

**RIDGECROFT SCHOOL
SPANISH II
GRADES 9-12**

PACING GUIDE

TOPICS/CONCEPTS	TIME	OBJECTIVES	RESOURCES
FIRST GRADING PERIOD	30 DAYS		
Review from Spanish 1 School		<ul style="list-style-type: none"> • Talk about your classes and homework • Describe your school and schedule • Compare subjects you like the most and least • Use the preterit tense • Use –go and –zco verbs 	
SECOND GRADING PERIOD	30 DAYS		
Daily routine Clothing		<ul style="list-style-type: none"> • Review stem change verbs • Use reflexive pronouns • Describe clothing in detail • Indicate preferences and make comparisons • Say how you paid for purchases 	
THIRD GRADING PERIOD	30 DAYS		
Leisure activities Childhood		<ul style="list-style-type: none"> • Talk about past and present activities • Extend, accept, or reject an invitation • Use irregular preterit verbs • Tell what you were like as a child • Tell what you used to like to do • Use the imperfect tense 	
FOURTH GRADING PERIOD	30 DAYS		
Special Occasions Shopping		<ul style="list-style-type: none"> • Be able to use the preterit and imperfect tense together appropriately • Describe holidays • Name and describe the location of places in the community • Ask for and give directions • Locate items within a store • Present progressive tense 	
FIFTH GRADING PERIOD	30 DAYS		
Accidents and illness Movies and television		<ul style="list-style-type: none"> • Preterit and imperfect progressive • Describe how an accident occurred • Discuss and injury or illness including treatment • Summarize the plot of a movie • Describe characters and setting • Describe conditions when something happened 	
SIXTH GRADING PERIOD	30 DAYS		
The future Travel		<ul style="list-style-type: none"> • Use the future tense • Discuss professions • Make predictions • Informal commands • Give advice • Discuss travel arrangements 	

NC STANDARD COURSE OF STUDY-SPANISH LEVEL II

Students enrolled in this course have either successfully completed the level I course at the high school or the middle school or have placed out of level I due to previous language study at the elementary and/or middle grades.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas.

They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

Integration of other disciplines is on-going throughout the course.

GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

- 1.01 Communicate present and past information by recombining basic vocabulary and structures orally and in writing.
- 1.02 Exchange information by asking and answering original questions orally and in writing.
- 1.03 Share likes and dislikes, feelings and emotions giving supporting information orally and in writing.
- 1.04 Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences.
- 1.05 Use culturally acceptable vocabulary, idiomatic expressions or gestures.

GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

- 2.01 Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.
- 2.02 Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.
- 2.03 Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials.
- 2.04 Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- 2.05 Make inferences and draw conclusions from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

- 3.01 Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs in present and past time.
- 3.02 Dramatize songs, short plays and skits, or poetry on familiar topics.
- 3.03 Tell or retell a story orally and in writing.
- 3.04 Recombine known language to produce personalized statements.
- 3.05 Give detailed instructions orally and in writing.
- 3.06 Compose paragraphs related to personal experience.
- 3.07 Summarize orally and in writing main idea(s) from selected material.

GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

- 4.01 Recognize and use cultural practices and expressions in daily activities.
- 4.02 Identify and explain patterns of behavior or interaction among the target cultures.
- 4.03 Participate in activities and experience customs and traditions of the target cultures.
- 4.04 Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.
- 4.05 Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.
- 4.06 Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic

materials, and cultural artifacts.

4.07 Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language.

GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02 Compare and contrast structural patterns in the target language and his/her own language.

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05 Recognize the changing nature of language.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.

5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to their own.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11 Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture.

GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

6.01 Identify and process information and skills that are common to the foreign language class and other disciplines.

6.02 Communicate information in the foreign language class which is common to other disciplines.

6.03 Transfer information acquired in the foreign language class for use in other disciplines.

6.04 Recognize and apply learning strategies, processes from other disciplines.

6.05 Develop learning strategies in the target language which can be used in other disciplines.

GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.