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## Add New / Reinstate Courses

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#### Teacher Contact

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\* **Was this course Previously Approved by UC?** No

\* **Course Title:** a-g Spanish II

\* **Transcript Title /Abbreviation:** Transcript Title /Abbreviation: Course Code  
a-g Spanish II

\* **Seeking "Honors" Distinction:** No

\* **Subject Area:** Language Other than English

\* **Category:**

\* **Language:**

\* **Grade Level  
for which this  
course has been  
designed:**

9  10  11  12

\* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

\* **Is this course classified as a Career Technical Education:** No

#### \* **Brief Course Description**

This course expands and refines the speaking and listening skills necessary to attain competence in complex conversations and reading and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be taught.

#### **Pre-Requisites**

Grade of C or better in a-g Spanish I - Required

#### **Co-Requisites**

**Context for Course  
(optional)**

**History of Course Development  
(optional)**

#### **Textbooks**

**TEXTBOOK 1**

\* **Title:** Buen Viaje! Spanish 2

\* **Edition:** 2006

\*  
**Publication Date:** 2006

\*  
**Publisher:** Glencoe

\*  
**Author(s):** Glencoe

**URL Resource:**

\* **Usage:** Primary Text

Read in entirety or near entirety

**Supplemental Instructional Materials**

Spanish Ultimate Year 2, Power Glide

A multi-media, game-based approach makes this introductory Spanish course different from traditional approaches to language learning. Advanced teaching techniques are used to turn compelling adventures and activities into rigorous lessons in grammar and vocabulary. This course provides a solid foundation for reading, speaking, writing, and understanding Spanish and cultivates a passion for the language through exposure to culture and dynamic experiences of real people and real places. This course also features cutting-edge adaptive learning technology that lets students select the learning style that's right for them.

PowerGlide is very good for conversational acquisition of the language and Buen Viaje supports students learn vocabulary and increase their comprehension,

reading and writing skills.

The New World Spanish/English English/Spanish Dictionary, 1996, Signet

501 Spanish Verbs, 4th edition, Christopher Kendris, Ph.D., Baron Educational Series

### \* Course Purpose

The purpose of this course is:

1. To develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts.
2. To develop the ability to understand and respond to the language demands of transactional and social contacts.
3. To provide a sound linguistic base for further study, work and leisure.
4. To offer students insights into the Spanish and Latin American cultures while providing effective ways to integrate comprehension and productive skills with the teaching of culture.
5. To provide an opportunity for enjoyment, creativity and intellectual stimulation in the study of a foreign language.

### \* Course Outline

The main objective of this course is to teach intermediate level Spanish with emphasis on reading, writing, speaking, and listening comprehension. Students will build on skills learned in Spanish 1 to become proficient in reading, writing, listening, and speaking Spanish. Students will master the use of the past tenses and learn to describe, narrate, and express opinions in Spanish while learning to make connections and comparisons between other cultures and their own.

In addition to the 2 verb tenses learned in Spanish I, eleven more tenses are covered. Also covered in-depth are indirect objects, reflexive verbs and tacking objects on the end in command forms.

With each assignment out of the text, students are also assigned to work in the Power Glide program.

#### Unit 1:

- Students will be able to introduce self, talk about school, nationalities, families, sports and travel.
- Students will review VOCABULARIO: la escuela, la familia, los deportes, el viaje.
- Students will review GRAI VIATICA: present tense —ar, -ir, -er verbs, present tense ir, dar, estar, the use of ser with nationalities, stem-changing present tense verbs, “yo-go” verbs, ser vs. estar, present tense reflexive verbs.
- Students will learn VOCABULARIO: el verano, el invierno
- Students will learn to form the preterit past tense.
- Students will learn time expressions used to show past tense (ayer, anoche, etc.)
- Students will be able to describe past events using preterit tense.

#### Unit 2

- Students will be able to talk about travel.
- Students will be able to use irregular past tense verbs: hacer, querer, venir/estar, andar, tener /poder, poner, saber.
- Students will learn to practice the sounds of ñ, and ch.
- Students will practice reading skills of skimming, scanning, and making inferences.

#### Unit 3

- Students will be able to talk about favorite foods.
- Students will be able to order foods and respond appropriately in restaurant settings.
- Students will learn to use the e ~ i stem changing verbs in the present tense and past tense.
- Students will read and make comparisons between American foods and those of Mexico, El Caribe, and España.
- Students will learn about customs surrounding El Dia de los Muertos.

#### Unit 4

- Students will learn VOCABULARIO associated with computers, and telephone.
- Students will learn proper telephone etiquette when making and receiving telephone calls.
- Students will learn to use the imperfecto past tense to narrate and describe in the past.
- Students will learn to make comparisons between the technology of the US and that of other Spanish-speaking countries.

#### Unit 5

- Students will learn VOCABULARIO associated with clothing, shopping, stores, food.
- Students will learn to ask for quantities and sizes of clothes and to ask about prices.
- Students will learn about different past tenses.
- Students will learn about shopping practices in Spanish-speaking countries.
- Students will learn to express feelings in past tense (preterite of querer and creer)

#### Unit 6

- Students will learn VOCABULARIO associated with past times, hobbies, the park, and sports.
- Students will learn to talk about what will happen in the future. (future tense)
- Students will learn to give details about location.
- Students will learn to compare people and things (más o menos... que)
- Students will learn about pastimes in Spanish speaking countries.
- Students will learn about different literary genres in Spanish.

#### Unit 7

- Students will learn VOCABULARIO associated with hotels,
- Students will be able to check in and out of a hotel.
- Students will be able to ask for things they need in a hotel.
- Students will be able to talk about future events. (irregular future tense verbs)

#### Unit 8

- Students will learn VOCABULARIO associated with airplane travel, the airport,

and travel.

- Students will learn to express conditions. (conditional)
- Students will learn to use double object pronouns.

#### Unit 9

- Students will learn VOCABULARIO associated with body parts, injuries, and hospital.
- Students will learn to talk about recent events using the present perfect.
- Students will learn to make comparisons of equality. .... . como)

#### Unit 10

- Students will learn VOCABULARIO associated with the city and the country.
- Students will learn to describe things that were happening. (imperfecto progresivo)
- Students will be able to point out people and things using demonstrative pronouns.

#### Unit 11

- Students will learn VOCABULARIO associated with food, and nutrition.
- Students will be able to talk about food and food preparation.
- Students will learn to give both formal and informal commands.
- Students will learn about dishes from Latin America and Spain and talk about the origin of foods.

#### Unit 12

- Students will learn VOCABULARIO associated with automobiles and the road.
- Students will learn to give directions on the road.
- Students will learn to tell family and friends what not to do. (mandatos)
- Students will learn about car travel in Spanish-speaking countries.

### \* Key Assignments

In each of the Buen Viaje chapters instruction will go as follows:

- \* Introduce vocabulary.
- \* Complete workbook pages and class activities that reinforce and apply the new

vocabulary. Use the new vocabulary in conversations outlined in the text.

- \*Create new conversations with the chapter vocabulary together with other member of the class. learn new grammar concepts designated in each chapter.
- \*Take notes during grammar lecture and examples.
- \*Complete workbook pages that reinforce and apply new grammar concepts.
- \*Use the grammar in conversation.
- \*Create questions and answers using newly learned grammar.
- \*Read and discuss lectura sections in each chapter.
- \*Become familiar with Hispanic authors. Take practice quizzes online. \*Complete Chapter Assessments in class to demonstrate mastery.
- \*\*Complete assignments in the PowerGlide curriculum.

Other assignments may include, but are not limited to:

- \*Show and tell about favorite sports/family trees and present to class in Spanish
- \*Create a comic strip, using Spansih vocabulary, (eg. chapter on sports and past times) and illustrate student's past summer, school year, etc.
- \*Create a travel brochure in Spanish
- \*Create/role-play restaurant role plays, menus, food, etc.
- \*Write a fairy tale in Spanish using imperfect to narrate in past.
- \*Write recipes for favorite foods.
- \*Teach the class to do something using spoken commands in Spanish

### \* Instructional Methods and/or Strategies

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case. Teacher incorporates the formal method outlined in the Glencoe curriculum, and supplements with natural language acquisition techniques, such as, Total Physical Response and Sheltered Vocabulary Reading and Writing. The following methods/strategies will be used for all students:

1. Daily warm-up. Familiar saying/poem written in Spanish on board. Students try to figure out what it says.
2. Cooperative Learning - pair and group activities, interviews, games, jigsaws, pair/share.
3. Glencoe worksheets and online website activities.
4. Lectures



5. Powerglide assignments that compliment topic.
6. Grammar/Vocabulary assignments.
7. Journaling
8. Role playing
9. Reading/Writing
10. Listening/Speaking
11. Debate
12. Presentation
13. Guest Speakers
14. Spanish Videos that relate to culture/topics
15. Spanish Music
16. Spanish Food

#### \* Assessment Methods and/or Tools

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of multiple choice, short essay format, oral language production and student presentations, individually and in groups. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified teacher. Feedback is provided on all written and oral work with student revision and rewrite completed when appropriate.

Assessment tools include the following but are not limited to:

1. HQ Spanish teacher reviews all work weekly.
2. Porfolios
3. Observation of oral language and pronunciation
4. Student demonstrations
5. Student grades
6. Written examinations - quizzes, comprehensive midterms and finals

Exams will include the following aspects: Listening/Reading comprehension, Grammar/Vocabulary and Writing.

7. Research projects
8. Oral communication
9. Demonstrations
10. Projects
11. Homework
12. Power Glide Evaluation/Feedback

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