The purpose of this document is to provide you with clear expectations in order for you to be successful in Spanish.

**Objectives**

Welcome to Spanish Two. In this course, students will continue to develop skills in the four areas of listening, speaking, reading and writing in concert with the examination of Latino culture. Communication—face-to-face, in writing or through reading, is at the heart of second language study. Upon completion of this course, students should be able to:

* Handle successfully a limited number of interactive, task-oriented and social situations.
* Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a restricted manner and with some linguistic inaccuracy.
* Circumlocute in order to compensate for limited vocabulary.
* Narrate in the present and past tenses with limited hesitation.
* Read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs.
* Write short passages, post cards, and short, simple letters.
* Identify the similarities and differences in cultural practices and socio-political perspectives of some Spanish speaking communities.

**Expectations**

In addition to following the rules set forth by AISD, I issue one simple imperative: **Treat others the way you want to be treated.** I’m not the first to say it, but I aim to live it, and hopefully you will too.

**Se habla español en la clase.** I do not expect you to speak perfectly or fluently, but as the year progresses, you should be able to ask and respond to questions in Spanish. I will speak in Spanish 90% of the time, meaning that the last five minutes of class is when we will clarify anything in English.

**Bring your materials to class.** Every day you will need your Spanish materials. You need these tools to adequately perform in class.

**Learning Objectives Spanish 2**

The following are the learning objectives established by the department in order of importance and relevance.

**A**

Hacer, querer, and venir in the preterite

Irregular verbs in the preterite

Decir in the present and preterite

Verbos con el cambio e-i en el presente

Verbos con el cambio e-i, o-u en el pretérito

Talk about past habitual and routine actions

Describe people and events in the past

Talk about present and past events

Preterite vs. Imperfect

Implement the use of the future tense

Compare objects and people

The 24-hour clock and the metric system

Order food or a beverage at a restaurant

Identify eating utensils and dishes

Use direct object pronouns

Implement the use of the future tense

Implement the use of the conditional tense

Implement the use of the present perfect

Compare things with like characteristics

Use direct and indirect object pronouns

Use demonstrative pronouns

Give commands

16 de septiembre

ddm

5 de mayo

**B**

Use words and expressions related to train travel

 Describe various types of trains and train services

 Identify more foods

 Make a reservation at a restaurant

 Describe some cuisines of the Latino world

 Talk about computers, email, the Internet, faxes, and phones

 Make and receive telephone calls in Spanish

 Shop for apparel and food in Spanish-speaking countries

 Ask for the quantities and sizes you want

 Find out prices

 Passive voice with impersonal se

 Give details about location

 Check into and out of a hotel

 Discuss lodging in the Spanish-speaking world

 Talk about air travel

 Implement the use of the imperfect progressive

 Use object pronouns with the imperfect progressive

 Talk about foods and food preparation

 Talk about accidents, medical problems, and hospital stays

 Talk about health care in various areas of the Spanish-speaking world

**C**

The AVE train in Spain (José Luis and Maripaz go to Sevilla)

The train from Cuzco to Machu Picchu

La Plaza de Armas, Cuzco

Talk about shopping practices in Spanish-speaking countries.

Talk about popular games and hobbies

Talk about activities in the park

Talk about life in the city and the country

Describe your favorite pastime

Talk about pastimes in Spanish-speaking countries

Ask for things you need while in a hotel

Discuss the influence of geography on travel in Latin America

Talk about air travel in Latin countries

**Classroom Behavior**

The following consequences are in response to behavior not in compliance with the basic rules of the classroom listed above.

* First infraction: verbal warning
* Second infraction: time out/chat outside in which we address the issue and reach an understanding
* Third infraction: a brief conference with Profe Sclerandi followed by a call home to parents
* Fourth infraction: discipline referral
* Grievous infractions: Extreme or offensive behavior will result in a call to security and an immediate discipline referral.

# Grading

The grading policy at Austin High School is:

 50% Major grades: tests, projects, and presentations

 50% Minor grades: quizzes, individual practices, daily grades.

For your first homework grade, please sign that you have read these expectations and consequences and have your parent or guardian sign it as well, and return this form tomorrow.

**Parents and guardians,**

Please take a moment to read over the expectations and consequences for students in this class and sign or initial that you have seen this document. It is important to me that you are as aware of my expectations as your children are. I am always excited to chat or visit with parents over the phone or at the school. If you have any questions or comments, please visit my website and/or email me. I appreciate the opportunity to serve your kids.

Regards,

Lonnie “Profe” Sclerandi Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lawrence.Sclerandi@austinisd.org Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

profesclerandi@weebly.com

 Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_