

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



SPANISH 2

Board Meeting Date: June 18, 2025	Course Length: 2 semesters
Proposed Grade Level(s): 9-12	Subject Area: Elective Elective Area (if applicable): Foreign Language
Grading: A-F	Credits: 10
Prerequisite(s): Spanish 1	Corequisite(s):
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415 1965 Birkmont Drive Rancho Cordova, CA 95742	

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION (Online):

Students continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Example of Summative Assessment
1. AR Verbs	*Vocab: AR Verbs *Grammar: Regular Present Tense Verbs *Culture: Introduction to Chile *Pronunciation: Vowel	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
2. ER & IR Verbs	*Vocab: ER & IR Verbs *Grammar: Preterite Tense *Culture: Los desaparecidos	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
3. Numbers	*Vocab: Numbers *Grammar: Review of Object Pronouns *Culture: La cueca *Pronunciation: Vowel E	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
4. Food	Vocab: Food Grammar: Preterite Tense- Irregular Verbs Culture: Chilean Food	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
5. Health	*Vocab: Health *Grammar: Preterite Tense- Spelling Changes *Culture: Idioms *Pronunciation: Vowel I	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
6. Family	*Vocab: Family *Grammar: Present *Progressive Culture: Neruda	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
7. Professions	*Vocab: Professions *Grammar: Present v. Preterite Culture: Festivals in Chile *Pronunciation: Vowel O	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

8. Adjectives	*Vocab: Adjective *Grammar: Ser and Estar *Culture: Things To See in Chile	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
9. Midterm Review and Test			Midterm
10. Hobbies	*Vocab: Hobbies *Grammar: Imperfect Tense *Culture: Introduction to Peru	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
11. Body	*Vocab: Body *Grammar: Adjectives and Adverbs *Culture: The Incan Civilization *Pronunciation: Vowel U	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
12. Holidays	*Vocab: Holidays *Grammar: Imperfect vs. Preterite *Culture: Festivals in Peru	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
13. At Home	*Vocab: Home *Grammar: Imperfect vs. Preterite- Meaning Changes Culture: Peruvian Food *Pronunciation: Vowel Combinations IA/ IO	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
14. At School	*Vocab: School *Grammar: Expressions with Haber *Culture: Literature- Mario Vargas Llosa	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
15. Automobiles	*Vocab: Cars *Grammar: Hacer and Time Expressions	*Online or paper-based worksheets and practice sets	*Exams (unit, semester and final) *Essays, research papers,

	*Culture: La marinera *Pronunciation: Letter Combinations IE/IU	*Quizzes *Threaded discussions	and other writing assignments *Presentations
16. In the City	*Vocab: City *Grammar: Reflexive Verbs *Culture: Things to See in Peru	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
17. Spanish Proverbs	Vocab: Proverbs Grammar: Gustar Culture: Idioms Pronunciation: Letter Combinations UA/UO	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
18. Final Review and Test	*Vocabulary: Review *Grammar: Review *Semester Test: Reading, Listening, Writing, and Speaking		Semester Final
SEMESTER 2			
19. Verb Review	*Vocab: Verb Review *Grammar: Future Tense- *Regulars and Irregulars Culture: Introduction to Colombia *Pronunciation: Letter Combinations UE/UI	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
20. False Cognates	*Vocab: False Cognates *Grammar: Conditional Tense- Regular and Irregulars *Culture: Festivals in Colombia	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
21. Nature	*Vocab: Nature *Grammar: Introduction to the Past Participle *Culture: Simón Bolívar Pronunciation: The Letter T	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

22. Vacation	*Vocab: Vacation *Grammar: The Passive Voice *Culture: Things to See in Colombia	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
23. Music	*Vocab: Music *Grammar: Comparatives and Superlatives *Culture: La cumbia - Pronunciation: The Letter D	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
24. Technology	*Vocab: Technology *Grammar: Passive Adjectives and Pronouns *Culture: Idioms	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
25. Measurements	*Vocab: Measurements *Grammar: Demonstrative Adjectives and Pronouns *Culture: Idioms *Pronunciation: The Letters B/V	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
26. Clothing	*Vocab: Clothing *Grammar: Phrasal Verbs *Culture: Literature- Gabriel García Márquez	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
27. Midterm Review and Test			Midterm
28. At Work	*Vocab: Work *Grammar: Tú Commands *Culture: Introduction to Nicaragua	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
29. Shopping and Money	*Vocab: Shopping *Grammar: Usted Commands *Culture: Nicaraguan Food	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments

	*Pronunciation: The Letters R/ RR		*Presentations
30. Por and Para	*Vocab: Por and Para Expressions *Grammar: Por vs. Para *Culture: Literature- Rubén Darío	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
31. Relationships	*Vocab: Relationships *Grammar: The Present Perfect *Culture: Festivals in Nicaragua *Pronunciation: The Letters G/ J	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
32. Love	*Vocab: Love *Grammar: The Present Perfect- Irregular Verbs *Culture: Things to See in Nicaragua	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
33. Social Issues 1	Vocab: Social Issues Grammar: The Subjunctive Mood Culture: Poverty in Nicaragua Pronunciation: The Letter Y	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
34. Social Issues 2	*Vocab: Social Issues *Grammar: The Present Subjunctive *Culture: History in Nicaragua	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
35. Idiomatic Expressions	*Vocab: Idiomatic Expressions *Grammar: Integration of All Tenses *Culture: Idioms Pronunciation: The Double L	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
36. Final Review and			Semester Final

Test			
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RELEVANT STANDARDS AND FRAMEWORKS, CONTENT SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

[World Language Standards-California](#)

Communication Standard 1: Interpretive Communication

Goal: Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts

WL.CM1.Intermediate

Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken and written.

Communication Standard 2: Interpersonal Communication

Goal: Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

WL.CM2.Novice

Participate in real-world, spoken, and written conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings

WL.CM2.Intermediate

Participate in real-world, spoken, and written conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

Communication Standard 3: Presentational Communication

Goal: Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

WL.CM3.Novice

Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken and written language. Use the most suitable media and technologies to present and publish.

WL.CM3.Intermediate

Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, and written language using the most suitable media and technologies to present and publish

Communication Standard 4: Settings for Communication

Goal: Students use language in:

- highly predictable common daily settings (Novice)
- transactional and some informal settings (Intermediate)

WL.CM4.Novice

Recognize opportunities to use age-appropriate, culturally authentic, real-world, and academic language in highly predictable common daily settings within target-language communities in the United States and around the world.

Communication Standard 5: Receptive Structures in Service of Communication

Goal:

Students use the following structures to communicate:

- sounds, parameters, and writing systems (Novice)
- basic word and sentence formation (Intermediate)

Students use the following language text types to communicate:

- learned words and phrases (Novice)
- sentences and strings of sentences (Intermediate);

WL.CM5.Intermediate

Demonstrate understanding of transactional and informal topics related to self and the immediate environment. Use basic sentence-level elements (morphology and syntax).

Communication Standard 6: Productive Structures in Service of Communication

Goal:

Students use the following structures to communicate:

- sounds, parameters, and writing systems (Novice)
- basic word and sentence formation (Intermediate)

Students use the following language text types to communicate:

- learned words and phrases (Novice)
- sentences and strings of sentences (Intermediate)

WL.CM.6.Intermediate

Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax)

Cultures Standard 2: Cultural Products, Practices, and Perspectives

Goal: To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

WL.CL2.Intermediate

Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.

Cultures Standard 3: Cultural Comparisons

Goal: To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

WL.CL.3.Intermediate

Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Cultures Standard 4: Intercultural Influences

Goal: To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

WL.CL.4.Intermediate

State reasons for cultural borrowings.

Connections Standard 1: Connections to other Disciplines

Goal: To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN1.Novice

Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

Goal: To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

WL.CN2.Novice

Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/fl/cf/documents/wlframework.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

https://docs.google.com/document/d/1acQpErg13gbXvLd_CHmJARzBqB8MyrcKMdDtbqGQCV8/edit

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved (yes/no)	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>WLG200E2 Spanish II</i>	<i>Stride K12</i>	Stride K12		