

Orange Unified School District

SPANISH II

Year Course

GRADE LEVEL: 9-12

PREREQUISITES: Junior High Spanish IB or Senior High Spanish I with a grade of C or better.

INTRODUCTION TO THE SUBJECT:

Spanish II is designed to further develop the student's control of the language through listening, speaking, reading, and writing activities. Emphasis is placed upon listening and speaking; however, reading and writing activities assume greater importance than at the first two levels. There is further study of cultural topics.

TEXTBOOK: Realidades 2

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Demonstrate the four basic language skills by participating in listening, speaking, reading, and writing activities appropriate to level II, and according to the ACTFL Performance Guidelines. ([http:// www.actfl.org](http://www.actfl.org)) and the Language Learning Continuum Categories as stated in the Foreign Language Framework for California Public School (K-12).

Listening – Listening to a series of statements/questions spoken at normal classroom speed, the student will demonstrate comprehension by giving the appropriate answer/response.

Speaking – Responding to a given cue, the student will speak with correct pronunciation, intonation, and rhythm as he/she forms and answers questions, participates in dialogues and gives oral descriptions of pictures.

Reading – Given a reading passage and a series of questions based upon the passage, the student will demonstrate comprehension by giving the appropriate response to the questions.

Writing – Responding to a given cue, the student will write with accuracy as he/she writes dictated materials, forms and answers questions, and writes descriptions of pictures, and completes controlled sentence patterns.

Student will demonstrate control of the vocabulary by using the necessary vocabulary to complete the language skills activities.

Students will demonstrate knowledge of cultural items, within the limits of materials studied, by participating in teacher-directed activities.

*All concepts presented in Spanish I will be reviewed at appropriate times during Spanish II.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

WEEKS

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| I. | Themes | 18 |
| | a. Describing people | |
| | b. Classroom items, activities and rules | |
| | c. Extracurricular activities | |
| | d. Daily routines and getting ready for an event | |
| | e. Shopping, prices and money | |
| | f. Running errands and locations in downtown | |
| | g. Places in a city or town, driving terms and transportation | |
| | h. Toys, play terms and describing children | |
| | i. Expression describing etiquette, holiday and family celebrations | |
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| II. | Grammar | |
| | a. Adjectives | |
| | b. Noun and adjective agreement | |
| | c. Verb tenses (regular, irregular, stem-changing) | |
| | i. Present, present progressive, preterite, imperfect | |
| | d. Ser vs. Ester | |
| | e. Conocer vs. Saber | |
| | f. Reflexive and reciprocal actions | |
| | g. Personal, direct and indirect pronouns | |
| | h. Demonstrative adjectives | |

SECOND SEMESTER

WEEKS

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|------|--|----|
| I. | Themes | 18 |
| | a. Natural disasters and weather | |
| | b. Emergencies, parts of the body and injuries | |
| | c. Television, movie plots, and characters | |
| | d. Food and cooking | |
| | e. Traveling and transportation | |
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| II. | Grammar | |
| | a. Adjectives | |
| | b. Noun and adjective agreement | |
| | c. Verb tenses (regular, irregular, stem-changing) | |
| | i. Imperfect progressive, present perfect, future and subjective | |
| | d. Placement of reflexive, direct and indirect pronouns | |
| | e. Idiomatic expressions | |

TEXTBOOK, Realidades 2

FIRST SEMESTER

Chapter 1a/b: Review of Spanish

- Describing classroom objects and activities
- Talk about classroom rules
- Express affirmative and negative ideas
- Compare the school rules and customs in others countries with those of your own school
- Talk about extracurricular activities
- Compare people and things
- Say what people know/know how to do
- Say with whom or what people are familiar
- Ask and tell how long something has been going on
- Understand cultural perspectives on extracurricular activities

Chapter 2a/b

- Describe getting ready for a special event
- Talk about daily routines
- Describe people and things
- Understand cultural perspective on clothing
- Describe clothing and fashion
- Talk about shopping
- Describe events in the past
- Point out specific objects
- Avoid repetition when comparing similar things

Chapter 3a/b

- Talk about things you did and where you did them
- Explain why you couldn't do certain things
- Describe things you bought and where they were bought
- Understand cultural perspectives on shopping
- Give directions
- Give directions for a task
- Discuss driving and good driving habits
- Understand perspectives on neighborhoods

Chapter 4a/b

- Discuss childhood toys and games
- Describe what you were like as a child
- Talk about activities that you used to do as a child
- Understand cultural perspectives on childhood songs
- Describe holiday celebrations
- Talk about family relatives
- Describe people, places and situations in the past

SECOND SEMESTER

Chapter 5a/b

- Discuss emergencies, crises, rescuers, and heroic acts
- Describe past situations and settings
- Describe weather conditions
- Understand cultural perspectives on natural disasters and legends
- Describe an accident scene
- Talk about injuries and treatments
- Talk about what you were doing when an accident occurred
- Understand cultural perspectives on health

Chapter 6a/b

- Talk about what you saw on television
- Explain how you feel about watching TV
- Understand cultural perspectives on television
- Discuss movie plots and characters
- Give opinions about movies
- Talk about activities you have done
- Understand perspectives on movies

Chapter 7a/b

- Talk about food and cooking
- Tell other what not to do
- Describe what people generally do
- Understand cultural perspectives on food and food preparation
- Discuss food and outdoor cooking
- Tell people what to do or not to do
- Indicate duration, exchange, reason and other expressions
- Understand cultural perspectives on special foods and food vendors

Chapter 8a/b

- Talk about visiting an airport
- Plan a trip
- Make suggestions about safe travel
- Read about travel destinations in Spanish-speaking countries
- Understand cultural perspectives on traveling
- Discuss traveling in a foreign city
- Talk about staying in a hotel
- Explain how to be a good tourist
- Make recommendations
- Understand cultural perspectives on traveling

DATE OF LAST CONTENT REVISION: December 1982

DATE OF CURRENT CONTENT REVISION: March 2008

DATE OF BOARD APPROVAL:

