

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline  
Spanish 2

Date: January 2014

Proposed Grade Level(s): 8

Grading: A – F

Prerequisites: Grade of ‘C’ in Spanish 1, or instructor approval

Subject Area: World Language

Course Length: 1 Year

Number of Credits: N/A

**BRIEF COURSE DESCRIPTION:**

Spanish 2 is a continuation of the Spanish 1 course. It completes the introduction begun in Spanish 1 to the language and culture of the Spanish-speaking world. The four skills of the language learning are again stressed: understanding, reading, speaking, and writing. There is continued focus on understanding and speaking. Through the use of text, video, audio, and workbook program, each student has the opportunity to gain basic mastery of everyday Spanish and to learn skills that will enable him/her to function in a Spanish-speaking environment.

**GENERAL GOALS/PURPOSES:**

Creating a facility for the target language

**STUDENT READING COMPONENT:**

The reading selections in each chapter expose students to a wide variety of Spanish text and culture.

**STUDENT WRITING COMPONENT:**

The writing assignments in each chapter facilitate their use of chapter vocabulary and grammatical structures in a personalized context.

**STUDENT ORAL COMPONENT:**

The speaking activities in each chapter provide a combination of role-playing, partner, and group activities. These activities give students a chance to integrate what they have learned in real communication with others.

**DETAILED UNITS OF INSTRUCTION:**

Each unit covers activities in communication, vocabulary, grammar, and culture that focus on a specific theme.

**Preliminary Unit:**

- Review greetings, likes/dislikes, description, information, school life, new school year
- Review *gustar*, indirect object pronouns, *preguntar*, *venir*, *decir*, expressions of frequency
- Review adjectives, *tener*, *ser*, and *estar*, *ir*, interrogatives, time, stem-changing verbs

### Unit 1:

- Leisure time, air travel, food, the past, fine art, communications, nationalities
- Regular/irregular preterite
- Demonstratives
- Stem-changing preterite
- *Saber vs Conocer*

### Unit 2:

- Childhood experiences, personal reactions, family relationships and celebrations, activities in progress, restaurant experiences, things to do in a city
- Possessives
- Imperfect tense
- Expressions with *tener*
- Progressive tenses
- Preterite vs Imperfect
- Double object pronouns

### Unit 3:

- Health and fitness, suggestions, daily routine, beach activities, chores, time periods and advice
- Commands
- Pronoun placement with commands
- Expressions with *acabar de*
- Subjunctive with impersonal expressions

### Unit 4:

- Travel plans, persuade others, describe households, opinions and comparisons
- Subjunctive to express hopes and wishes, doubt, emotion
- Irregular subjunctive
- Subjunctive vs. indicative

### SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See attached.

### DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners** who take responsibility for their learning as they master the target language.
- **Effective Communicators** who speak, write, and read and listen in the target language.
- **Constructive Thinkers** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens** who attend class regularly in order to contribute to not only their own but also their peers' learning of the target language.

## Appendix

# World Languages National Standards – The Five C’s and 11 Content Standards

## Communication

### Communicate in Languages Other Than English

**Standard 1.1** Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.

**Standard 1.2** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3** Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

## Cultures

### Gain Knowledge and Understanding of Other Cultures

**Standard 2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## Connections

### Connect with Other Disciplines and Acquire Information

**Standard 3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2** Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

## Comparisons

### Develop Insight into the Nature of Language and Culture

**Standard 4.1** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## Communities

### Participate in Multilingual Communities at Home and Around the World

**Standard 5.1** Students use the language both within and beyond the school setting.

**Standard 5.2** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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