COURSE TITLE
Spanish 2

TEXT OR RESOURCES and AUTHOR
Exprésate 2 (textbook) & Cuaderno de vocabulario y gramática

PUBLISHER AND DATE
Holt, Reinhart, Winston 2008

ISBN
978-0-03-045322-9 (textbook) 0-03-074497-0 (workbook)

COURSE DESCRIPTION:
This course continues to develop and build upon the skills acquired in Spanish I. The focus remains on the five basic components of learning a world language: speaking, listening, reading, writing, and culture. This course enables the student to build upon the vocabulary and grammar foundation established in Spanish I, as well as learn more advanced grammar concepts, including the past tenses and command forms. This course has an emphasis on increasing proficiency for communication in spoken and written Spanish.

COURSE SYLLABUS:
Spanish II Testing Out

When speaking and writing, a level I Spanish student should possess and demonstrate the following skills:
* Proper usage and spelling of vocabulary appropriate to level
* Proper usage and conjugation of the following verb tenses/uses:
  * Present indicative
  * Commands
  * Near Future
  * Informal affirmative/negative commands
  * Formal affirmative/negative commands
  * Preterit
  * Imperfect
  * Proper sentence structure (word order)
  * Proper pronunciation, enunciation and intonation
* Listening comprehension appropriate to level
* Reading comprehension appropriate to level
* Cultural awareness and understanding of Spanish-speaking people

Spanish II Exam Format

Part 1:
• Conversation
Be prepared to have a conversation with the teacher in Spanish based upon one of the themes of the semester. You will be provided with the possible themes and sample questions no sooner than two days prior to the exam. It is the student’s responsibility to contact the teacher, via e-mail, who will be administering the exam to obtain the oral final topics. As in normal conversations, the themes provided are only a starting place for the conversation. You should be prepared for the conversation to flow naturally and not necessarily stay on the original theme.
• **Writing**
A portion of the exam time will be dedicated to a timed writing portion in which you will write an essay in order to demonstrate application of Spanish II grammar structures and vocabulary (as listed below).

• **Listening**
There will be four listening selections. You will listen to each conversation twice and respond to a set of multiple-choice questions for each selection.

**Part 2:**
• **Multiple-Choice Exam**
This portion of the exam time will be dedicated to a traditional exam covering the curriculum of each semester. Be prepared for multiple choice, true/false, and matching questions. These questions will be based on reading comprehension, grammar and vocabulary. Please consult the curriculum guide below in order to prepare for this portion of the exam.

**No dictionaries, translators nor any other notes/materials may be used during any portion of the exam. All uses of English will result in automatic point deductions. Chewing gum during the oral portion of the exam is a 2-point deduction.**

**CURRICULUM GUIDE – SPANISH 2**

**Capítulo 1 - Familiares y amigos**

La Ciudad de México, México
Asking about people, routines and activities
Express likes and dislikes
Offer help and talk about chores
Talk about plans and places

**Vocabulary**

**Grammar:**
- Noun and adjective agreement
- Gustar
- Present tense verbs
- Stem Change Verbs
- Reflexive verbs
- Idioms with tener
- Present progressive
- Direct Object Pronouns
- Affirmative and Negative Informal Commands

**Capítulo 2 - En el vecindario**

Cuzco, Perú
Talk about what people do for a living
Introduce people and respond to introductions
Describe a house
Say what needs to be done and complain
Vocabulary
Grammar:
  Indirect and Direct Object Pronouns
  Present tense of dar and decir
  Saber and Conocer
  Ser and adjectives of nationality
  Expressions followed by infinitives
  Preterite of ar/er/ir verbs and hacer and ir

Capítulo 3 - Pueblos y ciudades

Santo Domingo, La República Dominicana
Ask and give information
Talk about where someone went
Ask what someone did
Ask for and give directions
Ask for clarification
Vocabulary
Grammar:
  Impersonal se and passive se
  Preterite of -car/-gar/-zar verbs and conocer
  Preterites: andar, venir, tener, dar, and ver
  Irregular formal commands
  Commands w/ pronouns & informal commands

Capítulo 4 - ¡Mantente en forma!

Miami, Florida
Talk about how something turned out
Talk about reacting to events
Talk about getting hurt
Ask for and give advice
Vocabulary
Grammar
Preterites of ponerse, decir, ser and estar
  Preterite of stem-changing -ir verbs
Verbs w/ reflexive pronouns & direct object
  Past participles as adjectives
  Preterite of verbs like caer

Capítulo 5 - Día a día

San José, Costa Rica
Tell someone to hurry
Remind someone to do something
Express interest and disinterest
Talk about how long something has been going on
Vocabulary
Grammar
Preterite of poder and traer
Verbs with reflexive pronouns
Possessive pronouns
Negative expressions and ninguno
Hace with time expressions
Pero and sino

Capítulo 6 – Recuerdos

Segovia, España
Talk about what you used to like and dislike
Talk about what you used to do and what you wanted to be
Describe people and things in the past
Talk about and emotional reaction
Vocabulary
Grammar
  Imperfect of regular verbs
  Imperfect of ir and ver
  Verbs with reciprocal actions
  Imperfect of ser and haber
  Preterite with mental and emotional states
  Preterite creer, leer, construir, oír; caerle a uno

KEY COMPONENTS TO TESTING OUT
  1. Name of Course  Spanish 2
  2. Course description (above)
  3. Course syllabus (above)
  4. Final Requirements (check those that apply)
     _X_ exam  _X_ portfolio
     _X_ demonstration performances  ___presentation
     ___papers  ___projects
  5. A description of the requirement(s) checked above and how it (they) will be assessed.

The 150 point exam will consist of a 90 minute assessment with questions formatted in multiple choice, true/false, and fill-in-the-blank as well as a listening comprehension section. (131 points testing on vocabulary, grammar, and reading comprehension and 19 points assessing listening comprehension)

The optional culture portfolio may be used to reference during the culture assessment. The portfolio can be completed prior to testing out and used during this portion of the test. The culture folders (to be completed by the student during the summer prior to the test) will be in the main office of the high
school should the student wish to complete it for use during the culture final. The culture component of testing out consists of 20 multiple choice questions and 10 short answer questions totaling 40 points.

The demonstration performances consist of a 70 minutes window for writing. Students will answer 20 questions in the target language and provide appropriate short essay responses totaling 40 points. In addition to that, there will be a context-based writing cue for students to answer in the target language worth 20 points. The entire writing portion of the demonstration performance will total 60 points.

The other demonstration performance will consist of an oral component (conversation with the teacher) in the target language covering a variety of topics/contexts. It is the student’s responsibility to contact the teacher, via e-mail, who will be administering the exam to obtain the oral final topics. In this manner, students can access possible contexts for preparation and demonstrate their ability to converse. Two categories will be randomly chosen from all possible topics. Each conversation will be worth 20 points for a total of 40 points in all.

6. Grade calculation for attainment of C+

Total points earned will be divided by the total points possible of 290 and grade will be calculated to determine whether the student attained a C+ or higher.

**OHS Spanish Curriculum – Level 2**

A student wishing to test-out of Spanish 1 or 2 will demonstrate a Novice High proficiency level as defined by American Council of Teachers of Foreign Language (ACTFL) for the concepts identified by the Michigan World Language Standards and Benchmarks. Proficiency guidelines can be found at [http://www.michigan.gov/documents/mde/WLSB_206824_7.pdf](http://www.michigan.gov/documents/mde/WLSB_206824_7.pdf).

Due to the nature of language learning, the Spanish curriculum is cumulative from level 1 to level 2. Although the primary focus of the proficiency testing will be on those concepts targeted in level 2, demonstration of a maintained Novice High proficiency of the OHS Spanish 1 Curriculum is necessary.

The Michigan World Language Standards and Benchmarks targeted in the **OHS Spanish 2 Curriculum** are as follows:

**1.1 Interpersonal Communication**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

| 1.1.N.SL.b | Ask and answer basic questions about health/physical conditions, self, family and friends |
| 1.1.N.SL.d | Request, offer, invite, and reply appropriately using memorized phrases |
| 1.1.N.SL.e |  |
Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits

1.1.N.SL.f

Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits

1.1.N.SL.g

Ask questions about the attributes of places and things in their immediate environment and answer

1.1.N.SL.h

Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life

1.1.N.SL.i

Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to stores, transportation, and services

1.1.N.SL.k

Share opinions in the target language with their classmates

1.1.N.RW.a

Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions

1.1.N.RW.b

Exchange information by asking and answering basic questions in writing about health/physical conditions, self, family, and friends

1.1.N.RW.c

Recognize and use appropriate register/honorifics in limited, simple social correspondence

1.1.N.RW.d

Request, offer, invite, and reply appropriately in writing using memorized phrases

1.1.N.RW.e

Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits

1.1.N.RW.f

Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits

1.1.N.RW.g

Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits

1.1.N.RW.h

Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life

1.1.N.RW.i

Inquire in writing, to obtain information in the target language about time, place, price, and size relating to stores, transportation, and services

1.1.N.RW.k

Share opinions in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics.

1.2.N.L.a

Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests

1.2.N.L.b

Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences

1.2.N.L.c

Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
<table>
<thead>
<tr>
<th>1.2.N.L.d</th>
<th>Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)</th>
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<tbody>
<tr>
<td>1.2.N.R.a</td>
<td>Demonstrate understanding of written classroom language in the target language including directions, commands, and requests</td>
</tr>
<tr>
<td>1.2.N.R.b</td>
<td>Understand main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories</td>
</tr>
<tr>
<td>1.2.N.R.c</td>
<td>Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)</td>
</tr>
</tbody>
</table>

### 1.3 Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

<table>
<thead>
<tr>
<th>1.3.N.S.a</th>
<th>Present songs, poems or stories in the target language</th>
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<tbody>
<tr>
<td>1.3.N.S.c</td>
<td>Record materials in the target language, such as a puppet show, fashion show, or weather report</td>
</tr>
<tr>
<td>1.3.N.W.a</td>
<td>Illustrate and present materials in the target language such as an advertisement, poster, or menu</td>
</tr>
<tr>
<td>1.3.N.W.b</td>
<td>Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience</td>
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</tbody>
</table>

### 2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

<table>
<thead>
<tr>
<th>2.1.N.H.b</th>
<th>Name the governmental system(s) and key political figures in a country in which the language is spoken</th>
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<tbody>
<tr>
<td>2.1.N.H.c</td>
<td>Identify one important political issue in a country in which the language is spoken</td>
</tr>
<tr>
<td>2.1.N.H.d</td>
<td>Identify and describe significant current events in a country in which the language is spoken</td>
</tr>
<tr>
<td>2.1.N.F.e</td>
<td>Explain the practices and significance of an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND - personal or family holiday or celebration within a community or culture in which the target language is spoken</td>
</tr>
<tr>
<td>2.1.N.E.b</td>
<td>Identify the economic system in a community or culture in which the language is spoken</td>
</tr>
<tr>
<td>2.1.N.E.c</td>
<td>Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken</td>
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</tbody>
</table>
2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

<table>
<thead>
<tr>
<th>2.2.N.C.a</th>
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<tbody>
<tr>
<td>Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)</td>
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<tr>
<th>2.2.N.F.a</th>
</tr>
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<tbody>
<tr>
<td>Identify the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2.N.F.b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify products that were native to a community, region, or country in which the language is spoken</td>
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<table>
<thead>
<tr>
<th>2.2.N.F.d</th>
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<tbody>
<tr>
<td>Describe and explain the significance of the products associated with an important: - civil or religious holiday or celebration AND - regional holiday or celebration AND - personal or family holiday or celebration within a community or culture in which the target language is spoken</td>
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</tbody>
</table>

3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language.

<table>
<thead>
<tr>
<th>3.1.N.a</th>
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<tbody>
<tr>
<td>Reinforce previously learned content knowledge through the target language</td>
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</table>

3.2 Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

<table>
<thead>
<tr>
<th>3.2.N.a</th>
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<tbody>
<tr>
<td>Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture</td>
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</table>

4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.

<table>
<thead>
<tr>
<th>4.1.N.a</th>
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<tbody>
<tr>
<td>Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)</td>
</tr>
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<tr>
<th>4.1.N.b</th>
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</thead>
<tbody>
<tr>
<td>Identify basic differences and similarities in grammatical structures between one’s own language and the target</td>
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<tr>
<th>4.1.N.c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify basic differences and similarities in register/honorifics between one’s own language and the target language</td>
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</tbody>
</table>

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<thead>
<tr>
<th>4.1.N.d</th>
</tr>
</thead>
</table>
4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

4.2.N.a
Identify basic target culture practices and compare them to one’s own

4.2.N.b
Identify basic target culture products and compare them to one’s own

5.1 Use of Language
Students use the language both within and beyond the school setting.

5.1.N.a
Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.1.N.b
Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

5.2.N.a
Willingly use the target language within the classroom setting

5.2.N.b
Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

5.2.N.c
Identify careers where skills in another language or cross-cultural understanding are needed