



World Languages Curriculum Guide

Spanish 2 - CP

Course Description

<p>This course is designed to strengthen the concepts learned in Spanish 1, while adding new grammatical concepts and vocabulary. Students are exposed to additional language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, infographics, etc. Through this exposure, students will begin to become more comfortable with their speaking, listening, reading, and writing skills. Students can expect to answer questions in class in the target language, along with complete reading activities, and other assignments that engage the use of the target language. The goal of this course is to increase the amount of Spanish used during instruction and for students to move from one proficiency level to the next. Students are encouraged to take an active role in class and are required to do work outside of class in order to strengthen their knowledge and skills. The target proficiency level for students in this course is Novice High.</p>
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Communication Standards (Novice High)

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| <ol style="list-style-type: none"> 1. Interpretive Communication - In texts and conversations on topics that relate personally to students, relying mostly upon understanding of single, simple sentences, supported by repetition and plain language, students: <ol style="list-style-type: none"> a. Understand traits of multiple cultures and communities. (NH.1.a) b. Identify and recognize the main topic and some related information. (NH.1.b) 2. Interpersonal Communication - In conversations on topics that relate personally to students in a variety of settings, using mostly simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners usually understand, students: <ol style="list-style-type: none"> a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (NH.2.a) b. Understand, answer, and ask a variety of questions. (NH.2.b) c. Engage in conversation by understanding and creating language that conveys authentic, personal meaning. (NH.2.c) 3. Presentational Communication - In presentations on topics that relate personally to students in a variety of settings, using mostly simple sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners usually understand, students: <ol style="list-style-type: none"> a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (NH.3.a) b. Provide prepared information in culturally appropriate ways. (NH.3.b) c. Express their own authentic thoughts and preferences in culturally appropriate ways. (NH.3.c) 4. Intercultural Communication - In interactions in a variety of settings, using mostly simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners usually understand, students: <ol style="list-style-type: none"> a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (NH.4.a) b. Use appropriate learned gestures and behaviors. (NH.4.b) c. Avoid major social blunders. (NH.4.c) |
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Linguistic Cultures Standards (Novice High)

5. **Cultures** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NH.5.a)
 - b. Investigate, explain, and reflect on how culture affects identity. (NH.5.b)
 - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (NH.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. Making comparisons between products, practices, and perspectives. (NH.6.a.1)
 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (NH.6.a.2)
 - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Interpreting, expressing, and comparing the meaning of idioms. (NH.6.b.1)
 2. Making comparisons of basic language forms. (NH.6.b.2)

Lifelong Learning Standards (Novice High)

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (NH.7.a)
 - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NH.7.b)
8. **Communities** - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NH.8.a.1)
 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (NH.8.a.2)
 - a. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (NH.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (NH.8.b.2)
 3. Explaining language education requirements for careers of interest. (NH.8.b.3)
 4. Setting goals for growth in these areas and reflecting upon progress. (NH.8.b.4)



Subject: Spanish 2

Units	Concepts / Skills	Activities May Include
<p>Review vocabulary and structures learned in Spanish 1</p> <p>September - October</p>	<ul style="list-style-type: none"> ▪ Provide prepared information about myself in culturally appropriate ways ▪ Provide prepared information about my family, my school and my friends in culturally appropriate ways ▪ Express how I feel and ask others how they feel ▪ Express my interests and the interests of others ▪ Discuss shopping for food and clothing ▪ Discuss summer and winter activities ▪ Ask others to provide basic information about themselves ▪ Identify products and practices in the target culture ▪ Identify similarities and differences between own culture and target culture 	<ul style="list-style-type: none"> ▪ Autobiography, oral or written ▪ Vacation Presentation ▪ All about me poster ▪ Vocabulary or grammar quizzes ▪ Interview others
<p>Unit 1: Travel by Plane</p> <p>October - November</p>	<ul style="list-style-type: none"> ▪ Ask and respond to predictable questions about preparing for a trip ▪ Ask and respond to predictable questions about air travel ▪ Present orally or in writing the practices and procedures at the airport and in the plane ▪ Identify basic facts relative to air travel from audio/video/written texts ▪ Identify similarities and differences between own culture and target culture in terms of travel 	<ul style="list-style-type: none"> ▪ Investigate air travel to and within other countries ▪ Describe in writing the process of traveling by plane ▪ Create a map of a Latin American country ▪ Vocabulary and grammar exercises, quizzes, tests ▪ Integrated Performance Assessments



Units	Concepts / Skills	Activities May Include
<p>Unit 2: Daily Routine & Healthy Lifestyle</p> <p>December - January</p>	<ul style="list-style-type: none"> ▪ Ask and respond to predictable questions about one's daily routine, a healthy lifestyle and going camping. ▪ Present orally or in writing aspects of one's daily routine ▪ Identify basic facts relative to one's daily routine from audio/video/written texts ▪ Ask others to do something using polite commands ▪ Investigate backpacking opportunities in Latin America ▪ Compare and contrast youth hostels to other popular lodging options 	<ul style="list-style-type: none"> ▪ Investigate the daily routine of others ▪ Explain how your daily routine differs from the daily routine of others ▪ Discover how others including a famous celebrity maintain a healthy lifestyle ▪ Create a travel brochure about a campsite, or national reserve ▪ Vocabulary and grammar exercises, quizzes, tests ▪ Integrated Performance Assessments
<p>Unit 3: Travel by Train</p> <p>February - March</p>	<ul style="list-style-type: none"> ▪ Ask and respond to questions about train arrivals, departures, and locations. ▪ Present the different aspects of planning a trip. ▪ Explore and investigate the different excursions in Latin America that are possible by train ▪ Begin to express events that occurred in the past 	<ul style="list-style-type: none"> ▪ Vocabulary and grammar exercises, quizzes, tests ▪ Integrated Performance Assessments ▪ Design a trip to various locations within Spain including the train schedule, fees, lodging, and tourist stops
<p>Unit 4: Restaurants</p> <p>March - April</p>	<ul style="list-style-type: none"> ▪ Ask and respond to a variety of questions about restaurants and dining, in target language cultures and at home culture. ▪ Present orally the different types of dining options and availability ▪ Identify and discuss the different aspects of dining ▪ Identify different facts about dining and setting up dining events and opportunities ▪ Explore the norms of dining in various cultures including tipping, leftovers, sharing family time after a meal 	<ul style="list-style-type: none"> ▪ Design a menu of a new restaurant in a target language country ▪ Design a cookbook ▪ Create a skit that takes place in a restaurant/eating establishment ▪ Write a review for a restaurant ▪ Vocabulary and grammar exercises, quizzes, tests



Units	Concepts / Skills	Activities May Include
<p>Unit 5: Celebrations</p> <p>April - May</p>	<ul style="list-style-type: none"> ▪ Ask and respond to questions about typical celebrations in the target culture as well as the home culture ▪ Present orally or in writing aspects of family or community celebrations such as Christmas, Hanukkah, Day of the Dead, Patron Saints Day, New Years and others ▪ Identify basic facts and some details relative to holidays, feast days and celebrations from audio/video/written texts ▪ Explore the norms of celebrations in the target culture and compare them with ways in which the home culture celebrates ▪ Begin narration in the past regarding habitual or ongoing events 	<ul style="list-style-type: none"> ▪ Create a presentation on a particular holiday or feast day in the target culture ▪ Create a video/ blog/ presentation about what you were like as a child and how your family typically celebrated holidays ▪ Create a calendar identifying important celebrations in the target culture ▪ Vocabulary and grammar exercises, quizzes, tests ▪ Integrated Performance Assessments
<p>Unit 6: Technology</p> <p>May - June</p>	<ul style="list-style-type: none"> ▪ Ask and respond to questions about technology and the use thereof ▪ Present orally or in writing aspects of how we use technology ▪ Discuss responsible use of technology and forming healthy habits regarding cell phone use ▪ Identify basic facts and some details relative to use of computers, cell phones, Internet from audio/video/ written texts ▪ Build on narration in the past to include both simple past tenses. Begin to distinguish when to use each tense ▪ Compare and contrast use of technology in the target culture and the home culture 	<ul style="list-style-type: none"> ▪ Create an acceptable use policy for computer or cell phones ▪ Create a presentation regarding the options, availability and pricing of cell phones and computers in the target culture and the home culture ▪ Vocabulary and grammar exercises, quizzes, tests ▪ Integrated Performance Assessments

Textbook

- *¡Así se Dice! Level 2*, by Conrad J. Schmitt and McGraw-Hill authors; published by Glencoe/McGraw-Hill