**Curriculum**

**Spanish 2**

**Course Overview**

The Spanish II course allows a student to expand his or her knowledge of basic Spanish. It can be a step toward the TASIS graduation requirement of Spanish III, further study with a view to take AP or IB Spanish B in later years, or to prepare seniors to take the IB AB INITIO Spanish exams in May. All of these require the ability to communicate about everyday situations, such as doing chores at home, talking about family members, taking a trip, and preparing and eating food. All four language skills are developed simultaneously, and all classes are conducted in Spanish. In addition, a TASIS Spanish language student has the option of participating in a weekly tertulia with a peer who is a native speaker for more oral and auditory practice. Cultural readings in the target language supplement material taught in each chapter. More complex grammar and thematic, contextualized vocabulary are introduced alongside the above topics in a comprehensive program that encourages meaningful, and practical communication by immersing students in the language and culture of the Ibero-Hispanic world. Textbook: *Realidades 2*, Prentice Hall.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

The overall objective of this course is for students to achieve communicative competence in a variety of everyday situations.

At the end of this course students will be expected to demonstrate ability to:

1. communicate information and some basic ideas clearly and effectively, in a limited range of situations orally and in written form. (1,3)

2. understand and use accurately the essential spoken and written forms of Spanish in a limited range of situations of moderate difficulty. (1,2,3)

3. understand and use a limited range of vocabulary in common usage. (1,2,3)

4. use a register that is generally appropriate to the situation. (1,3,5)

5. show an awareness of some elements Hispanic culture. (4,6)

6. demonstrate an understanding of how a language works through comparison of Spanish with their own language. (5)

7. be able to research topics of limited scope in the target language. (6)

8. use the target language to recognize the impacts and contributions of the Hispanic world on history, science, art, music, sport, politics, social/environmental issues, cuisine, literature, and language. (6)

**Performance Indicators**

Spanish II Performance Indicators

***By the end of Spanish II, students will be able to:***

-describe classroom objects and activities.

-talk about classroom rules.

-express affirmative and negative ideas.

-compare the school rules and customs in other countries with those of their own.

-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.

-describe getting ready for an event.

-talk about daily routines.

-describe people and things.

-express possession.

-describe clothing and fashion.

-talk about going shopping.

-describe past events.

-point out specific objects using demonstrative adjectives and pronouns.

-make comparisons.

-talk about things they did and where they did them.

-explain why they weren't able to do certain things.

-discuss things they bought and where they bought them.

-talk about getting to places in a town and types of transportation.

-give directions.

-talk about good driving habits.

-give commands to other people.

-talk about what's happening at the moment.

-communicate about emergencies, crises, rescues, and heroic acts.

-discuss past settings.

-discuss weather and time in the past.

-read about and understand information about medical care.

-explain injuries and emergency room procedures.

-tell what happened in the emergency room.

-tell what was taking place when an accident occurred.

-talk about televised sporting events and programs.

-discuss past televised events.

-express their feelings about watching television.

-express their opinions with verbs that use indirect objects.

-use the present perfect tense to talk about what they have done.

-read movie reviews in Spanish.

-read, listen to, and understand information about cooking expressions, foods and appliances, following a recipe, and giving directions in a kitchen.

-read, listen to, and understand information about camping and cookouts and foods.

-communicate about traveling by plane.

-discuss travel plans.

-make recommendations about travel.

-talk about being a tourist in a foreign country.

-talk abut staying in a hotel.

**Assessments**

Daily homework assignments dealing with thematic vocabulary and specific grammar topics.

Weekly quizzes on all elements of a chapter leading up to a chapter test.

Chapter Tests

Language Lab Assignments(oral interviews, e-mails, role-plays...)

Daily homework assignments dealing with thematic vocabulary and specific grammar topics.

**Core Topics**

The Individual and Society

Education and Work

Leisure and Travel

Hispanic World

Essential Grammar

**Specific Content**

Quarter I

Thematic Vocabulary: physical and personality descriptors, names of nationalities, clothing, daily routine, attending school(materials, courses, rules, customs), extracurricular activities(sports, shopping, parties, dating...), names of places.

Essential Grammar: -verb conjugation in the present and preterit tenses (regular, irregular, stem-changing)

-use of ser and estar

-use of saber and conocer

-hace + time expressions

-expressing the future with ir a

-making comparisons using tan and tanto

-using affirmative and negative words

-use of possessive adjectives

-use of direct object pronouns

-use and conjugation of reflexive verbs

-conjugation of irregular preterit tense verbs

-use of demonstrative adjectives

-use of adjectives as nouns

Geography:

-Hispanoamerica

Cultural Vignettes:

-School calendar in HispanoamΘrica

-Hispano population in the US

-Hispano standouts: music, art, literature

-student/teacher etiquette -extracurricular activities

-family and special events

-clothing size measurements -language origins

-Spanish in the workplace and community

Quarter 2

Thematic Vocabulary:

-rooms and items in a house/apartment

-chores

-places in a city

-mail

-sporting goods

-pharmacy products

types of errands

-common responses

-means of transport

-driving

-giving directions

-names of family members

-party foods

-party activities

-decorations

-names of toys

-names of pets

-traits

-explaining actions

-manners and customs

-special events

Essential Grammar:

-regular and irregular preterit tense verbs

-direct and indirect object pronouns

-prepositions

-"go" verbs (salir, decir, venir...)

-regular and irregular affirmative t· commands

-present progressive tense + irregular present participles

-suffixes: -ito, -isimo

-regular and irregular verbs in the imperfect tense

-reciprocal actions using the reflexive pronouns se and nos

-uses of the preterit and imperfect tenses

Geography: -Spain

Cultural Vignettes: -artists

-cities -holidays -languages

-gestures

-Spanish in the workplace and community

Quarter 3

Thematic Vocabulary:

-weather conditions(natural disasters)

-room contents

-news

-fires

-rescues

-telling a story

-parts of the body

-television programs and movies

-sporting events

-contests

-emotions/feelings

Essential Grammar:

-uses of the preterit and imperfect tenses

-irregular preterit verbs

-imperfect progresive tense versus the preterit

-verbs like gustar

-preterit of stem-changing -ir verbs

-reflexive verbs

-present perfect tense

Geography: -Mexico

Cultural Vignettes:

-Chilean firefighters

-volcanoes

-Ambulancia Azul

-Spanish in the workplace

-El jai alai

-El beisbol

-Game shows

-Hispanic cinema and stars

-Spanish in the workplace and community

Quarter 4

Thematic Vocabulary:

-food categories

-recipes, food preparation

-eating and cooking utensils

-camping

-vacations

-travelling by plane

-hotels

Essential Grammar:

-"zco" verbs in the present tense

-regular and irregular negative t· commands

-the use of the impersonal se -usted and ustedes commands

-uses of the preposition por

-the infinitive in verbal expressions

-regular and irregular verbs in the present subjunctive

-present subjunctive with impersonal expressions

-present subjunctive of stem-changing verbs

Cultural Vignettes:

-national dishes and ingredients (la paella, el plßtano...)

-summer vacations and destinations

-airports

-modes of transport

-exchange programs

-bargaining

-hotel rating system

-el parador

-Spanish in the workplace and community

**Resources**

Core Textbook

Practice Workbook

Writing, Audio, and Video Workbook

Guias Visuales: Aztecas, Incas, y Mayas

Vocabulary and Grammar Transparencies

Ventanas I/II

La familia Marin

Internet Links