the completion of their assignments and developing the independent study skills necessary for post-high school academic success. RenWeb is still updated regularly, and if desired, may be accessed for verification of homework, daily lesson plans and current grade standing. Communication with the teacher is encouraged, not only to maintain regular dialogue regarding the development of the student, but also to ensure that potential difficulties may be minimized and addressed appropriately.