

# Kolbe Academy Home School

## HIGH SCHOOL SPANISH 2

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**COURSE TITLE:** Spanish 2

**COURSE TEXTS & RESOURCES:**

Gahala, Estella, Patricia Hamilton Carlin, et al. *¡Avancemos! 2*. 2013 ed. Holt McDougal, 2012.

Student Online Access (available in the Kolbe bookstore)

**Gives access to:**

- Workbook exercises
- Did You Get It? (DYGI) worksheets
- CD (audio files)
- DVD (video files)
- Answer key to DYGI worksheets (digital download)

**RECOMMENDED MATERIALS:**

Note cards for making vocabulary flash cards

Spanish-English dictionary

**COURSE OBJECTIVES:**

- ❖ Continue to build upon Spanish vocabulary to include topics listed in Scope and Sequence
- ❖ Learn and use the grammar and structures presented as listed in Scope and Sequence
- ❖ Continue to create with the language and express personal meaning on a variety of predictable, familiar topics related to daily activities, personal environment and physical needs

**SKILLS TO BE DEVELOPED:**

1. Confidence in the use of the Spanish language
2. Knowledge of the rules of Spanish grammar and composition
3. Ability to read, write, speak and understand the Spanish language at the Intermediate Low to Intermediate Mid proficiency level on topics listed in Scope and Sequence in discrete sentences and strings of sentences
4. Ability to ask and answer questions on topics listed in Scope and Sequence
5. Use of circumlocution
6. Ability to express opinions and give polite and familiar commands

**SCOPE AND SEQUENCE OF COVERED MATERIAL:**

1. Vocabulary: Identifying and describing people; Daily activities and food; Places in school and around town; Feelings; Daily activities; Making plans. Grammar: Definite and indefinite articles; Subject pronouns; Present tense of Ser; Adjectives; Present tense of Tener; The verb Gustar; Ir + a + place; Ser vs. estar; Regular present tense verbs; Stem-changing verbs; Ir + a + infinitive.
2. Vocabulary: Travel preparations; Plane travel; Vacations. Grammar: Direct object pronouns; Indirect object pronouns; Preterite of -ar verbs; Preterite of irregular verbs Ir, Ser, Hacer, Ver, and Dar.
3. Vocabulary: Sports and health; Daily routines. Grammar: Preterite of -er and -ir verbs; Demonstrative adjectives and pronouns; Reflexive verbs; Present progressive.
4. Vocabulary: Clothes and shopping; At the market; Grammar: Present tense of irregular yo verbs; Pronouns after prepositions; Preterite of -ir stem-changing verbs; Irregular preterite verbs.
5. Vocabulary: Legends and stories; Ancient civilizations; Modern cities; Asking for and giving directions. Grammar: Imperfect Tense; Preterite vs. imperfect; Preterite of -car, -gar, -zar verbs; Verbs with irregular preterite stems.
6. Vocabulary: Preparing and describing food; Ordering meals in a restaurant. Grammar: Usted/ustedes commands; Pronoun placement with commands; Affirmative and negative words; Double object pronouns.
7. Vocabulary: Making movies; Invitations to a premiere. Grammar: Affirmative tú commands; Negative tú commands; Present subjunctive with ojalá; More subjunctive verbs with ojalá.
8. Vocabulary: The school newspaper; Family and relationships. Grammar: Subjunctive with impersonal expressions; Por and para; Comparatives; Superlatives.

**DIPLOMA REQUIREMENTS:**

**Summa Cum Laude** diploma candidates are required to follow the Kolbe Core course (K) as outlined in this course plan if they have chosen to use the Spanish language to fulfill two of their four years of foreign language requirement. **Magna Cum Laude** and **Standard** diploma candidates may choose to follow the Kolbe Core course (K), but are not required to do so, in which case parents may alter the course plan if they choose. **Summa** students must complete 4 years of foreign language during their high school course of study including Latin I and II, but may choose to study *any* alternate foreign language for the remaining two years. **Magna** students must complete 3 years of any foreign language during their high school course of study including two years in the same language. **Standard** diploma students may complete either 1 year of foreign language or 2 years of visual/performing arts. Please see below for specific course titles, semester reporting requirements and transcript designations for Spanish II.

**SEMESTER REPORTING REQUIREMENTS:**

Designation*		K
Course Title	Spanish II	Spanish II
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. Completed Semester 1 Midterm 2. Completed Semester 1 Final Exam
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. Completed Semester 2 Midterm 2. Completed Semester 2 Final Exam

\*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

If the student wishes to have the course distinguished on the transcript with a (K) as a Kolbe Academy Core course please be sure to send the correct exams and components each semester for verification as specified above. **If no designation on the transcript is desired, parents may alter the lesson plan and any written sample work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) designation or diploma type status, please contact the Academic Advisory Department at 707-255-6499 ext. 5 or by email at [advisors@kolbe.org](mailto:advisors@kolbe.org).

**COURSE PLAN CHAPTER OUTLINE:**

	Material Covered:	Exam Schedule:
<b>Semester 1</b>		
Week 1	Lección Preliminar	
Week 2	Lección Preliminar	
Week 3	Lección Preliminar	Examen: Lección Preliminar
Week 4	Unidad 1, Lección 1	
Week 5	Unidad 1, Lección 1	
Week 6	Unidad 1, Lección 2	
Week 7	Unidad 1, Lección 2	Examen: Unidad 1
Week 8	Review Week	
Week 9	Mid- semester Exam Week	Examen Parcial (Mid-semester Exam)
Week 10	Unidad 2, Lección 1	
Week 11	Unidad 2, Lección 1	
Week 12	Unidad 2, Lección 2	
Week 13	Unidad 2, Lección 2/Unidad 3, Lección 1	Examen: Unidad 2
Week 14	Unidad 3, Lección 1	
Week 15	Unidad 3, Lección 2	
Week 16	Unidad 3, Lección 2	Examen: Unidad 3
Week 17	Review Week	

Week 18	Semester 1 Final Exam Week	Examen Final
	<b>Material Covered:</b>	<b>Exam Schedule:</b>
<b>Semester 2</b>		
Week 1	Unidad 4, Lección 1	
Week 2	Unidad 4, Lección 1	
Week 3	Unidad 4, Lección 2	
Week 4	Unidad 4, Lección 2/Unidad 5, Lección 1	Examen: Unidad 4
Week 5	Unidad 5, Lección 1	
Week 6	Unidad 5, Lección 2	
Week 7	Unidad 5, Lección 2	Examen: Unidad 5
Week 8	Review Week	
Week 9	Mid- semester Exam Week	Examen Parcial (Mid- semester Exam)
Week 10	Unidad 6, Lección 1	
Week 11	Unidad 6, Lección 1	
Week 12	Unidad 6, Lección 2	
Week 13	Unidad 6, Lección 2/ Unidad 7, Lección 1	Examen: Unidad 6
Week 14	Unidad 7, Lección 1	
Week 15	Unidad 7, Lección 2	
Week 16	Unidad 7, Lección 2	Examen: Unidad 7
Week 17	Review Week	
Week 18	Semester 2 Final Exam Week	Examen Final

**COURSE PLAN METHODOLOGY AND INSTRUCTION:**

- ❖ The Kolbe Spanish 2 course plan covers units Preliminar through Unidad 7 of *¡Avancemos! 2*, 2013 edition. Unidad 8 has been purposely left out of the course plan to make for a more streamlined course of study and exam schedule since the topics covered in this unit will be entirely repeated in Spanish 3 with *¡Avancemos! 3*. However it is encouraged that the student at least familiarize himself with the grammar of chapter 8 after completing chapter 7.
- ❖ The online textbook, which is accessed by logging in at <http://my.hrw.com/>, contains the audio program in two formats. The most user-friendly format is built into the pages of the online textbook itself. Students merely have to click on the round blue audio icon next to the corresponding activity to listen. Alternatively, the audio program is provided with the teacher’s online access code in “Audio Program” found in “Teacher Resources” in the desired unit.

- ❖ The student may submit textbook assignments in the online version of the textbook. Next to an activity the student will see a “Q” icon; when it is clicked, a pop-up box appears where the student can submit written work or make a recording for a speaking assignment.
- ❖ The **Vocabulario en Contexto** and **Gramática en Contexto** sections are designed so that the student can hear and see the lesson’s vocabulary and grammar in context. These sections correspond to a video. Before watching the video for the first time, the student should first read the conversation in the textbook, listen to any corresponding audio tracks, and look at the pictures for clues about what they will hear and see in the video. Only after doing these things should the student proceed to watch the video. Finally, the student should read the conversation again (and if desired, watch the video again) and complete the rest of the exercises for that section.
- ❖ Memorization is key to learning any language. A diligent student should keep flash cards and devote fifteen to twenty minutes daily simply to memorization. Emphasis should be placed on verbal, written and aural repetition and memorization, as these are the primary ways to learn a language. Repetition does not equal drudgery. In the book, and in individual classes, repetition can take the form of games, contests, etc. This is especially helpful for younger students.
- ❖ **For extra practice and review of each lesson**, the student is highly encouraged to make use of the many resources available at the publisher’s 2 websites. After the student logs in at <http://my.hrw.com/>, go to the Student Resources tab, then to “Unit Resources.” There will be a number of review activities, games, online flashcards, and self-check quizzes. Of special note is “@HomeTutor” link, which provides leveled reinforcement for each unit’s vocabulary and grammar sections. Additionally, [http://classzone.com/cz/books/avancemos\\_2/book\\_home.htm?state=CA](http://classzone.com/cz/books/avancemos_2/book_home.htm?state=CA) has many additional resources for review and reinforcement by Unit.
- ❖ The online resources for *¡Avancemos! 2* include a resource called “*¡AvanzaRap!*”. These videos review the vocabulary and grammar points for the particular unit in an entertaining way. **Please note that while there is nothing contrary to the Catholic Faith presented in these videos, the style of music is modern (“rap” style) so the parent(s) should determine suitability/appropriateness before deciding whether or not to use the *¡AvanzaRap!* videos for their student.**
- ❖ Students should be given as much opportunity to speak Spanish with others as possible so that they can practice using the concepts presented in this course. It is also useful to listen to Spanish online and to view YouTube videos to become familiar with the sound of the Spanish Language. **(Note: Parents should absolutely preview each video and/or radio broadcast beforehand to make sure it is appropriate for their students)**

## ❖ ASSIGNMENTS:

- 1) Each week the weekly course plan lesson should be read carefully. Each lesson begins with the information covered in *¡Avancemos! 2* textbook. The textbook audio and video exercises can be found by logging into the publisher's website at <http://my.hrw.com/> and navigating to the desired ebook page, then clicking on the icon for the exercise or activity. For writing or speaking exercises, students may write or record their answers in the online textbook by clicking on the "Q" icon next to the desired activity. The worksheets (Did You Get It?) and workbook (Cuaderno) exercises and answers are available with the Teacher's access.
- 2) **Abbreviations:**
  - **Act.** = Actividades in the textbook
  - **C** = Cuaderno (workbook exercises)
  - **CD [#], [Track #]** = Audio CD activities will be designated as follows: CD [#], [Track #]. For example, for CD 1 Tracks 1-3, will read: CD1, 1-3
  - **DYGI** = Did You Get It? (worksheets)
  - **Text** = *¡Avancemos! 2* textbook

## ◆◆◆ FIRST SEMESTER ◆◆◆

## KOLBE ACADEMY WELCOME WEEK

- ✓ Read through the Kolbe Academy **Syllabus** and the **Course Plan Methodology** for Spanish II.
- ✓ Read through the introductory pages of the *¡Avancemos! 2* textbook and familiarize yourself with the book's organization. Take note also of the ancillary pages at the back of the textbook.
- ✓ Gain access to *¡Avancemos! 2* Online at <http://my.hrw.com/> and practice finding and playing the audio and video icons (video starts in Unidad 1). It is also a good idea to run the compatibility checker for the website at <http://my.hrw.com/webchecker?app=hrw> and make sure your pop-up blocker is turned off for this website.
- ✓ Look ahead in the Kolbe syllabus to the coming weeks and make sure you understand what each assignment is and how to find each assignment.
- ✓ Plan how you will approach memorization, such as making and using flashcards, websites, etc.
- ✓ Review the vocabulary you will be using next week found on pp 29. Make flash cards for memorization purposes. If possible, it is best to be ahead one week with vocabulary.

Notes
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## WEEK 1

**Lección Preliminar.**

This week's learning objectives are to:

- ✓ Review and practice vocabulary related to greetings, identifying and describing people, activities and food
- ✓ Review and practice definite/indefinite articles, subject pronouns, adjective agreement, and the present tense of **ser**, **tener** and **gustar**
- ✓ Memorize vocabulary related to the above

Note that there are no workbook pages/assignments or video assignments until Unidad 1.

**¿Quiénes son?****Text**

- ✓ Read pp. 0-5
- ✓ Do Act. 1-4
- ✓ Do *Para y Piensa* on pp. 5
- ✓ Make flashcards using the following list on pp. 29: "Identify and Describe People" and/or of the definite and indefinite articles, subject pronouns and **ser**. Study the flashcards every day.

**Audio**

- ✓ CD 1, 1-2

**¿Cómo son?****Text**

- ✓ Read pp. 6-9
- ✓ Do Act. 5-8
- ✓ Do *Para y Piensa* on pp. 9
- ✓ Make flashcards for the forms of the verb **tener**. Study the flashcards every day.
- ✓ Remember that Spanish adjectives generally come after the nouns they modify and that they agree in gender and number with the nouns.

**Audio**

- ✓ CD 1, 3-4

**¿Qué te gusta?****Text**

- ✓ Read pp. 10-13
- ✓ Do Act. 9-11
- ✓ Do *Para y Piensa* on pp. 13
- ✓ Make vocabulary flashcards using the following lists on pp. 29: "Activities" and "Food." Study the flashcards every day.
- ✓ Remember the usage of the verb **gustar**, which means "to be pleasing." For example, to say "I like apples," the sentence would be literally translated as "Apples are pleasing to me": *Me gustan las manzanas*. **Gustar** therefore needs to agree in number with the thing(s) liked. If it's a case of liking an activity, the third person singular, *gusta*, is used followed by the infinitive of the verb. For example, "I like eating apples" becomes *Me gusta comer las manzanas*.

**Audio**

- ✓ CD 1, 5-6

Notes

WEEK 2	
<p><b>Lección Preliminar (cont'd).</b> This week's learning objectives are to:</p> <ul style="list-style-type: none"> <li>✓ Review and practice vocabulary related to daily activities, schedules, feelings, places in school and around town</li> <li>✓ Review and practice <i>ir</i> + a + place, <i>ser</i> vs. <i>estar</i>, regular present tense verbs, and present tense stem-changing verbs</li> <li>✓ Memorize vocabulary related to the above</li> </ul>	
<b>¿Adónde van?</b>	
<p><b>Text</b></p> <ul style="list-style-type: none"> <li>✓ Read pp. 14-17</li> <li>✓ Do Act. 12-16</li> <li>✓ Do <i>Para y Piensa</i> on pp. 16</li> <li>✓ Make vocabulary flashcards using the following list on pp. 29: "Say Where You Go." Study the flashcards every day.</li> </ul>	<p><b>Audio</b></p> <ul style="list-style-type: none"> <li>✓ CD 1, 7-8</li> </ul>
<b>¿Cómo estás?</b>	
<p><b>Text</b></p> <ul style="list-style-type: none"> <li>✓ Read pp. 18-21</li> <li>✓ Do Act. 17-21</li> <li>✓ Do <i>Para y Piensa</i> on pp. 21</li> <li>✓ Make vocabulary flashcards using the following list on pp. 29: "Describe How You Feel." Study the flashcards every day.</li> </ul>	<p><b>Audio</b></p> <ul style="list-style-type: none"> <li>✓ CD 1, 9-10</li> </ul>
<b>¿Qué haces?</b>	
<p><b>Text</b></p> <ul style="list-style-type: none"> <li>✓ Read pp. 22-25</li> <li>✓ Do Act. 22-25</li> <li>✓ Do <i>Para y Piensa</i> on pp. 25</li> </ul>	<p><b>Audio</b></p> <ul style="list-style-type: none"> <li>✓ CD 1, 11-12</li> </ul>
<div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div>	