

a-g Spanish 2

Basic Course Information

Title: a-g Spanish 2

Transcript abbreviations: a-g Spanish 2B / 7R9921 , a-g Spanish 2A / 7R9920

Length of course: Full Year

Subject area: Language Other than English ("e") / LOTE Level 2 Spanish

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 10th

Course learning environment: Classroom Based

Course Description

Course overview:

a-g Spanish II consists of intermediate vocabulary and intermediate grammar in order to express more detailed ideas in the Spanish language. The emphases are the abilities to write in Spanish, speak in Spanish, read in Spanish, and understand spoken Spanish. Making the Spanish language relevant to the students is the priority. Lastly, students will complete 1 cultural project each quarter.

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Lección Preliminar

In this unit, the students will review basic vocabulary that they had learned in Spanish I. dealing with basic adjectives, activities, places, emotions, and food. They will review definite and indefinite articles. They will review how to make adjectives agree with nouns. They will review the regular and the irregular verb forms in the Present tense. They will review the verb forms and the uses of ser and estar in the Present tense. The purpose is to reacquaint them with the learned material as well as focus on how to creatively use their knowledge in Spanish.

Unit Assignment(s):

The students will write a Spanish paragraph of 25 to 35 words on their best friend. They will also write a Spanish paragraph on 25 to 35 words describing what they do have and what they want to have.

Unit I – Costa Rica, ¡A conocer nuevos lugares

In this unit, the students learn words related to traveling and gifts. They will review the forms and the placement of direct object pronouns. They will review the forms and the placement of indirect object pronouns. They will review the regular –ar verbs in the Preterit tense. They will review of the irregular verbs in the Preterit tense, such as ir, ser, hacer, ver, and dar.

Unit Assignment(s):

The students will write 10 Spanish sentences related to the new vocabulary. They will write a 25 to 35 Spanish word paragraph on their best vacation they ever experienced and why. The purpose of these assignments is to reacquaint them with the learned grammar as well as to incorporate new Spanish words at the same time.

Unit II – Argentina, ¡Somos saludables!

The students will learn words related to sports, health, daily routines, and the parts of the body. They will review the regular –er and –ir verbs in the Preterit tense. They will review the demonstrative adjectives. They will review how to conjugate reflexive verbs. They will review the Present Progressive tense.

Unit Assignment(s):

The students will speak Spanish sentences related to the new vocabulary. They will write a 35 to 50 Spanish word paragraph on their typical day incorporating reflexive verbs. They will thus feel more comfortable about expressing their ideas in Spanish, seeing that they can relate to what they typically do each day.

Cultural Projects:

The student must complete one cultural project each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

2. Research and prepare a Power Point presentation in English on one of the following:

1. Select a Spanish-speaking country, showing pictures and a summary of (1) their flag, (2) traditional dress, (3) typical food, (4) typical methods of transportation, and (5) money -- and the exchange rate with the dollar.

1. Research famous places of interest, works of art, item of interest, or famous person in Spanish-speaking country or countries, and prepare a Power Point showing pictures and a brief description on a minimum of five slides showing points of interest.

3. Research a Latin American country and prepare a two-page typewritten report in English, focusing on a minimum of five points of interest from the following: (1) population, (2) number of languages spoken -- and what they are, (3) gross domestic product, (4) system of government, (5) interesting historical facts, (6) dominant religion, (7) currency and current value, (8) famous landmarks, (9) exported goods, and (10) national motto or anthem.

Note: For every option in #2 student must include a slide with bibliography for references, using MLA guidelines for format. For option #3, student must include footnotes or endnotes and a bibliography for references, using MLA guidelines for format. Please discuss with EE or ES if unsure how to do this. Keep in mind that information in Power Points should be summaries, not sentences or paragraphs.

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4. Interview a Spanish-speaking person who is not a native of the U.S. Ask about the differences in (1) how they grew up, (2) attitudes, (3) culture, (4) dress, (5) music, (6) art, (7) foods, (8) finances, (9) transportation, (10) religion, etc., then write a one- page paper in English on your findings, bringing out a minimum of five differences on your findings.

5. Take pictures of at least five different billboards or public notices in your area displaying only Spanish advertising. Download onto Power Point with (1) a description of where the picture was taken, (2) a translation into English, and (3) a description in English of what the message is trying to convey.

6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

Unit III Puerto Rico, ¡Vamos de compras!

The students will learn new Spanish words related to clothing and jewelry. They will learn where to shop for these items. They will review the irregular verbs in the Present tense, such as for hacer, conocer, saber, and decir. They will review how to use pronouns after prepositions. They will review some irregular Preterit verbs, such as estar, saber, pedir, and dormir.

Unit Assignment(s):

The students will describe 10 Spanish words in Spanish. They will write a 35 to 50 Spanish word paragraph about what happened 5 years ago. The purpose of these assignments is to help them be able to creatively use what they have learned, especially if and when they are in situations in which they need to describe something or someone and what is relevant to them in their past.

Cultural Projects:

The student must complete one cultural project each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

2. Research and prepare a Power Point presentation in English on one of the following:

1. Select a Spanish-speaking country, showing pictures and a summary of (1) their flag, (2) traditional dress, (3) typical food, (4) typical methods of transportation, and (5) money -- and the exchange rate with the dollar.

1. Research famous places of interest, works of art, item of interest, or famous person in Spanish-speaking country or countries, and prepare a Power Point showing pictures and a brief description on a minimum of five slides showing points of interest.

3. Research a Latin American country and prepare a two-page typewritten report in English, focusing on a minimum of five points of interest from the following: (1) population, (2) number of languages spoken -- and what they are, (3) gross domestic product, (4) system of government, (5) interesting historical facts, (6) dominant religion, (7) currency and current value, (8) famous landmarks, (9) exported goods, and (10) national motto or anthem.

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4. Interview a Spanish-speaking person who is not a native of the U.S. Ask about the differences in (1) how they grew up, (2) attitudes, (3) culture, (4) dress, (5) music, (6) art, (7) foods, (8) finances, (9) transportation, (10) religion, etc., then write a one-page paper in English on your findings, bringing out a minimum of five differences on your findings.

5. Take pictures of at least five different billboards or public notices in your area displaying only Spanish advertising. Download onto Power Point with (1) a description of where the picture was taken, (2) a translation into English, and (3) a description in English of what the message is trying to convey.

6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

Unit IV – México, Cultura Antigua, ciudad moderna:

The students will learn new Spanish words related to legends as well as ancient and modern civilizations. They will review the regular and the irregular verb forms of the Imperfect tense. They will review specific circumstances in which the Imperfect tense is used. They will review specific circumstances in which the Preterit tense is used. They will review specific circumstances in which both the Imperfect and the Preterit tenses can be used in the same sentence. They will review the irregular verb forms in the Preterit tense of buscar, pagar, empezar, querer, and traer.

Unit Assignment(s):

The students will write a 35 to 50 Spanish word paragraph describing their city. They will write a 35 to 50 Spanish word paragraph on what they were like using the Imperfect tense. The purpose of these assignments is to be able to relate their Spanish knowledge in order to express their city where they live and what they used to do in the past.

Comprehensive Semester Final Exam

Unit V – España, ¡A comer!

The students will learn Spanish words related to food in general and restaurant dishes. They will review the positive and the negative formal singular and plural commands. They will review the positive words such as alguien and the negative words such as nadie. They will review how to use such negative words correctly in Spanish sentences. They will review how to use and to place both indirect object pronouns and direct object pronouns in Spanish sentences.

Unit Assignment(s):

The students will say 5 Spanish sentences describing their favorite place to eat. They will say 10 Spanish commands to a younger sibling. The purpose of these assignments is to allow them to think about their favorite dining places while expressing themselves in Spanish along with being able to feel more comfortable using commands in Spanish.

Cultural Projects:

The student must complete one cultural project each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

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1. Research famous places of interest, works of art, item of interest, or famous person in Spanish-speaking country or countries, and prepare a Power Point showing pictures and a brief description on a minimum of five slides showing points of interest.

3. Research a Latin American country and prepare a two-page typewritten report in English, focusing on a minimum of five points of interest from the following: (1) population, (2) number of languages spoken -- and what they are, (3) gross domestic product, (4) system of government, (5) interesting historical facts, (6) dominant religion, (7) currency and current value, (8) famous landmarks, (9) exported goods, and (10) national motto or anthem.

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5. Take pictures of at least five different billboards or public notices in your area displaying only Spanish advertising. Download onto Power Point with (1) a description of where the picture was taken, (2) a translation into English, and (3) a description in English of what the message is trying to convey.

6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

Unit VI Estados Unidos, ¿Te gusta el cine

The students will learn words related to filmmaking and the different kinds of movies. They will learn Spanish words related to making invitations for people and how to respond to invitations. They will review the regular and the irregular positive and negative commands. They will learn the regular and some of the irregular verb forms of the Present Subjunctive. They will begin to learn how to use the Present Subjunctive in Spanish sentences.

Unit Assignment(s):

The students will write 10 Spanish sentences related to the new words. They will say 10 ojalá Spanish sentences. The purpose of these assignments is to have them feel more comfortable with the new vocabulary as well as how to express what they wish to see happen in the future using the Present Subjunctive.

Unit VII – República Dominicana, Soy periodista:

The students will learn words related to family members, newspaper words, and how to express their ideas with impersonal expressions. They will learn how to use impersonal expressions with the Present Subjunctive. They will learn the appropriate uses of *por* in Spanish sentences. They will learn the appropriate uses of *para* in Spanish sentences. They will review how to formulate comparatives. They will review how to formulate superlatives as well.

Unit Assignment(s):

The students will write 10 Spanish sentences related to the new Spanish vocabulary. They will say 5 impersonal expression sentences with the Present Subjunctive. The purpose of these assignments is to have them feel more comfortable and to relate to the new Spanish words as well as to express their ideas as to how they perceive their lives and society in general.

Cultural Projects:

The student must complete one cultural project each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.
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Unit VIII – Ecuador, Nuestro futuro

The students will learn words related to nature. They will also learn words related to recycling. They will also learn words related to professions. They will learn the regular and the irregular Future tense verb forms in Spanish. They will review the reflexive object pronouns. They will review the indirect object pronouns. They will review the direct object pronouns.

Unit Assignment(s):

The students will write a 50 to 75 Spanish word paragraph on how they wish to protect the environment. They will also write a 50 to 75 Spanish word paragraph on how they perceive the world is going to look like in the future. The purpose of these assignments is to allow them to critically think about how to improve our world and how they perceive the future is going to be.

Comprehensive Final Exam

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
¡Avancemos! Level 2 (Or Any California level 1 state adopted curriculum, Foreign Language K-8 Adopted Programs - Instructional Materials (CA Dept of Education))	McDougal Littell	McDougal Littell	ISBN 10: Student Edition 978- 0-547- 87193-6		Yes

Other

Title	Author	Date	Course Material Type	Website
¡Avancemos! Level 2 Cuaderno (or any California state adopted level 1 workbook	McDougal Littel		workbook	ISBN 10: Student Edition 978-0- 618-76594-2
Rosetta Stone (used as determined by the credentialed Teacher authorized to teach the course)			supplemental	