

Course : Spanish II

Teacher: Asuncion Carzon

### Course Description

Students will continue using the present indicative tense with listening, reading, speaking, and writing activities. In addition to the present indicative, the students will utilize two past indicative forms that will allow them to express actions in the past.

### Goals

The students will exchange spoken and written information and ideas in the target language.

The students will demonstrate skills necessary to initiate and sustain brief oral and written exchanges in the target language using familiar and recombined phrases and sentences.

The students will present rehearsed and unrehearsed material in the target language which will include skits, poems, plays, short narratives, and/or songs.

The students will demonstrate an understanding of the perspectives, practices, and products of the cultures studied and how they are interrelated.

### Outline for the SY 2009-2010

First advisory: global review of Spanish I, introductions, describing people, talking about what you and others do, describing and discussing nationalities, review of –ar, -er, -ir verbs in the present tense, review of present tense of tener, review of adjective agreement, making nouns plural, review of gustar and indirect object pronouns, stereotypes of Hispanic people, talking about how you feel and your emotions, identifying Spanish-speaking countries and capitals of the world, review of the verb estar, reflexive pronouns, using hacer and estar in weather expressions, discussing the extended family in Hispanic culture, preterite of –ar verbs

Second advisory: talking about your daily routine, household responsibilities and chores, using question words to form questions, reflexive verbs and reflexive pronouns, express activity preferences, talking about the past, review of regular preterite tense verbs, discuss professions and daily work routines in Spanish-speaking countries, the Day of the Dead in Mexico, talking about people and places you know, describing yourself and others, making plans for the weekend, ser vs. estar, using ser+adjective to describe people, using estar to describe location and emotions, review of direct object pronouns, más que, menos que, tan...como for comparisons

Third advisory: talking about activities in progress, talking about staying fit and healthy, review of the parts of the body, talking about aches and pains, preterite of –ar, -er, -ir verbs, preterite conjugation of dormir, positive and negative informal commands, irregular informal commands, preterite conjugation of poder and dar, spelling changes in verbs that end in –car, -gar, and –zar, food/recipes in Spanish-speaking countries, various food vocabulary, saber vs. conocer, preterite forms of pedir, servir, traer, review of direct object pronouns, birthday celebrations in Spanish-speaking countries, preterite tense of conocer, Spanish idioms and proverbs, imperfect tense of –ar, -er, -ir verbs

Fourth advisory: talking about free time activities (going to the zoo, the amusement park, a movie premiere), describing a past event, careers and choices, the imperfect tense compared to the preterite tense, prepositions, holidays and festivals in Spanish-speaking countries, important holidays and festivals in your hometown, the conjunction ‘mientras’, relating a story in the past, Cinco de

Mayo, regular formal commands (Usted and Ustedes), conducting an interview, vocabulary on professions, review and study for the finals

Resources: En Español 2 by Mc Dougal Littell, maps, dictionaries, newspaper articles, print materials, powerpoint, self-assessment websites, dry erase boards, audio tapes, flashcards, menus, communicative student activities

Assessment: TPR activities, one-on-one interviews, oral and written evaluations, cooperative learning activities, peer evaluations, student presentations