

## Course Syllabus

### Course Description:

Spanish IIB is an intermediate-level Spanish course designed for independent learners. Through videos, audio clips and a variety of interactive activities and cultural interviews students will see and hear native speakers around the Spanish-speaking world. Students will participate in both written and oral activities designed to incorporate the new vocabulary and grammar they have learned each unit.

Key components of this course are: unit assignments, virtual classroom participation, discussion board posting and a term project. Students are assessed via unit vocabulary tests, completion of unit assignments, participation in unit virtual classroom discussions, timely postings to the discussion board, a final examination and successful completion of the Term Project. Unit Suggestions will guide the student in completing these tasks successfully. Specific learning outcomes and reading assignments are provided on a unit basis.

Spanish IIB is intended to be the second half of a second year Spanish course at the end of which the successful student will be able to participate in everyday conversations in Spanish. Both Spanish IIA and Spanish IIB have been designed so that the student can proceed at an even pace throughout the semester. However, both courses require that the student do additional reading the first unit of the course and the seventh unit of the course. Therefore, it is important that the student familiarize him/herself with the online course and begin reading immediately.

### Learning Outcomes:

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Upon successful completion of Spanish IIB, students will be able to:

- Talk about travel plans
  - Persuade people
  - Describe rooms, furniture, and appliances
  - Talk about shopping
  - Ask for and give opinions
  - Make comparisons
  - Discuss ways to save and spend money
  - Describe geographic characteristics
  - Make future plans
  - Talk about nature and the environment
  - Discuss outdoor activities
  - Describe the weather
  - Make predictions
  - Talk about ecology
  - Comment on conservation and the environment
  - Talk about how you would solve problems
  - Discuss jobs and professions
  - Describe people, places, and things
  - Complete an application
  - Prepare for an interview
  - Interview for a job
  - Evaluate situations and people
  - Talk on the telephone
  - Report on past, present, and future
  - Describe duties, people and surroundings
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**Required Text:** Publisher: McDougal Littell  
 Title: ¡En español! Level 2 High School  
 Author(s): Gahala  
 Year published: 2004  
 Student edition text: ISBN 0618250638

**Recommended Text:** None

**Prerequisites:** Spanish I

**Course Methodology:**

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with online tutorials, online and hands-on simulations.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

Unit	Topics	Vocabulary	Grammar	Readings
1	<ul style="list-style-type: none"> <li>• Talking about travel plans</li> <li>• Persuading others</li> <li>• Describing rooms, furniture and appliances</li> </ul>	<ul style="list-style-type: none"> <li>• Describe rooms furniture and appliances</li> <li>• Talk about travel plans</li> <li>• Persuade others</li> </ul>	<ul style="list-style-type: none"> <li>• Subjunctive to express hopes and wishes</li> <li>• Irregular subjunctive forms</li> </ul>	Unidad 4, Etapa 1 (pgs. 252-273)
2	<ul style="list-style-type: none"> <li>• Talk about shopping</li> <li>• Ask for and give opinions</li> <li>• Make comparisons</li> <li>• Discuss ways to save and spend money</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons</li> <li>• Talk about shopping</li> <li>• Discuss saving and spending</li> <li>• Ask for and give opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Comparatives and Superlatives</li> <li>• The subjunctive with expressions of doubt and emotion</li> </ul>	Unidad 4, Etapa 3 (pgs. 296-319)

		<ul style="list-style-type: none"> <li>• Other words and phrases</li> </ul>		
3	<ul style="list-style-type: none"> <li>• Describe geographic characteristics</li> <li>• Make future plans</li> <li>• Talk about nature and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about nature and the environment</li> <li>• Describe geographic characteristics</li> <li>• Make future plans</li> </ul>	<ul style="list-style-type: none"> <li>• The future tense</li> <li>• Expressions with <i>por</i></li> <li>• <i>Nosotros</i> commands</li> </ul>	Unidad 5, Etapa 1 (pgs. 326-347)
4	<ul style="list-style-type: none"> <li>• Discussing outdoor activities</li> <li>• Describing the weather</li> <li>• Making predictions</li> <li>• Talking about ecology</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about ecology</li> <li>• Describe the weather</li> <li>• Discuss outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular forms of the future tense</li> <li>• Weather expressions</li> <li>• Expressions with <i>para</i></li> </ul>	Unidad 5, Etapa 2 (pgs. 348-369)
5	<ul style="list-style-type: none"> <li>• Commenting on conservation and the environment</li> <li>• Talking about how you would solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on conservation/the environment</li> <li>• Talk about how you would solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Por</i> or <i>para</i></li> <li>• The conditional tense</li> </ul>	Unidad 5, Etapa 3 (pgs. 370-393)
6	<ul style="list-style-type: none"> <li>• Discussing jobs and professions</li> <li>• Describing people, places, and things</li> <li>• Completing an application</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss jobs and profession</li> <li>• Describe people, places and things</li> <li>• Complete an application</li> </ul>	<ul style="list-style-type: none"> <li>• Review of present and present progressive</li> <li>• The impersonal <i>se</i></li> <li>• Past participles as adjectives</li> </ul>	Unidad 6, Etapa 1 (pgs. 400-421)
7	<ul style="list-style-type: none"> <li>• Preparing for an interview</li> <li>• Interviewing for a job</li> <li>• Evaluating situations and people</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for an interview</li> <li>• Evaluate situations and people</li> <li>• Interview for a job</li> </ul>	<ul style="list-style-type: none"> <li>• Review of preterite and imperfect</li> <li>• The present perfect</li> <li>• The present perfect-irregular verbs</li> </ul>	Unidad 6, Etapa 2 (pgs. 422-443)
8	<ul style="list-style-type: none"> <li>• Talking on the telephone</li> <li>• Reporting on past, present, and future</li> <li>• Describing duties, people and surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• Talk on the phone</li> <li>• Describe duties, people, and surroundings</li> <li>• Report on past, present, and future</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing future and conditional</li> <li>• Reported speech</li> </ul>	Unidad 6 Etapa 3 (pgs.444-467)

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**Assessment:**

- Quizzes = 242 points total
  - Discussion Board Items = 10 points per forum
  - Assignments = 10 points per assignment
  - Project = 50 points
  - Final Exam = 80 points = four paragraphs each worth 20 points
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**Grading Scale:**

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

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**Student's Role and Responsibilities in this Course****Expectations:**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS .

**Communication:**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects your performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she are to email the Help Desk as soon as possible at [helpdesk@spectrumpacific.com](mailto:helpdesk@spectrumpacific.com) or call 1-877-533-4733. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS .

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**Time Required For This Course:**

Students should plan to allocate at least 12-15 hours a unit on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams.

It is highly recommended that students organize themselves around the course schedule.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

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**NUVHS  
Expected  
Schoolwide  
Learning  
Results  
(ESLRs)**

**NUVHS Expected Schoolwide Learning Results (ESLRs):**

It is anticipated that NUVHS students will be:

**Engaged Learners**

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

**Critical Thinkers**

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

**Effective Communicators**

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

**Global Citizens**

1. Appreciate the value of diversity
  2. Understand the range of local and international issues facing today's global community
  3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
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