BOULDER VALLEY SCHOOL DISTRICT

**COURSE OUTLINE**

**Course Name:** Spanish II **Course Code: F72A**

**Designated Grade Levels:** 7-8th Grade  **Course Duration:** 1 Year

**Prerequisite/Recommendation:** Grade ‘C’ or better in Level I Spanish or placement test

**Teacher: Bragg School:** Louisville Middle

**Course Overview**.

Spanish II furthers the study of grammar, vocabulary, and culture learned in Spanish I. The course expands the students’ vocabulary while improving the students’ skill and competency in listening, speaking, reading and writing skills in Spanish. Students further develop reading comprehension skills through short stories, plays and poetry.

**Course Content**

**My self and Daily life**

I can…introduce myself including name, age, where I am from, nationality, what I like/dislike to do/eat

I can…introduce/describe (characteristics/personality) of people ( family, friends and teachers)

I can…ask for and tell the time, date and weather when asked

I can…describe my home, its rooms and furniture and the chores done in the home

I can…talk about the foods I like for each meal.

Vocabulary: describing people (personality and characteristics), time, date, weather, house rooms, furnitureand chores, food and meals

Grammar: subject/adjective agreement, basic conjugation of regular –ar, -er, -ir verbs.

**Classroom**

I can…describe what and where objects are in my classroom

 I can…talk about my school: class names, times, teachers, activities and my opinion about the class

 I can…describe the extracurricular activities I do: what, where, and when it is, and who else participates

 I can…describe the rules of the classroom/school and why the rules are necessary

 I can…compare two or more things (classes/people/rules) and describe the +/- of them.

 I can…explain what I learn in a given class

 I can…talk about how long ago I learned/did something

Vocabulary: classroom objects, subjects, extra-curricular activities, comparative words (more than/less than. better/worse)

 Grammar: stem-changing verbs (tener, almorzar, empezar, entender, repetir) affirmative/negative words (algo/nada, alguien/nadie, alguno/ninguno, siempre/nunca, también/tampoco), making comparisons (tan/tanto como) *saber/conocer, hacer* + time

**Daily Routines**

 I can…describe my daily routing from getting up to going to bed

 I can…talk about and compare how I prepare myself for different occasions

 I can…compare my daily routine with that of someone else

 I can…describe/talk about the differences between my work-week and weekend routine

 I can…describe the differences between my daily routine now and when I was younger

Vocabulary: daily routines, getting ready

Grammar : reflexive verbs, verbs *ser, estar*, possessive and demonstrative adjectives, preterite

**Community and Shopping**

I can…name/describe typical stores and what they sell

 I can…ask for or give the price of an item

 I can…describe what I bought, what it looks like, how it fits, and how much it cost.

 I can…describe what I bought for someone, why and for what occassion

 I can…give my opinion on how something looks on someone in terms of fit, style, color

 I can…give directions to a store or other place in the community

I can…describe typical places in a community

 I can…give directions of how to get to a place in the community

 I can…explain the rules of the road for driving (what to do and not to do)

 I can…describe the best mode of transportation needed to get somewhere and why

Vocabulary: places in the community, shopping, prices, money, directional words, modes of transportation, running errands,

Grammar : preterite tense of regular–ar, -er, -ir verbs; preterite tense of ir, ser, tener, estar, poder;

 demonstrative adjectives (este/ese, esta/esa, aquello/a); affirmative and negative tú commands;

 direct object pronouns,

**Childhood and family**

I can…describe the activities I did as a child

 I can…describe the toys I played with as a child

 I can…explain the behavior of myself and others as a child and explain why it was good or bad

 I can…tell a story that describes characters, explains a problem to solve, and resolves the problem.

 I can…describe/talk about the differences between occasions (birthday party, wedding, anniversary)

 I can…describe a situation/celebration and tell what people are doing (or were doing)

Vocabulary: toys, play terms, etiquette, holidays, celebrations, describing a situation

Grammar : imperfect (regular/irregular verbs), indirect object pronouns, present progressive irregular forms, preterite of stem changing –*ir* verbs, reflexive verbs, present perfect, verbs that use

 indirect objects.

**Emergencies**

I can…explain how I got hurt and what hurts to a doctor

 I can…give a news cast about an event/accident explaining in detail who, what, when, where, why

 I can…retell a story someone tells to me

 I can…explain basic first aid for minor accidents

 I can…train someone in what to do in case of an emergency

Vocabulary: natural disasters, emergencies, rescues, heroes, parts of body, accidents

Grammar : preterite (*oír, leer, creer, destruir, venir, poner, decir, traer*); present of stem-changing verbs moverse, sentirse; imperfect progressive and preterite; present and past progressive irregular forms.

**Entertainment**

I can…summarize and retell the story of a movie I have seen

 I can…discuss my opinion regarding a form entertainment (movie, play, etc) and why I like/dislike it

 I can…give a review of a form of entertainment

 I can…name and describe the different genres of movies, books, plays, and music

 I can…describe what *I have done/seen* and explain what and why I liked/disliked it.

Vocabulary: genres of TV, sports, movies, books, plays, music; adjectives of critique

Grammar : past perfect, past participle, verb ‘haber’, irregular past participles

**Food and Cooking**

I can…name and describe my favorite foods

 I can…describe a typical traditional meal from a Spanish speaking country

 I can…explain how to prepare a typical Spanish dish

 I can…give and explain safety rule for cooking

 I can…explain what to do if you get hurt (cut, burned) in the kitchen

Vocabulary: cooking, food, appliances, following/giving directions, camping

Grammar : positive and negative *tú* commands, impersonal *se*, *uste/ustedesd* commands, uses of *por*

**Travel and Vacation**

 I can…tell someone what they need to pack for a trip

 I can…describe what to expect when traveling (pitfalls and pleasures)

 I can…describe the dangers of travel and the precautions you need to take

 I can…describe a vacation I took talking about transportation, what I saw/did, and experienced

 I can….explain the skills you need to camp (things to take, starting a fire, how to cook, rules to follow

 I can…talk about easy meals to cook while camping including ingredients and preparation.

 I can… recommend a destination, giving my opinion with supporting evidence as to why one should go

Vocabulary: airport, traveling, staying in a hotel, tourists behavior, camping equipment and skills

Grammar : present subjunctive, irregular subjective verbs, stem-changing subjunctive verbs,

 impersonal expressions with subjunctive

**Work and Jobs**

I can…describe typical jobs and the skills required for that job

I can…describe my ideal job and explain why I would like it.

I can…explain what additional education I need for my ideal job and how I will get it.

I can…debate with someone about the importance of education vs experience in getting a job

Vocabulary: professions, making plans for future

Grammar : future tense, irregular future, present subjunctive with expressions of doubt

**Projects**

Both short and long-term projects focus on increasing language and cultural understanding using a variety of approaches and media. (Teachers will discuss specific projects in class.)

**Learning Materials and Resources**

* Text: Realidades (Prentice-Hall, 2008)
* Workbook: The Realidades workbook provides both Guided Practice (explanations with examples) and Core Practice (activities to test skill level). Most of the pages of the work book are also available through the textbook website embedded in the pages of the online text book.
* Realidades Web Site: phschool.com

Web site has on-line text book, practice exercises, audio and video recordings and downloadable files, games, self tests and more. Students will be given usernames and passwords by the beginning of the third week of school.

* IC: Provides access to student’s grades and general progress. Go to bvsd.org, click on IC portal and enter your password. (If you do not have a password, ask at the school office.)
* Lmspanish.weebly.com: Sra. Bragg’s web site. Has a wealth of information from study tips to links to activities and games that correspond to each of the chapters of the Realidades books.

**Expectations**

Students are responsible to be prepared for learning each day by being on time, having all materials ready. Specific policies on grading, homework and additional expectations will be discussed in class.

**Grading**

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| --- | --- | --- |
| **Summative**  | Formative  | Preparation/Production |
| **50%** | **40%** | **10%** |
| Grades in this category reflect a student’s mastery of course standards as demonstrated through district benchmarks. Grades may be based on assignments such as: | Grades in this category reflect a student’s progress towards course standards as demonstrated through district benchmarks. These are assessments activities that inform the teacher about the learning progress of a student. Grades may be based on activities such as: | Grades in this category reflect a student’s effort in completing work on time and regular homework or practice. Grades may be based on activities such as: |
| * Chapter exams
 | * quizzes
 | * workbook/text book activities
 |
| * projects
 | * project check pt. due dates
 | * web-based activities
 |
| * dialog presentations
 | * rough drafts
 | * vocabulary flashcards
 |
|  | * vocabulary/spelling activities
 | * organized, up-to-date notebook
 |
|  | * conventions/grammar activities
 | * + in-class participation
 |

**Late Credit:** Because all Formative grades reflect only a student’s progress towards course standards, all formative grades are graded on two scales, progress and punctuality. If a student turns in an assignment on time, she will receive full credit for punctuality (the P&P grade) and a formative grade that corresponds to her knowledge level demonstrated in her answers of the assignment. If a student turns in an assignment late, she will receive a ‘0’ for P&P and a formative grade that corresponds to her knowledge level demonstrated in her answers of the assignment. A student has four days to turn in a late assignment. Any work turned in after the four days will receive an "M" (missing) for both the formative and P&P categories and be worth no more than 50% credit.

**Relearn Option:** Because learning is the most important aspect of completing assignments, students may be allowed ONE opportunity to relearn some assignments to achieve a higher level of proficiency. To take advantage of this opportunity, a student must demonstrate proof of additional preparation by providing ‘corrections’ of the assignment in the form of an explanation of what was wrong and why, as well as what is the correct answer. A student has two days (from the day they receive it back from the teacher) to take advantage of this relearn opportunity.