

# Greenwood School Course Catalog

## Middle School Core Courses

### 6<sup>th</sup> grade

**English 6-** designed to familiarize students with parts of speech, sentence patterns, and formal writing genres. The course uses investigation activities, workshop lessons, and musicality to instruct students in the basics of grammar and writing.

**Earth Science-** the study of the processes that shape the Earth and explain the universe. This course will explore the four main branches of Earth Science, which includes the following: geology, oceanography, meteorology, and astronomy. Students will learn in detail about the Earth's interior and the theory of plate tectonics. Students will also explore the current theories that describe the formation of the Earth, our Solar System, and the universe.

**Math 1-** emphasizes mathematical conceptual understanding, procedural skill and fluency, and applications.

**Reading 6-** designed for students who need to strengthen reading and comprehension skills with grade-level materials. The curriculum is built on the priority of the following skills: phonics, fluency, vocabulary, comprehension skills and strategies.

**Geography-** designed to give the students an overview of the continents and oceans, major countries of each continent, and cultural insight using brief histories and modern day life. Students will learn about the tools used to study geography.

### 7<sup>th</sup> grade

**English 7-** curriculum is built on the priority of the following skills: grammar, mechanics/usage, and writing

**Life Science-** designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to science skills, measurement, structure and function of cells, heredity, classification, and diversity of living organisms.

**Math 2-** focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional

shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Reading 7**-designed for students who need to strengthen reading and comprehension skills with grade-level materials. The curriculum is built on the priority of the following skills: phonics, fluency, vocabulary, comprehension skills and strategies.

**U.S. History**- designed to increase the student's understanding of our country's past and present. Students are challenged with higher-order thinking questions, keeping up with current events, multi-sensory activities, and creative projects and reports. The main content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events that influenced the development of the United States and the resulting impact on world history.

**Literature 7**- introduces students to different genres of literature. The course also uses high interest Young Adult novels to intrigue readers, improve comprehension and fluency, initiate discussion on choices, and explore universal themes and characters from various historical and ethnic backgrounds.

### **8<sup>th</sup> grade**

**English 8**- concentrates on reading, writing, speaking, and listening skills. Grammar, punctuation, vocabulary, spelling, mechanics in writing, and note taking are also focused on throughout the year.

**Physical Science**- designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The purpose is to give all students an overview of common strands in physical science including--but not limited to--the nature of matter, laws of energy, matter, motion and forces, and energy transformation. Students will discover how science affects every aspect of their lives. Therefore, students will be provided practical and topical information for each item studied. Overall, the study of science should promote curiosity, questions, and a sense of wonder about the world in which we live.

**Pre-Algebra**- emphasizes mathematical conceptual understanding, procedural skill and fluency, and applications. Students will build on their understanding of real numbers, analyze and solve linear equations, use functions to model relationships, understand congruence and similarity, understand and apply the Pythagorean Theorem, and solve real-world problems involving surface area and volume.

**Reading 8**- built on the priority of the following skills: phonics, fluency, vocabulary, comprehension skills and strategies.

**Civics**- strives to expose how people best live together and explores how the values, traditions, goals and aspirations of the peoples of these United States of America are reflected in the laws of the land and the actions of its legislative, judicial, and executive branches of government. The course also looks at the daily lives of the people living in the United States and abroad to observe and critique the end result of the government's efforts.

**Literature 8**- introduces the student to literature in a deeper, more rigorous fashion than previous reading courses and is comprised of classic literature and poetry and will be a bridge from middle school to high school literature.

### High School Core Courses

**Grade level at which course is taken may vary by individual student's needs.**

**Honors options are available for most core courses. Students will be recommended for Honors options in accordance with School policies and criteria for those courses, in addition to scheduling availability for the course.**

**\* Next to course name denotes the course is specifically (i.e., by name) required by State of Florida for graduation.**

**\*Algebra 1**- is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, polynomials and factoring, quadratic functions, radical expressions, and data analysis. Skills taught in the course lay groundwork for upper level math and science courses and have practical uses.

**Algebra 2**- extends the study of linear, quadratic, and exponential functions that began in Algebra 1 to include polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The primary goal is for students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**American Literature**-provides a thorough survey of American literature from Native American creation myths to the present, introducing literary eras, terminology, forms, conventions and historical background as examples are read. The course provides integrated educational experiences combining the strands of literature, reading, writing, listening, viewing, speaking and language.

**Anatomy and Physiology**- familiarizes students with the composition and workings of their bodies, the requirements for good health, and the diagnoses, complications and treatment of

diseases. There is a lab component to each section and students use current research findings and hands on activities.

**\*Biology**-provides a practical view of the systems of identification of those plants and animals found within the school's wetlands ecosystem. This hands-on, real-world approach is part of an integrated curriculum, which includes a basic introduction to the principles of taxonomy, ecology, and evolution of various organisms.

**Chemistry**-the study of the properties of materials and the changes that materials undergo. Students will explore how chemistry touches our lives almost everywhere and every day, in medicine, the clothes we wear, the games we play, as well as the industries that make the things we use. The course provides students with an introduction to chemistry including atomic and molecular structure, stoichiometry, gases, solutions, acids and bases, chemical thermodynamics, reaction rates, chemical equilibrium, nuclear processes, organic chemistry and biochemistry. Students will learn through laboratory and lecture methods using group and individual activities, cooperative learning, presentations, and technology to enhance the learning environment.

**\*Economics**-focuses on real world applications of larger economic principles. Both macro and microeconomics are explored and critiqued to better expose the complex and unique role each person plays in the economic systems here in the United States and abroad. **Single semester course.**

**\*English 9**- continue improving upon the basic elements of language arts with new skills being taught in the following areas, vocabulary, morphology (prefixes, suffixes, and roots), grammar (usage and mechanics), writing, speaking and listening. In addition to daily journal writing, essays are written in the autobiographical, persuasive, and descriptive format. Other forms of writing include a business letter, a research report with a science or social studies theme, and a multi-media presentation. The methods used are daily journal writing, daily language review, cooperative learning, peer helpers, modeling, use of computer for typing, Internet research, and games.

**\*English 10**- continues improving upon the basic elements of language arts with new skills taught in the following areas: vocabulary and morphology (prefixes, suffixes, and roots), grammar (usage and mechanics, writing and speaking, and listening. In addition to daily journal writing, essays are written in persuasive, compare/contrast, and problem/solution format. Some of the projects will include creating an advertisement, writing a research report with a contemporary theme, and developing and delivering a multi-media presentation. The methods used are daily journal writing, daily language review, cooperative learning, peer helpers, modeling, use of a laptop computer for typing, Internet research, and games.

**\*English 11**- college prep course focusing on skills in persuasion and logic. Both The National Council of Teachers of English and Educational Testing Services recognize that the ability to write a well-reasoned, cogent, persuasive essay is the most important skill a college student can have in his or her arsenal; as such, college professors demand this skill from their students. To facilitate this skill, we will study fallacies (errors in the reasoning process), analyze

advertisements and editorials, write evaluations, proposals, and position papers, and engage in debates. The vocabulary and grammar covered this year will be geared towards the SAT and ACT exams as well as college expectations. *All* vocabulary words presented this year have been used frequently in SAT exams. We review grammar mistakes that regularly appear on SAT and ACT exams, (pronoun errors, correcting misplaced and dangling modifiers) and review practice exams. Some grammar is more advanced and encourages students to expand their writing style (utilizing gerunds and infinitives). The students will read and analyze sample essays from actual SAT exams and will practice writing SAT essays in class. The students will write a 7-10 page research paper taking a position on a controversial issue. This paper will have correct documentation following MLA (Modern Language Association) guidelines.

**\*English 12/Brit Lit-** not only examines works of British Literature (epics, novels, poetry, essays and stories) from 800 BC to the early 20<sup>th</sup> century, but also how history and place affects the authors, themes and subjects. In addition, we will examine the literary terminology and writing style specific to each work. Students will perform web quests on the periods and styles, read aloud, write essays analyzing works, etc. The classes with the English 12 component added will also practice different types of rhetorical modes common to college assignments (definition, comparison/contrast, cause and effect, et.) and experiment with different sentence patterns and formats (from simple to compound -complex). Students will build on the foundation of grammar that they have developed in previous years and fine-tune their writing (parallel structure, anaphora, using active voice, and reducing wordiness and the use of the verb "to be"). They will continue their study of SAT/ACT vocabulary, examine and analyze various media messages.

**Environmental Science-** enables students to evaluate scientific information in order to make informed decisions about the status of their environment. It provides an overview of what it will take to create a long-term sustainable relationship between human beings and the natural world.

**\*Geometry-** explains the basic geometric concepts and properties of points, lines, angles, triangles, quadrilaterals, polygons, circles, work in the X-Y coordinate plane, and solid figures. Additional concepts covered will include measurement, area, similarity, proportionality, congruence, and modeling.

**\*Health Opportunities through Physical Education (HOPE)** – this course’s purpose is to develop and enhance healthy behaviors that influence lifestyle choices and student health, fitness, and wellness. The curriculum complements personal health topics (nutrition, exercise, general fitness, mental health, personal safety, social skills and responsible decision-making, etc.) with physical education activities (establishing and maintaining a personal fitness routine).

**Liberal Arts Math-** students will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions. The course also focuses on skills and methods of linear, quadratic, coordinate, and plane geometry. In addition, students will gain solid experience with geometric calculations and coordinate graphing, methods of formal proof, and techniques of construction. Furthermore, students will explore

similarity and congruence of polygons, as well as area and volume of three-dimensional solids. Lastly, students will extend their knowledge of statistical data represented in distributions and graphical interpretations.

**Literature 9-** investigates the elements of major literary forms, focusing on genre, literary terms and techniques, as well as appreciation of the short story, poem, novel, essay, and drama. The course provides integrated educational experiences combining the strands of literature, reading, writing, listening, viewing, speaking and language. In addition, the course provides supplemental reading and study skills curriculum elements to reinforce strategies for reading fluency, comprehension, and organization of ideas for study of material.

**Marine Science-** facilitates an ongoing, integrated study of all aspects of the marine environment, including physical, chemical, and biological processes. The content we will cover include, but is not limited to, the following: - the origins of the oceans, ecology of various sea zones, marine communities, the diversity of marine organisms, characteristics of major marine ecosystems, characteristics of major marine phyla/divisions, and the interrelationship between man and the ocean.

**Math for College Readiness-** is targeted for students who are not yet "college ready" in mathematics or simply need some additional instructions in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Post-Secondary Readiness Competencies deemed necessary for entry-level college courses.

**Pre-Calculus-** designed to prepare students for topics covered in an elementary Calculus course at the college level. It begins with a comprehensive study of functions and moves into an analysis of basic calculus concepts such as the difference quotient and the notion of "taking a limit." In addition to introducing students to terminology and concepts essential to the study of Calculus, this course should also help students develop reasoning and analytical skills, which may be applied to problems outside the typical realm of mathematics. An additional goal of this course is to introduce students to the graphing calculator and its wide range of useful functionality.

**Statistics and Probability-** designed to explore the concepts of probability, elementary statistics, and hypothesis testing. Mathematical Practice Standards and content standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Topics shall include, but not limited to random experiments, probability concepts, permutations, combinations, sample space, binomial, normal and exponential distributions, concepts of descriptive statistics, measures of central tendency, measures of variability, basic types of sampling, correlation and regression, hypothesis testing using the normal distribution, the t-distributions, the chi-squared distributions, the F-distributions, and applications of various non-parametric statistical tests.

**\*U.S. Government-** strives to expose how people best live together and explores how the values, traditions, goals and aspirations of the peoples of these United States of America are reflected in the laws of the land and the actions of its legislative, judicial, and executive branches of government. The course also looks at the daily lives of the people living in the United States and abroad to observe and critique the end result of the government's efforts.

**\*U.S. History-** examines how ideas, beliefs, decisions, and chance events have been used in the process of writing and interpreting history. The course also examines, in detail the significant aspects of the economic, political, and social systems of our country, primarily during the twentieth century to better understand why the United States is shaped the way it is today.

**\*World History-** examines how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history. The course also examines in detail the significant aspects of the economic, political, and social systems of certain societies and the resulting cultural contributions to our present society. The objective is to understand historical chronology and the historical perspective while exploring the world from post medieval times to the beginnings of the United States. The course also aims to instill an understanding that the study of history is essential to the development of well-rounded students who can emerge from secondary school as an informed, critical, and contributing members of society, both here in the United States and in our ever-shrinking global society.

**World Literature-** investigates the elements of major literary forms, focusing on genre, literary terms and techniques, as well as appreciation of the short story, poem, novel, essay, and drama. Wherever possible, the readings are representative of a variety of cultural and historical perspectives around the world. The course provides integrated educational experiences combining the strands of literature, reading, writing, listening, viewing, speaking and language.

Note: English and Literature classes may be combined at the high school level.

## Middle School Enrichment Courses

Please note that not all courses are offered every semester. All enrichment courses are semester in length unless otherwise noted.

**Art-** introduce the middle school student to art making at a higher level in order to develop their own styles and preferences. Students will create a variety of projects while exploring the use of various art media including collage, graphite, oil pastels, painting and sculpture. Students are encouraged to explore personal style and creativity. Creative problem solving and the creative process will be highlighted. Students are encouraged to give maximum effort on each project and complete all projects by the deadline.

**Computer Science Discoveries-** empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

**Economics for Success-** Students will understand what is needed in order to build personal finances. This will be the cornerstone for a happy secure life. Students will learn the importance of exploring career options based on their skills, interest and values. Students will learn about spending money within a budget; saving and investing wisely; and using credit cautiously.

**Eureka-** designed to prepare students for success in math and science. The class focuses on number sense, geometry, measurement, and algebraic thinking. The class incorporates movement, art, and music to help build math skills and concepts. Multiple real-world situations are used to reinforce the concepts needed to succeed in math.

**Guidance and Career Planning: Building for Success-** The objective of this course is to teach students to work collaboratively in a group. Throughout the course, students will work on personal development, self-esteem, team building, study skills, and social bridges strategies. Topics include expecting respect: unwritten rules in society, self-esteem, leadership and motivation, self- advocacy, study skills, and entrepreneurship.

**Guidance and Career Planning: Life Tools-** designed to assist students with learning skills to help them have a more successful life after high school. This course encourages positive social and emotional interactions with others through healthy relationships, effective communication skills and responsible decision-making skills. It also focuses on living a healthy lifestyle in order to be successful at goals they determine suitable for their lives.

**Guidance and Career Planning: Transitions-** essential strategies focused on social skills and learning techniques fundamental for both social and academic success. Strategies will be taught through a variety of resources including Social Bridges Tool Box: A Social Skills Curriculum, Kagan Cooperative Learning, computer lessons, group exercises, games, and activities.

**Middle School Performance-** fundamentals of music theory, history, appreciation and instrumentation. Students will also get the opportunity for hands on experience (songwriting and performance) with the popular instruments of today including drums, piano/keyboard,

bass, guitar, and lead and back-up vocals. During this course, students will become familiar with today's composers, as well as the Greats, from past musical periods. This course also includes choral arrangements in which the class as a whole will sing in unison and in two part harmonies.

**Physical Education-** incorporates activities that create, improve, or refine skill development – physically, mentally, and socially. The course includes activities where students practice fitness skills like jogging, running, galloping, hopping, leaping, sliding, and skipping; athletic skills like dribbling, shooting, striking, kicking, catching, and throwing; mental and social skills such as cooperation, listening skills, communication skills, respect for others, sportsmanship, teamwork and new ways to solve problems.

**Practicum-** designed to better prepare middle school students with the skills necessary for high school research, writing and portfolio building. The course has two parts, portfolio building and digital citizenship.

**Yo-Boarding-** In this class, we will practice yoga twice a week, participate in brief guided meditations, learn touch-typing, and investigate morphology. All of these areas of study will improve student performance in academics.

## High School Enrichment Courses

Please note that not all courses are offered every semester. All enrichment courses are semester in length unless otherwise noted.

\*Denotes a full year course

**Art**-the focus of the course will be the elements and principles of art fundamentals, art history and communication through art. Students will explore the basic elements of art: line, shape, value, space, color, form, texture, and be able to apply the fundamental principles of design in their artwork. Students will create a variety of projects while exploring the use of various art media including collage, graphite, oil pastels, painting and sculpture.

Students are encouraged to explore personal style and creativity. Creative problem solving and the creative process will be highlighted. Students are encouraged to give maximum effort on each project and complete all projects by the deadline.

**Computer Fundamentals**- Students will gain practice in using key applications, such as word processors, spreadsheets, and presentation software, as well as understand social and ethical issues around the Internet, information, and security. The focus is on the fundamentals, learning and using the applications, and understanding the basic roles and responsibilities of the software, hardware, and operating system.

**Computer Principles\***- the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

**Computer Science Applications (JAVA)\***- this course covers the fundamentals of programming with more emphases put on creating and building items such as apps, programs, software etc. We teach the classic elements of programming, using an "objects-in-the-middle" approach that emphasizes data abstraction. We motivate each concept by examining its impact on specific applications, taken from fields ranging from materials science to genomics to astrophysics to internet commerce.

**Computer Science Fundamentals Express**- Students learn to create computer programs that will help them learn to collaborate with others, develop problem-solving skills, and persist through difficult tasks. They will study programming concepts, computational thinking, digital citizenship, and develop interactive games or stories they can share.

**Creative Writing**-the goal of this course is to help the student explore written expression through a variety of genres. Art forms we may cover include short stories, poetry, spoken word/rap, speech-writing, flash fiction, etc. Genres may include fiction, fantasy, non-fiction, romance, horror, etc. Content of the course will be driven by student interest. Students will be given assignments to go through planning, workshopping, and finally, presenting. Students will learn lessons throughout the semester pertaining to characterization, plot devices, figurative language, and more.

**Critical Thinking-** students will develop critical thinking strategies through a variety of fun, creative, and engaging activities, such as games, puzzles, creating new things, being a part of a bigger plan, etc. Students will apply questioning strategies, engage in reflective thinking, problem solving, and testing arguments. Students will process the strategies they use for understanding and transfer ability to other areas.

**Dance Foundations (genre and style may vary from semester to semester)** - designed to help students develop social skills, instill confidence, and foster a mutual respect for their partner. Along with these benefits come daily exercise and increased balance and agility. Throughout this course, students will learn basic steps along with the appropriate timing to each of the offered dances. There will be a strong focus on the leading and following techniques associated with each dance. As students progress they will be encouraged to perform in a number of school offered venues.

**Dance and Music History** – an overview of historical roots of dance and music as entertainment and cultural tradition.

**Drama-**will have everyone using and developing their gifts in areas such as acting, voice, movement, and leadership. Specifically, you the student, will be involved as a creator, a performer, a historian, and a critic. The best part about Drama is that it builds you as a person. The experiences you will share in this classroom will not be always learned from a textbook, but through various practices and situations, you will encounter through class experiences. You will develop emotionally, physically, intellectually, imaginatively, and socially.

**Guidance and Career Planning: Study Skills and Success Planning-** provides opportunities and resources for students to learn, understand, and reinforce concepts that will enhance their overall educational experience. Skills learned can be transferred to life after high school. Areas of focus may include: high school overview; grade point average (GPA); high school portfolios; organizational skills; types of learning differences; time management; test anxiety; note taking; volunteering; memory; making health choices (social media, relationships, etc.); mindfulness; critical thinking/conversation skills; group behavior/peer pressure; digital citizenship; problem solving/conflict resolution; empathy; goal setting (SMART goals); future thinking; social growth; or other areas.

**Guidance and Career Planning: Career Planning-** designed to expose students to a variety of experiences concentrated in understanding the college application process and career options after graduation. Student's strengths, weaknesses, personal work skills and personal preferences will all help them to develop short and long-term goals for their future. The ultimate goal of this course is to help students to develop a plan for life after high school and to then assist them in fulfilling the requirements of that plan to encourage their success.

**Guidance and Career Planning: College and Career Explorations-** provides opportunities and resources for students to seek career information related to academic and occupational interest patterns, which form the foundations for sound career decision-making. Students are guided through individual and group exercises that assist in identifying needs, values, wants, interests, and abilities. The goal of the course is to help students develop a strong foundation

for major/career decision planning through career and other inventories, research on careers and colleges, and personal reflection.

**Guidance and Career Planning: Adult Transitions**-the purpose of this course is to assist the senior student with the transition to young adulthood. This goal is to be achieved by exploring various self-advocating and self-discovery tactics, as well as through a range of exercises relating to practical life skills. Topics include but are not limited to goal setting, Myers-Briggs personalities, meditation/coping mechanisms, independent living (leases, building credit, etc.), academic transitions for college, interpersonal skills, and planning.

**Florida History**- understand the development of the state of Florida within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems related to the multifaceted issues that will face them in the 21st century.

**Forensics**- introductory course aims to explain the principles and techniques behind the work of forensic scientists.

**Music**- three units of study, instrumentation, music theory, and digital Composition. Students will learn the fundamentals of music theory, history, appreciation and instrumentation. Digital composition is designed to let the student create his/her own music through the sampling of instruments on their computers. Students will be required to create different styles and genres of music within the course. Students will also get the opportunity for hands on experience (songwriting and performance) with the popular instruments of today.

**Musical Theatre** – An overview and introduction to the performing arts genre of Musical Theatre—includes history of the genre, musical instruction, acting, and sample viewings of various productions as representatives of the genre.

**Physical Education**- incorporates activities that create, improve, or refine skill development – physically, mentally, and socially. The course includes activities where students practice fitness skills like jogging, running, galloping, hopping, leaping, sliding, and skipping; athletic skills like dribbling, shooting, striking, kicking, catching, and throwing; mental and social skills such as cooperation, listening skills, communication skills, respect for others, sportsmanship, teamwork and new ways to solve problems.

**Set Design** – an overview and general instruction on the non-acting aspects of performance theatre, including set design, sound engineering, and lighting. Designed to be a collaborative course coordinated with the Drama course.

**Southeast Archeology**-introduces students to the field of archaeology. Unit one focuses on an overview of archaeology, its methodologies, and place as part of anthropology. Subsequent units explore various tribes of the Southeast United States including their religion, sociopolitical structures, appearance/clothing, housing, crafts/artifacts, and major historical events. The cultures are explored within an archaeological context that employs experimental archaeology and project-based learning.

**Spanish 1\***- provide specific instruction through four basic skills: speaking, listening, reading and writing. Students will acquire the language relating to their own experiences by speaking about their daily lives and expressing their opinions. Daily activities include: vocabulary review, conversation practice, listening to native speakers on audio and video recordings, singing songs, reciting poems in Spanish, reading stories, and other materials in Spanish, and cultural studies.

**Spanish 2\***- provide specific instruction through four basic skills: speaking, listening, reading and writing. Students will acquire the language relating to their own experiences by speaking about their daily lives and expressing their opinions. Daily activities include: vocabulary review, conversation practice, listening to native speakers on audio and video recordings, singing songs, reciting poems in Spanish, reading stories, and other materials in Spanish, and cultural studies. This course is a continuation of Spanish I, which will continue developing vocabulary and grammar skills.