



Department of Teaching & Learning
Parent/Student Course Information

SPANISH II

(FL 5520)

One year, One credit

**GRADE 7 (Great Neck, Landstown, Lynnhaven, Old Donation, Plaza,
and Princess Anne Middle Schools only)**

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students continue the sequential development of all communicative skills in Spanish. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

Spanish I

OPTIONS FOR NEXT COURSE

Spanish III

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I or Latin I (Grades 6-12), German I, Japanese I (Grades 7-12) or Russian (Grades 9-12)

REQUIRED STUDENT TEXTBOOK

¡Avancemos!, Level 2 (Houghton Mifflin, 2013)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

SPANISH II

GOALS AND STANDARDS

Interpersonal Communication

- SII.1 The student will exchange spoken and written information and ideas in Spanish.
1. Give and follow basic instructions.
 2. Ask and answer questions about oneself, others, and the immediate environment, such as exchanges concerning people, things, plans, events, feelings, emotions, and geographic direction and location.
- SII.2 The student will initiate, sustain, and close brief oral and written exchanges in Spanish, using familiar and recombined phrases and sentences.
1. Participate in brief oral and written exchanges that reflect present, past, and future timeframes.
 2. Use nonverbal communication and paraphrasing to convey and comprehend messages.

Interpretive Communication: Listening and Reading for Understanding

- SII.3 The student will understand basic spoken and written Spanish presented through a variety of media in familiar contexts.
1. Identify some details and key words when listening to, and reading in Spanish.
 2. Understand culturally authentic materials, such as announcements, messages, and advertisements in familiar contexts.
 3. Understand and respond appropriately to simple instructions presented in informational materials, such as instructions for following recipes or applying technology.
- SII.4 The student will use verbal and nonverbal cues to interpret spoken and written texts in Spanish.
1. Differentiate among increasingly complex types of statements, questions, and exclamations.
 2. Interpret culturally appropriate gestures, body language, and intonation in order to clarify the message.

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Presentational Communication: Speaking and Writing

- SII.5 The student will present in Spanish information orally and in writing, combining learned and original language in connected sentences and paragraphs.
1. Relate in some detail the main ideas from level-appropriate print or non-print authentic materials.
 2. Present information, using structures that reflect present, past, and future time.
 3. Demonstrate attention to accurate intonation and pronunciation.
 4. Demonstrate attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.

- SII.6 The student will present in Spanish rehearsed and unrehearsed material, including skits, poems, plays, short narratives, and songs that reflect Spanish cultures.
1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
 2. Communicate ideas in an organized manner, using appropriate visual and technological support.

Cultural Perspectives, Practices and Products

- SII.7 The student will demonstrate understanding of the perspectives, practices, and products of Spanish-speaking cultures and the ways these cultural aspects are interrelated.
1. Participate in authentic or simulated cultural activities, such as family gatherings, holiday celebrations, and community events.
 2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as those relating to business practices, customs, and family dynamics.
 3. Explore the influence of the geography and history of Spanish-speaking countries or regions, such as food, clothing, dwellings, transportation, language, music, and art.

Making Connections through Language

SII.8 The student will use information acquired in the study of Spanish and information acquired in other subject areas to reinforce one another.

1. Give examples of the influence of Spanish and Spanish-speaking cultures on other subject areas, such as the use of Spanish words in English or the contributions of important individuals from Spanish-speaking countries or regions.
2. Compare information acquired in other subject areas to topics discussed in Spanish class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economics and geography of Spanish-speaking countries or regions.

Linguistic and Cultural Comparisons

SII.9 The student will develop a deeper understanding of English and other languages through study of Spanish.

1. Recognize critical sound distinctions and intonation patterns in Spanish and English and their effects on the communication of meaning.
2. Compare the diverse and unique aspects of vocabulary and structural patterns of Spanish and English.
3. Compare the use of idiomatic expressions in Spanish and English.

SII.10 The student will demonstrate understanding of cultural similarities and differences between the Spanish-speaking cultures studied and the United States.

1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.
2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, music, and art.

Interacting in School and Global Communities

SII.11 The student will apply Spanish language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

1. Explain aspects of Spanish cultures discovered through interaction with Spanish speakers, authentic media and technology.
2. Reinforce cultural knowledge through the use of Spanish-language resources, such as individuals and organizations in the community or accessible through technology.

Aaron C. Spence, Ed.D., Superintendent
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For further information please call (757) 263-1070.

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Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

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