

**LODI UNIFIED SCHOOL DISTRICT
COURSE OF STUDY
SUGGESTED OUTLINE**

- I. Course Title: Spanish 2
- II. Department/Subject Area: World Languages/Spanish
- III. Length of Course/Credit value: Middle School- 1 year 10 credits
- IV. Grade Level: 8th grade
- V. Is this an Honors course: No
- VI. Is this an Internet-based course? If so, who is provider?
No, only for resources and/or extra practices and digital textbook (ecompanion)
- VII. Is this course modeled after a UC-approved course from another district? If so, which school/district? No

Recommended pathway: C or better in Spanish 1

- VIII. Brief course description:
This course is conducted entirely in Spanish and is designed to support students in their continued Spanish language development at an high intermediate level in listening, speaking, reading, writing, grammar, and vocabulary skills. Students will be exposed to cultural and historical aspects of Spanish speaking countries. This course will further students' preparation for the AP Spanish Exam as well as continued preparation for the Pathway to Seal of Biliteracy.
- IX. Course goals and/or major student outcomes:
 - Develop high intermediate Spanish language communication and literacy skills for continued education and career
 - Develop positive sense of self and others through the study of culture and history
 - Enhance cognitive development and improve student achievement scores
 - Further develop writing and reading skills
 - Achieve comprehension of high intermediate conversations
 - Listen and answer with complex sentences and details
 - Prepare students for the AP Exam
- X. Course objectives:
This course will address the California World Language Content Standards: communication, cultures, connections. It will incorporate culture awareness and language skills.

- Listening and Speaking:
Engage in social conversations on familiar topics.
- Reading:
Read complex Spanish literature, analyze, and discuss the content of the reading with partners. Demonstrate comprehension and respond to text in complete sentences.
- Writing:
Write compositions with details and minimum mechanical errors.
- Grammar:
Use proper tenses and subjunctive to talk about previous experiences.
- History Culture:
Further introduce geography, history, and culture of Spanish speaking countries and their contributions to the language

XI. Course outline:

QUARTER 1

- Chapter 1: *La rutina diaria*
 Reflexive verbs
 Indefinite and negative words
 Preterite of ser and ir
 Verbs like gustar
 Culture: Perú
- Chapter 2: *La comida*
 Preterite of stem-changing verbs
 Double object pronouns

QUARTER 2

- Chapter 2: *La comida*
 Comparisons
 Superlatives
 Culture: Guatemala
- Chapter 3: *La fiesta*
 Irregular preterites
 Verbs that change meaning in the preterite
 ¿Qué? And ¿Cuál?
 Pronouns after prepositions
 Culture: Chile

QUARTER 3

- Chapter 4: *En el consultorio*
 The preterite and the imperfect
 Constructions with se
 Adverbs
 Culture: Costa Rica

Chapter 5: *La tecnología*
Familiar commands
Por and para
Reciprocal reflexives
Stressed possessive adjectives and pronouns
Culture: Argentina

QUARTER 4

Chapter 6: *La vivienda*
Relative pronouns
Formal commands
Present subjunctive
Subjunctive with verbs of will and influences
Culture: Panamá

XII. Texts and supplemental instructional materials: (Please supply ISBN #s for all texts)

Text title:	<u>Senderos 2</u> (California)	Author: José A. Blanco
Publisher:	Vista Higher Learning	Date of Publication: 2022
Board approval date:		ISBN #: 978-1-54335-076-0
Supplemental materials:		
Text title:	Prentice Hall Literatura	Author:
Publisher:	Pearson Education, Inc.	Date of Publication: 2002
Board approval date:		ISBN #: 0-13-068251-9

XIII. Key Assignments:

Students will work with a classmate to create a skit. They will use reflexive verbs to tell about a daily routine.

Students will write an email using the formal register to tell about a past vacation using regular and irregular verbs in the preterite tense.

Students will create a video, using informal commands to give instructions on how to make their favorite dish.

Students will create a poster of a dream house and describe it using the vocabulary learned and the subjunctive to express wishes.

Students will present a cultural comparison identifying and describing a celebration from a Spanish speaking country.

Students will write an argumentative essay on the benefits of being bilingual.

XIV. Instructional methods/or strategies

Lectures

Self-directed learning

Technology assisted learning

Cooperative learning projects

TPR (Total Physical Response)

Turn & Talk (GLAD)

Interactive practice through educational games

Slides presentations

XV. Assessment methods and/or tools:

Class participation and homework

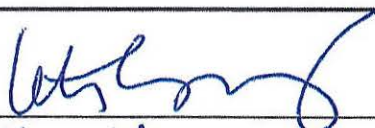

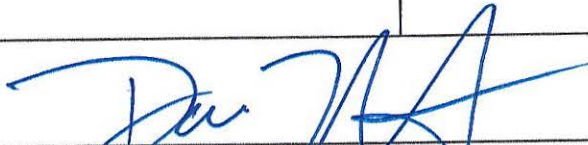
Publisher produced assessments




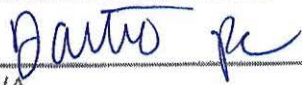
Teacher produced quizzes and tests



Individual and group projects

Presentations



Writing samples

SIGNATURES for REVIEW		
Outline prepared by		Site: Joe Serna
Principal		Site: Joe Serna
Principal		Site: Millwood Middle
Principal		Site: Lodi Middle
Principal		Site: Elkhorn
Principal		Site: Morada Middle
Principal		Site: Christa McAuliffe
Principal		Site: Delta Sierra
Technology: Attach approved Ticket		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	** Please state reason for no signature in the space below.
Lodi Middle		
Millwood Middle		
Elkhorn		
Christa McAuliffe		
Morada (if applicable)	N/A	
Delta Sierra (if applicable)	N/A	
Associate Superintendent		

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Sierra Spm 2

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