



Course Title: **Spanish 2**

Date of Last Revision: **March 2022**

Course Grade Levels: **9th, 10th Grade**

Prerequisite: **Completion of Spanish I or placement by the department.**

### Course Overview:

This course is the continuation of the linguistic study begun in Spanish I. It is designed to build on the vocabulary and concepts introduced in the first year and to help students secure a strong grasp of the remaining grammar and vocabulary. Students will continue to develop the four basic language skills: speaking, listening, reading, and writing. The goal of the course is to develop students' ability to comprehend, react and communicate with greater confidence and linguistic skill.

At the beginning of the term, we will spend six to eight weeks reviewing specific grammar and vocabulary from Spanish 1 before moving on to the new course material.

As in the first year, students will secure a grasp of the fundamentals of Spanish through drilling, a continual review of vocabulary, listening exercises, short readings, writing assignments, oral presentations and recordings using the Descubre Voiceboard or other recording software, dialogues and other conversational activities. They will also be exposed through readings and projects to cultural elements of the Spanish-speaking world.

To achieve the course objectives, students are expected to adhere to the following guidelines:

1. Students must prepare thoroughly for each class session by completing all of the homework assigned.
2. Students must participate actively during in class exercises and activities while limiting themselves to speaking only Spanish.
3. Students will be directed to appropriate online dictionaries (WordReference.com). They must avoid using English or Spanglish in completing homework assignments, during in-class activities, while doing in-class presentations or when taking an oral test.
4. Students are encouraged to ask questions after class or they should set up a time for extra help sessions if they remain unclear about any of the course material after a lesson.

### Text and Materials Used for Instruction:

1. Descubre 2 textbook and online Supersite and e-Cuaderno (Vistas Higher Learning)
2. Short novels: La Chica Nueva and El Hacker
3. Film "Coco"

### Course Content:

#### A. Review Period – Grammar and Vocabulary

1. Basic classroom expressions
2. Ser vs. Estar
3. Descriptive adjectives used with "ser"
4. Descriptive adjectives used with "estar"
5. Adjective / Noun Agreement
6. Present tense (all forms)
7. The present progressive tense
8. Saber vs. Conocer
9. The Gustar Construction
10. Direct/Indirect Object Pronouns
11. The daily routine – reflexive verbs
12. Idiomatic expressions with "tener"

#### B. Spanish 2 Grammar

1. Preterite tense: regular verbs
2. Preterite tense: stem-changing verbs
3. Preterite tense: spell-changing verbs
4. Preterite tense: irregular verbs
5. Imperfect tense: regular and irregular verbs
6. Adverbs
7. Time expressions with "hacer"
8. Preterite vs. Imperfect
9. Por and Para
10. Reciprocal reflexives
11. Stressed possessive adjectives and pronouns
12. Relative pronouns
13. Familiar (tú) commands
14. Formal (usted/ustedes) commands
15. Nosotros commands
16. Future Tense
17. Conditional Tense
18. Past participles used as adjectives

#### C. Spanish 2 Vocabulary

1. Health and Medical Terms
2. Parts of the Body
3. Symptoms and Medical Conditions
4. The Car and its Accessories
5. Electronic Products
6. Computers and Technology
7. Parts of a House
8. Household Chores
9. Table Settings
10. City Life
11. Errands around town
12. Money and Banking

13. At a Post Office
14. Celebrations
15. Stages of Life
16. Professions and Occupations

#### D. Culture

1. Hispanic celebrations (weddings, quinceañeros, etc.)
2. Día de los Muertos with the film “Coco”
3. Country focus (Chile, Costa Rica, Argentina)
4. Hispanic poetry
5. Popular songs in Spanish
6. Stores and shopping in Hispanic countries
7. Articles on travel, politics and culture from “El Pórtico al mundo hispano,” National Spanish Honors Society publication

#### Instructional Methods & Strategies:

The course is conducted in Spanish with only occasional use of English for clarification. An immersion method is used to develop students’ oral proficiency and listening skills as well as communicative strategies in the target language. Additionally, video, audio, print and textual media provide exposure to the Spanish-speaking world. Previously studied linguistic and vocabulary topics are recycled along with introduction of new topics. Board work and oral work, listening and reading comprehension activities, conversational pair or small group work, language games, video or audio viewing and discussion make up the elements of class work.

#### Typical Assignments:

##### A. Homework

Homework is assigned after each class meeting and is divided into Day 1 and 2 to encourage students to practice on days when class does not meet. Assignments maybe online exercises from their textbook Supersite, written activities on worksheets, oral comprehension activities via the text online audio, original sentences or short paragraphs or short reading assignments. Assignments may also include oral practice in preparation for their oral assessments.

##### B. Written assessments

Students will have in class writing assessments at the completion of each thematic unit that require the incorporation of vocabulary and grammar indicated by the teacher along with paying close attention to grammar and vocabulary already introduced. Students will be asked to revise the essays after the instructor has marked any errors with correction symbols.

##### C. Oral assessments

Students will receive an oral participation grade based on in-class exercises such as: questions-answers using grammatical patterns, verb drills, role playing, pair conversation language games, debates and skits. Students’ positive attitude, general demeanor, citizenship, and self-initiative also contribute to their participation grade.

Oral evaluations may entail recording themselves answering personal questions or questions of interpretation about a reading using the Descubre Voiceboard or online tools, giving presentations (an original dialogue or sharing information about oneself), or recitation of a poem. Oral evaluations are based on accuracy, use of target vocabulary and grammar, fluency and correct pronunciation.

##### D. Tests and quizzes

Short quizzes may be given at any time typically at the end of a class period to summarize the main points of a lesson, or at the beginning of a class as a homework comprehension check. These may be given orally, online or with short written answers.

Vocabulary and grammar exams are given upon completion of a thematic unit, generally once a month. Exams are cumulative, though they focus on the most recently learned material. Studying for a quiz or test involves reviewing the previous grammar and vocabulary learned. Students will not be allowed to retake any quiz or exam. Unit tests may consist of

1. Vocabulary
2. Grammar
3. Short composition
4. Translations
5. Listening comprehension
6. Reading comprehension

The final exam at the end of each semester will include an oral exam that will be given during the last week of classes.



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