

**SUBJECT AREA – WORLD LANGUAGE**

<u>COURSE TITLE:</u>	Spanish 2
<u>GRADE LEVEL:</u>	Grades 9-12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	Spanish 1 or equivalent experience
<u>CREDIT:</u>	10 units
<u>UC/CSU CREDIT:</u>	Receives UC/CSU credit for World Language, “e”
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of World Language/Visual Performing Arts graduation requirement
<u>STANDARDS AND BENCHMARKS:</u>	World Language Content Standards for California Public Schools (WLCS)
<u>COURSE DESCRIPTION:</u>	This second-year language course enables students to develop low-intermediate proficiency in the four overarching goals of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and continue to study the culture of countries using the language.

**SUBJECT AREA – WORLD LANGUAGE**

**COURSE GOALS:**

Develop low-intermediate language skills and cultural knowledge necessary to be successful at subsequent levels of study and to communicate in a global society.

**TEXTBOOK MATERIALS:**

- *Realidades* Textbook level 2
- *Realidades* Practice Workbook 2
- Writing, Audio, Video Workbook 2

**TEACHER RESOURCES:**

- *Realidades* Ancillary materials
- On-line authentic materials such as: podcasts, video clips, Youtube, practice websites
- Projects
- Lab Materials
- Realia
- Documentaries
- Magazines
- Newspapers
- Songs
- Readers
- Tests
- Worksheets
- Movies

Acalanes Union High School District  
 Course Content and Performance Objectives  
**Spanish 2**

	WLCS Standards	Assessment	Timeline
<p><b>I. Content</b>            As students become literate in the target language, they acquire vocabulary that expands their access to information from around the globe. At the same time, students use the language to participate in simulated everyday interactions. The content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. Students address a wide variety of level-appropriate themes and content.</p> <p>Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines such as History, Literature, Music, Art, etc.</p>	2.0	D, QA, L	25%

WS-Writing Sample    QA-Question/Answer    PR-Physical Response  
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<p>Students address topics related to self and the immediate environment, including:</p> <ul style="list-style-type: none"> <li>• Social relationships</li> <li>• People and places in the community</li> <li>• Childhood activities and toys</li> <li>• Daily routines</li> <li>• Holiday customs</li> <li>• Climate and natural disasters</li> <li>• Cultural and leisure-time activities</li> <li>• Curricular and extracurricular interests and events</li> <li>• Transportation and directions</li> <li>• Historical figures</li> <li>• Clothing and fashion</li> <li>• Health, medical care</li> <li>• Shopping</li> <li>• Transition points in life</li> <li>• Food</li> </ul>	1.1 (m), 2.1 (a, b, e-j, l-o)	CP, CR, D, RC, L, WS, QA, OP, PR, SR	

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<p><b>II. Communication</b>            To achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences.</p> <p>Students engage in interpersonal communication</p> <ol style="list-style-type: none"> <li>1. Create written and spoken dialogs and conversations to communicate to an audience.</li> <li>2. Comprehend written and spoken language.</li> <li>3. Ask and answer questions at appropriate language level.</li> <li>4. Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.</li> <li>5. Produce and present simple written or oral presentations.</li> <li>6. Read authentic materials and demonstrate comprehension skills.</li> </ol>	2.0-2.6	D, QA, WS, SR, OP, SR, PR, RC, LC, CR	25%

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<p><b>III. Culture, Comparisons, and Connections</b></p> <p>To understand the connection between language and culture, students discern how a culture views the world. Students will study the formal aspects of the target culture such as literature, arts, and science, as well as the informal aspects of daily living practices, traditions, and patterns of behavior. Students develop a greater insight into their own language and culture as they draw comparisons between their own and the target culture.</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. use appropriate responses to rehearsed and spontaneous situations.</li> <li>2. recognize cultural norms.</li> <li>3. state similarities and differences between the target culture and their own.</li> <li>4. identify and explain examples of cultural borrowings.</li> </ol>	<p>1.0, 1.1, 1.2, 1.3, 2.0, 2.2, 2.3</p>	<p>CP, WS, L, RC, QA, OP, CR, SR, D</p>	<p>20%</p>

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<b>IV. Structure</b> As students acquire more vocabulary in the target language, they comprehend the associated concepts and structures that the language uses to convey meaning. Grammatical structures are integrated with language communication. Students learn similarities and differences between the structure of the target language and their own. Students are introduced to intermediate grammatical structures, vocabulary and nonverbal cues.			25%

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<p>Introduce the following grammatical structures to help students reach communicative goals.</p> <ol style="list-style-type: none"> <li>1. Intermediate use of ser and estar</li> <li>2. Expressions of frequency</li> <li>3. Affirmative and negative words (including use of double negative structure)</li> <li>3. Regular, irregular and stem-changing present tense verbs</li> <li>4. Comparatives and superlatives</li> <li>5. Saber vs. conocer</li> <li>6. Expression of time length using hacer +que+time</li> <li>7. Construction of reflexive verbs</li> <li>8. Long and short forms of possessive adjectives</li> <li>9. Preterite and Imperfect (conjugations and uses)</li> <li>10. Demonstrative adjectives</li> <li>11. Adjectives as nouns</li> <li>13. Direct object pronouns</li> <li>14. Indirect object pronouns</li> <li>15. Affirmative informal commands</li> <li>18. Reciprocal actions verbs</li> <li>19. Imperfect progressive</li> <li>20. Review of interrogatives</li> <li>21. Review of ordinal and cardinal numbers</li> <li>23. Use of the personal a</li> <li>24. Idiomatic expressions using the verb tener</li> <li>25. Use of infinitives after prepositions</li> <li>26. Use of object pronouns with regular and irregular verbs of the present progressive</li> </ol>	2.0-2.2, 3.0, 3.1	CR, SR, WS, RC, L, QA, D, OP, PR	

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<b>V. Settings</b> As students progress along the Language Learning Continuum, they carry out tasks in stage- and age-appropriate situations that reflect the target culture. Students recognize that classroom language study has real-world application.  1. Students use language in interpersonal settings. 2. Identify age-appropriate cultural or language-use opportunities outside the classroom.	1.1, 2.0	OP, D, CP, RC, L, CR	5%

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**SPANISH 2**

**TEACHING STRATEGIES AND PROCEDURES**

Group work, partner work, modeling, cultural projects, visual presentations, audio-visual activities, dialogs, skits, role-playing, cloze exercises, writing and editing, question and answer, jigsaw activities, language lab activities, games, songs, kinesthetic activities, total physical response (TPR).

**GRADING GUIDELINES**

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.

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