

*BVSD World Languages Course Outline*

# Spanish II

**Course Description:**

Spanish II furthers the study of grammar, vocabulary and an understanding of the culture through movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening:* Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking:* Students speak for a variety of purposes and audiences.
  - 1.3 *Reading:* Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing:* Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

**Adjectives:**

- comparative
- demonstrative
- possessive
- superlative

**Adverbs:**

- creating adverbs from adjectives

**Key Concepts & Structures**

**Idiomatic Structures:**

- *había una vez*
- *hace... que*

**Pronouns:**

- demonstrative
- direct object
- indirect object
- object of a preposition
- possessive

**Pronunciation:**

- sound
- discrimination

**Negative:**

- ningun/o/a

**Verbs:**

- past tense
  - imperfect
    - » regular
    - » irregular
  - preterite
    - » regular
    - » irregular
- commands
- reflexive

**Plus Expansion of Level I Key Concepts**

**Culture:**

- Students know and are able to ...
- observe and identify everyday cultural practices.
  - distinguish similarities and differences among cultures.
  - use culturally appropriate gestures and oral expressions.
  - listen to or read materials in the language from the cultures being studied.

**Student self-assessment:**

Based on the **Standards, Topics and Key Concepts and Structures** listed here, students should ask themselves ...

- 1.1 *Listening:* Can I understand Spanish when I hear it?
- 1.2 *Speaking:* Can I speak Spanish with a variety of people?
- 1.3 *Reading:* Can I read a variety of materials in Spanish?
- 1.4 *Writing:* Can I write Spanish for different purposes?
- 2 *Culture:* Can I use my knowledge of Spanish-speaking cultures?

**Level II Topics:**

1. Body Parts, Health, & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation
11. Plus Expansion of Level I Topics ...

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Body Parts, Health & Fitness:

- Identification of body parts
- Expressions of state of health
- Fitness activities
- Diet
- ↳ *Connecting Topics:* Daily Routines; Descriptions of People, Personalities & Nationalities; Dining Out, Leisure Time; Shopping, Sports
- 🌐 *Culture:* Medical care and diet

### Daily Routines:

- Personal hygiene and habits
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

### Description of People, Personalities & Nationalities:

- Physical and personality attributes
- Fashion
- Professions
- Word formations when referring to nationalities
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Leisure Time; Shopping; Sports
- 🌐 *Culture:* Celebrations; famous people; folkloric activities and clothing; similarities and differences

### Dining Out:

- Table settings
- Table conversation
- Toasting
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Leisure Time; Travel & Transportation
- 🌐 *Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

### Directions:

- Directions to a place
- Directions on how to do something
- Metric and English system vocabularies
- Numbers: 101-1000
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- 🌐 *Culture:* Metric system for travel and cooking; transportation alternatives

## Spanish II Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

### Leisure Time:

- School clubs
- Vacations
- Free time activities
- Family and community events
- ↳ *Connecting Topics:* All Topics
- 🌐 *Culture:* Similarities and differences

### School Schedule:

- Names and order of classes
- Preferences
- Locations within school
- Routine
- ↳ *Connecting Topics:* Daily Routines; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Similarities and differences

### Shopping:

- Variety of stores and merchandise
- Clothing, food, beverages
- Opinions
- Quantities and size
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Directions; Leisure Time; Sports; Travel & Transportation
- 🌐 *Culture:* Fashion; seasonal availability; Metric and English systems; electrical and electronic systems

### Sports:

- Names and equipment
- Preferences
- Abilities
- Sports clothing
- ↳ *Connecting Topics:* Body Parts, Health & Fitness; Daily Routines; Description of People, Personalities & Nationalities; Leisure Time; School Schedule; Shopping; Travel & Transportation
- 🌐 *Culture:* Popularity of sports; game rules

### Travel & Transportation:

- Local travel
- Geographic names
- Cardinal directions
- Trip preparation, itinerary, tickets and reservations
- Modes of transportation
- ↳ *Connecting Topics:* Dining Out; Directions; Leisure Time; School Schedule; Shopping; Sports
- 🌐 *Culture:* Similarities and differences

**Plus Expansion of Level I  
Topics and Key Concepts**

## Spanish II Performance Indicators

Topic	Communication	Culture
Body Parts, Health and Fitness	<ul style="list-style-type: none"> <li>Identifies and presents information on basic body parts.</li> <li>Interprets and presents information about state of health using common expressions.</li> <li>Exchanges, interprets, and presents information on fitness activities and diet.</li> </ul>	<ul style="list-style-type: none"> <li>Compares and contrasts cultural practices in areas of medical care and diet.</li> </ul>
Daily Routines	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about personal hygiene and habits.</li> </ul>	<ul style="list-style-type: none"> <li>Describes cultural similarities and differences in personal routines.</li> </ul>
Description of People, Personalities, and Nationalities	<ul style="list-style-type: none"> <li>Identifies, exchanges, and presents personal and biographical information including physical descriptions and personality attributes.</li> <li>Exchanges, interprets, and describes information about fashion.</li> <li>Exchanges, interprets, and describes information about professions.</li> <li>Applies correct word formations when referring to nationalities.</li> </ul>	<ul style="list-style-type: none"> <li>Describes similarities and differences in celebrations.</li> <li>Explain the influence of culture on clothing and clothing in folkloric activities.</li> <li>Identifies famous historical, literary, or artistic Spanish-speaking personalities.</li> </ul>
Dining Out	<ul style="list-style-type: none"> <li>Exchanges, interprets, and describes table settings and table conversations.</li> <li>Describes a toast in the context celebrations and appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in Spanish-speaking cultures.</li> </ul>
Directions	<ul style="list-style-type: none"> <li>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</li> <li>Follows oral and written directions to a specified location or on how to carry out a procedure.</li> <li>Describes similarities and differences between Metric and English Systems and applies the vocabularies of both.</li> <li>Exchanges, interprets and presents information using numbers 101-1000.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies transportation alternatives in Spanish-speaking cultures.</li> <li>Describes travel and cooking using the metric system.</li> </ul>

## Spanish II

### Performance Indicators (continued)

Topic	Communication	Culture
Leisure Time	<ul style="list-style-type: none"> <li>• Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and contrasts leisure time activities in Spanish-speaking cultures to ones' own.</li> </ul>
School Schedule	<ul style="list-style-type: none"> <li>• Exchanges, interprets and presents information about course schedules including names and order of classes.</li> <li>• Provides information regarding personal preferences about courses.</li> <li>• Describes locations within the school building.</li> <li>• Presents information regarding daily routines in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in schooling in Spanish-speaking cultures and ones' own.</li> </ul>
Shopping	<ul style="list-style-type: none"> <li>• Describes types of stores and merchandise available in a Spanish- speaking country.</li> <li>• Presents personal preferences for style and design of clothing, food and beverages.</li> <li>• Interprets and presents information about size, price, and quantity of items using authentic items.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the influence of culture on fashion.</li> <li>• Describes seasonal availability of merchandise.</li> <li>• Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in Spanish-speaking countries.</li> </ul>

## Spanish II Performance Indicators (continued)

Topic	Communication	Culture
Sports	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</li> <li>• Presents information on personal preferences for sporting activities.</li> <li>• Describes the personal abilities required for a sport activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the organization of team sports including game rules in a Spanish-speaking country.</li> <li>• Compares the popularity of sports in Spanish-speaking countries and the U.S.</li> </ul>
Travel and Transportation	<ul style="list-style-type: none"> <li>• Describes local travel.</li> <li>• Describes locations using geographic names.</li> <li>• Asks for or gives simple directions to specified locations using cardinal directions.</li> <li>• Follows oral and written directions to a specified location.</li> <li>• Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets, and reservations.</li> <li>• Exchanges, interprets, and presents information about modes of transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.</li> </ul>

### Key Concepts and Structures

- Adjectives: comparative, demonstrative, possessive, and superlative
- Ningun/o/a
- Sound and discrimination in pronunciation
- Creating adverbs from adjectives
- Pronouns: demonstrative, direct object, indirect object, object of a preposition, possessive
- Idiomatic expressions with *hacia una vez, hace . . . que*
- Verbs: past tense imperfect (regular and irregular) and past tense preterite (regular and irregular)
- Verbs: commands and reflexive