



Year Long Course Plan
Quarterly

Department: World Language

Course: Español II 332-333

Essential Learning Outcomes: After successfully completing this course, students will be able to:

1. Engage in conversation with an intermediate level of proficiency.
2. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics, demonstrating an intermediate level of vocabulary and grammatical structure.
3. Understand and interpret spoken Spanish when delivered at a moderate normal speed in various situations
4. Read and analyze selected authentic materials within the context of the acquired vocabulary and grammar.
5. Review and master grammatical structures appropriate to an intermediate level of language study.
6. Acquire knowledge of aspects of the culture and history of Spanish-speaking countries.
7. Show evidence of becoming life-long learners by using the target language for personal enrichment.

<i>Quarter 1</i>	<i>Quarter 2</i>
<p>Introductory Theme: Who I am and What I do</p> <ul style="list-style-type: none"> • <i>Vocab:</i> descriptive words, nationalities, • <i>Grammar:</i> Adjective/Noun agreement, The verb Ser, Regular Verbs in the Present Tense <p>Theme 1A: Classroom activities and rules</p> <ul style="list-style-type: none"> • <i>Vocab:</i> classroom objects, classroom activities • <i>Grammar:</i> Stem Changing Verbs, Affirmative and Negative Words, Tener Expressions <p>Theme 1B: Extracurricular Activities</p> <ul style="list-style-type: none"> • <i>Vocab:</i> activities, comparative words, athletics, Internet • <i>Grammar:</i> Comparisons, Saber and Conocer, Hacer + time expressions <p>Cultural Study: Día de los Muertos</p> <ul style="list-style-type: none"> • History and Celebration of Día de los Muertos • Video: Día de los Muertos 	<p>Theme 2A: Preparations and Daily Routines</p> <ul style="list-style-type: none"> • <i>Vocab:</i> daily routine, items for getting ready, events • <i>Grammar:</i> reflexive verbs, Uses of Ser and Estar <p>Theme 2B: Shopping and Fashion</p> <ul style="list-style-type: none"> • <i>Vocab:</i> colors, purchasing things, shopping • <i>Grammar:</i> Regular Preterit Verbs, Demonstrative Adjectives <p>Theme 3A: Places in the Community and Chores</p> <ul style="list-style-type: none"> • <i>Vocab:</i> locations, sporting, products, errands • <i>Grammar:</i> Irregular Preterit Verbs: ir, ser, hacer, tener, estar, poder; Use of Direct Object Pronouns <p>Cultural Study: Christmas Traditions</p> <ul style="list-style-type: none"> • Story of Virgen of Guadalupe (English) • Posadas <p>Community Involvement</p> <ul style="list-style-type: none"> • Complete an Out of Class Experience Assignment
<i>Quarter 3</i>	<i>Quarter 4</i>
<p>Theme 3B: Giving Directions and Driving</p> <ul style="list-style-type: none"> • <i>Vocab:</i> driving, landmarks, driving advice/directions • <i>Grammar:</i> affirmative tú commands: regular & irregular, Formation & Use of Present Progressive <p>Theme 5A/B: Emergencies, Injuries, and Treatments :</p> <ul style="list-style-type: none"> • <i>Vocab:</i> health emergencies, natural disasters • <i>Grammar:</i> Preterite of Oír, leer, creer, venir, poner, decir, traer, destruir; verbs that end in -car/-gar/-zar <p>Theme 4A: Childhood games and activities</p> <ul style="list-style-type: none"> • <i>Vocab:</i> games and toys, places associated with children • <i>Grammar:</i> Regular and Irregular Imperfect <p>Preterite versus Imperfect: Contrast</p> <ul style="list-style-type: none"> • <i>Vocab:</i> manners and customs, special events • <i>Grammar:</i> Uses of each tense, Special meanings in Preterite versus Imperfect <p>Cultural Study: Festival Days in Spanish Speaking World</p> <ul style="list-style-type: none"> • Class Discussions • Research/writing a children's book <p>Skill Development:</p> <ul style="list-style-type: none"> • pronunciation and syllable division 	<p>Continuation of Cultural Study and Preterite versus Imperfect Theme</p> <p>Theme 6A/B: Television and movies</p> <ul style="list-style-type: none"> • <i>Vocab:</i> events, contests, and feelings • <i>Grammar:</i> -ir stem changing verbs in the preterite, Review of Uses of Preterite and Imperfect <p>Theme 7A: Food and Cooking</p> <ul style="list-style-type: none"> • <i>Vocab:</i> food, recipe and food preparation • <i>Grammar:</i> Negative tú commands, Formal Commands: Usted & Ustedes <p>Theme 7B: Outdoor food and Cooking</p> <ul style="list-style-type: none"> • <i>Vocab:</i> picnic food, outdoor activities • <i>Grammar:</i> Contrast uses of Por and Para <p>Community Involvement</p> <ul style="list-style-type: none"> • Complete an Out of Class Experience Assignment