

a-g SPANISH 2 A & B

COURSE TITLE/ TRANSCRIPT CODE

a-g Spanish 2A 7R9920

a-g Spanish 2B 7R9921

COURSE DESCRIPTION

This second-year Spanish course builds upon the content covered in Spanish 1. In this course students' will gain increased familiarity with the history, culture and language of Spanish speaking countries. Students will review the basic concepts of first-year Spanish and then build on that foundation to develop increased skills & fluency in reading, writing, speaking, and listening.

PREREQUISITES: Spanish 1, with a grade of "C" or better recommended.

REQUIRED TEXTBOOK: EXPRESATE! SPANISH 2; 2008; Holt, Rinehart and Winston

SUPPLEMENTARY MATERIALS:

The supplemental materials are not required, but are listed for those students who could benefit from additional practice.

--- Holt Spanish, Level 2, EXPRESATE!, CUADERNO DE ACTIVIDADES, Student Edition, Holt, 2008

--- Holt Spanish, Level 2, EXPRESATE!, CUADERNO DE VOCABULARIO Y GRAMATICA, Student Edition, Holt, 2008

--- Holt Spanish, Level 2, EXPRESATE!, Independent Study Guide, Holt, 2008 --- A Spanish/English dictionary

--- Audio CD's for EXPRESATE 2, DVD's for EXPRESATE 2.

COURSE PURPOSE

Spanish 2 students will:

- expand their vocabulary and grammar skills through written and oral exercises.
- expand their knowledge of Spanish-speaking cultures of the world.
- gain fluency in listening, speaking, reading and writing that was initially built in Spanish 1.
- master the topics in the course outline.
- further develop listening/ speaking/ pronunciation skills through the use of CDs, cassettes &/or computer-based resources as well as person-to-person communication opportunities.
- become more effective communicators.
- apply information learned to real life situations
- be able to talk about things that happened in past and future.

COURSE OUTLINE

Spanish 2 Course Outline/ Content

VOCABULARY INSTRUCTION

Opportunities for learning vocabulary include book and workbook exercises, audio and audio-visual CD's and DVD's, as well as conversational opportunities.

Chapter 1:

- Parts of the house
- Household chores
- Family members
- Travel plans and activities
- Offering help and talking about chores
- Talking about plans and places

Chapter 2:

- Parts of the house
- Furniture
- Chores
- Describing a house
- Professions
- Work-related verbs

Chapter 3

- Names of stores
- Places around town
- Places in the city
- Ordinal numbers

Chapter 4

- Competitions
- Emotional reactions
- Parts of the body
- Injuries
- Illnesses
- Treatments and advice

Chapter 5

- Routine activities
- Getting ready
- Telling someone to hurry
- Reminding someone to do something
- Pastimes and interests
- Time expressions

Chapter 6

- Childhood activities
- Toys and games
- Adjectives to describe people
- Life events
- Describing people and things in the past

Chapter 7

- Menu words
- Restaurant terms
- Foods

- Adjectives to describe food
- Ordering in a restaurant
- Food terms measurements
- More food adjectives

Chapter 8

- Buying and selling terms
- Adjectives to describe clothing
- Handicrafts
- Jewelry
- Materials

Chapter 9

- Nature
- Animals and plants
- Weather and natural events
- Camping terms
- Outdoor activities

Chapter 10

- Travel words
- Methods of payment
- Places to visit
- Things to do
- Writing a letter or email

GRAMMAR

Grammatical instruction is completed through a combination of book and workbook assignments, as well as through audio exercises, and in conversation practice.

Chapter 1

- Nouns, adjectives and gustar
- Present tense of regular and stem-changing verbs
- Present tense of e to ie stem changing verbs and irregular verbs
- Reflexive pronouns
- Idioms with tener
- Verbs followed by infinitives
- Present progressive
- Ir a with infinitives
- Direct object pronouns
- Affirmative and negative informal commands

Chapter 2

- Indirect objects and indirect object pronouns
- Dar
- Decir
- Saber and conocer
- Uses of Ser

- Prepositions
- Expressions followed by infinitives
- Preterite of regular verbs, hacer, and ir

Chapter 3

- Impersonal se and passive se
- Preterite of -car, -gar, and -zar verbs
- Preterite of conocer
- Irregular verbs in the preterite: andar, tener, venir, dar, ver
- Formal commands
- Irregular formal commands
- Commands with pronouns
- Object and reflexive pronouns with commands

Chapter 4

- Irregular preterits Poner, Decir, Ser, and Estar
- Preterite of stem-changing -ir verbs
- Verbs with reflexive pronouns and direct objects
- Past participles used as adjectives
- Use of articles with parts of the body
- Preterite of Caerse

Chapter 5

- Preterite of poder and traer
- More verbs with reflexive pronouns
- Reflexive and direct object pronouns
- Possessive pronouns
- Negative expressions
- Hace with time expressions
- Pero and sino

Chapter 6

- Imperfect tense
- Imperfect of ir and ver
- Verbs with reciprocal actions
- Imperfect of ser and haber
- Preterite with mental and emotional states
- Preterite of creer, construir, leer, and oír
- Caerle a uno

Chapter 7

- Double object pronouns
- Commands with double object pronouns
- Reflexive pronouns with a direct object
- Adverbs
- More used of the imperfect
- Past participles used as adjectives

Chapter 8

- Imperfect and preterite
- Using the imperfect of ir a +infinitive
- Comparatives and superlatives
- Por and para
- Demonstrative adjectives ese and aquel
- Adverbs of place
- Adjectives as nouns

Chapter 9

- Comparing quantities
- Adjectives as nouns
- Preterite and imperfect to begin a story
- Preterite and imperfect to continue and end a story
- Subjunctive for hopes and wishes
- Subjunctive of stem changing -ir and irregular verbs
- Future tense

Chapter 10

- Present perfect
- Irregular past participles
- Subjunctive for giving advice and opinions
- Subjunctive of -car, -gar, -zar, -ger, and -guir verbs
- Preterite and imperfect
- Present progressive and future
- Subjunctive

CONVERSATION

Options for conversation opportunities include, but are not limited to the following: Practice with another student; Practice with another Spanish-speaking person in the student's family/ community; Make arrangements for a "conversation exchange" with a Spanish-speaking person who would like to develop his/her English-speaking abilities.

Chapter 1

- Describing friends and family members
- Asking about people, routines, and activities
- Expressing likes and dislikes

Chapter 2

- Talking about what people do for a living
- Introducing people
- Saying what needs to be done and complaining

Chapter 3

- Asking for information
- Asking where someone went and what s/he did
- Asking for and giving directions
- Asking for clarification

Chapter 4

- Talking about how something turned out
- Talking about and reacting to an event
- Talking about getting hurt
- Asking for and giving advice

Chapter 5

- Expressing interest and disinterest
- Talking about how long something has been going on

Chapter 6

- Talking about what you used to like and dislike
- Saying what you used to do and what you wanted to be
- Talking about an emotional reaction

Chapter 7

- Talking about how food tastes
- Talking about your diet
- Describing the preparation of food

Chapter 8

- Talking about trying on clothes and how they fit
- Talking about shopping for clothes
- Bargaining in a market
- Stating preferences

Chapter 9

- Talking about a place and its climate
- Telling a story
- Talking about what you and others will do
- Wondering out loud

Chapter 10

- Asking for and making recommendations
- Asking for and giving information
- Talking about where you went and what you did
- Talking about the latest news

CULTURE

Activities for studying culture include, but are not limited to, the following:

- Cook meals from a Spanish-speaking culture/country a minimum of once a month)
- Check out subtitled Spanish-language films from the library, video rental store, or through the mail (i.e. Netflix).
- Participate in local celebration of holidays of the Spanish-speaking world (Mexican Independence Day, Dia de los Muertos, Cinco de Mayo, etc.)
- Listen to Spanish music.
- Watch documentaries about Spanish language speaking countries.
- Read travel guides about Spanish-speaking countries.
- Do an art project, exploring the arts and crafts of the Spanish culture (creating a piñata, papel picado, god's eye, etc.)

- Read children's books with myths or legends from the Spanish culture.
- Watch Spanish television programming.
- Select and read a historical novel set in a Spanish-speaking country (James Michener's *IBERIA* is a classic read that provides a vivid description of Franco's Spain).

Chapter 1: Mexico City

- Xochimilco gardens
- Mexican Independence Day (9/16)
- Aztec ruins in Mexico City
- Maria Izquierdo's "Mis Sobrinas"

Chapter 2 : Cuzco, Peru

- Terrace farming in Peru
- Llamas
- Bilingualism in the workplace
- Potatoes and el Chuno
- Gladys Martinez Nosiglia "La Caserita"

Chapter 3: Santo Domingo, Dominican Republic

- Bachata music
- Plazas and other gathering places
- Growth of Santo Domingo
- Author Julia Alvarez
- Jose Morillo's "Merengue en el Pueblo"

Chapter 4 : Miami, Florida

- Calle Ocho festival
- Jai-alai
- Latin American Art
- Tourism in Miami
- Tere Pastoriza's " La zumba, el mamey y otras frutas tropicales"

Chapter 5: San Jose, Costa Rica

- African heritage
- Quetzal bird
- Marketing to Spanish Speakers
- Costa Rican oxcarts
- Music in San Jose
- Ezequiel Jimenez "Casa De Adobes"

Chapter 6 : Segovia, Spain

- Alcazar
- Winter sports in the Guadarrama Mountains
- Outdoor cafes
- Roman aqueduct
- Joaquin Sorolla y Bastida's "Clotilde y Elena en las rocas, Javea"

Chapter 7 : San Juan, Puerto Rico

- Yuca and casabe and Puerto Rican cooking
- El golfio

- Contemporary life
- History of Puerto Rico
- Ramon Frade's "El pan nuestro"

Chapter 8: Santiago, Chile

- Europeans in Chile
- Arpilleras
- Chilean handicrafts
- Modern history of Chile
- Ana Cortes' "El Mercado"

Chapter 9: El Paso, Texas

- Museum of Archaeology
- Ysleta and Spanish missions
- Conserving water in El Paso
- Hueco Tanks
- the art and music of El Paso
- Jose Cisneros' "El Paso antes de su fundacion"

Chapter 10 : Buenos Aires, Argentina

- Mar del Plata and Bariloche in Argentine
- Vacations in the Spanish-speaking world
- Eva and Juan Peron
- Origins of the tango
- Marilyn Itrat's "Libertad"

KEY ASSIGNMENTS

1. Students will read each chapter, finish chapter exercises, and chapter summary questions. Students will complete writing activities and audio components. Students will make recordings of their oral responses &/or have phone conversations with the Subject Matter Expert (SME).
2. Students will practice their Spanish oral communication skills on a daily basis.
3. Students will complete a minimum of one extra written assignment per week. An example from chapter 1 follows: Write a description of yourself that would allow a host family to decide if you would be a good match for the then and that would allow them to pick you out of a crowd at the airport on arrival.
4. Students will participate in a minimum of 5 cultural activities of choice per semester. Students will provide documentation of completion of these activities through oral &/or written reports, demonstrations, etc.
Options for cultural activities include, but are not limited to, the following:
 - Cook meals from a Spanish-speaking culture/country a minimum of once a month)
 - Check out subtitled Spanish-language films from the library, video rental store, or through the mail (i.e. Netflix).
 - Participate in local celebration of holidays of the Spanish-speaking world (Mexican Independence Day, Dia de los Muertos, Cinco de Mayo, etc.)
 - Listen to Spanish music.
 - Watch documentaries about Spanish language speaking countries.
 - Read travel guides about Spanish-speaking countries.

- Do an art project, exploring the arts and crafts of the Spanish culture (Create a piñata, papel picado, god's eye, etc.).
- Read children's books with myths or legends from the Spanish culture.
- Watch Spanish television programming.
- Select and read a historical novel set in a Spanish-speaking country (for example: James Michener's *IBERIA* is a classic read that provides a vivid description of Franco's Spain).
- Read short stories, articles, and poetry with a simple lexicon from a Spanish language speaking culture.

5. Students will take end-of-chapter tests, and two cumulative end-of-semester final examinations (one per semester). Tests will cover vocabulary, grammar, reading comprehension, listening as well as writing. Tests will include, but not be limited to, short answer and essay questions

6. Student will create two reports/projects related to a Spanish-speaking culture/ country (one per semester). Project options include, but are not limited to, the following: a written research report, a power point presentation, a hands-on project related to a cultural point studied, or a recorded oral presentation. Project topics must be preapproved by an Education Specialist (ES) &/or Subject Matter Expert (SME).

7. Students will participate in weekly Person-to-Person Communication activities:

Students will practice real conversation for a minimum of 1 hour/week, keeping a log of their conversation time. The communication partner can be another student, a Spanish-speaking person from the family or community, a Spanish speaker who wishes to do a "conversation exchange" in order to improve his/her English speaking abilities, etc.

At a Spanish 2 level, students will be building fluency, be able to construct simple sentences with relative ease and be able to talk about themselves and ask questions of others. They will begin to be able to talk about things in the past and things in the future.

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Instructional methods include, but are not limited to, the following:

Direct Instruction

Teacher demonstration

Guided practice

Multimedia presentation and support materials

Dialogs

Tutorials

CDs, cassettes, &/or computer-based resources

Grammar and vocabulary drills

Reading for understanding

Listening for understanding

Spanish language media and entertainment offerings

Student-directed personal study

Regular access to a Subject Matter Expert (SME)

ASSESSMENT METHODS AND/OR TOOLS

Students' progress will be assessed through a variety and/or combination of methods. The methods available include, but are not limited to, the following:

Regular review of work by Education Specialist (credentialed teacher) and Subject Matter Expert (SME)
Observations of and discussions with students
Student demonstrations/ presentations
Student work samples (written and oral)
Student written and oral responses
Student writing assignments
Portfolios
Participation
Final projects
Tests and Examinations

The final grades will be based on:

20% daily work
30% exams
25% oral exam or taped conversations
25% cultural report or presentation assessment