



## World Languages Curriculum Guide

## Spanish 2 – Honors

Course Description
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<p>This course is designed for students who have mastered the foundational concepts presented in Spanish 1 and who are highly motivated to communicate in the target language. 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, online articles, etc. Through this exposure, students will work toward improving their speaking, listening, reading, and writing skills. Students can expect to engage in classroom discussions, paired assignments where the focus is on interacting in the target language, reading multi-paragraph length texts, and writing with accuracy to convey meaning. At this level, students' receptive language is strengthening and they are beginning to produce spoken and written language on their own. This course is increasingly taught in Spanish with English used for clarification. Students are expected to actively work toward the 90% target language use threshold. The target proficiency level for students in this course is Intermediate Low.</p>
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Communication Standards (Intermediate Low)
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| <ol style="list-style-type: none"> <li>1. <b>Interpretive Communication</b> - In texts and conversations on topics that relate to students and their immediate environment, relying upon understanding of simple sentences, supported by repetition and plain language, students:               <ol style="list-style-type: none"> <li>a. Understand traits of multiple cultures and communities. (IL.1.a)</li> <li>b. Understand the main idea and related information. (IL.1.b)</li> </ol> </li> <li>2. <b>Interpersonal Communication</b> - In conversations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected 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 understand, students:               <ol style="list-style-type: none"> <li>a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IL.2.a)</li> <li>b. Understand, answer, and ask a variety of questions. (IL.2.b)</li> <li>c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IL.2.c)</li> </ol> </li> <li>3. <b>Presentational Communication</b> - In presentations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected 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 understand, students:               <ol style="list-style-type: none"> <li>a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IL.3.a)</li> <li>b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IL.3.b)</li> <li>c. Explain their own authentic thoughts in culturally appropriate ways. (IL.3.c)</li> </ol> </li> <li>4. <b>Intercultural Communication</b> - In interactions in a variety of settings, creating unconnected 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 understand, students:               <ol style="list-style-type: none"> <li>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. (IL.4.a)</li> <li>b. Use appropriate learned gestures and behaviors. (IL.4.b)</li> <li>c. Avoid major social blunders. (IL.4.c)</li> </ol> </li> </ol> |
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**Linguistic Cultures Standards (Intermediate Low)**

5. **Cultures** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IL.5.a)
  - b. Investigate, explain, and reflect on how culture affects identity. (IL.5.b)
  - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IL.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - 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. (IL.6.a.1)
    2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.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. (IL.6.b.1)
    2. Making comparisons of basic language forms. (IL.6.b.2)

**Lifelong Learning Standards (Intermediate Low)**

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IL.7.a)
  - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IL.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 minimally but consistently:
  - 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. (IL.8.a.1)
    2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IL.8.a.2)
  - b. Become lifelong learners by:
    1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IL.8.b.1)
    2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.8.b.2)
    3. Explaining language education requirements for careers of interest. (IL.8.b.3)
    4. Setting goals for growth in these areas and reflecting upon progress. (IL.8.b.4)



**Subject: Spanish 2 – Honors**

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



Units	Concepts / Skills	Activities May Include
<p>Unit 2: Daily Routine &amp; Healthy Lifestyle</p> <p>November - December</p>	<ul style="list-style-type: none"> <li>▪ Ask and respond to predictable questions about one's daily routine, a healthy lifestyle and going camping.</li> <li>▪ Present orally or in writing aspects of one's daily routine</li> <li>▪ Identify basic facts relative to one's daily routine from audio/video/written texts</li> <li>▪ Ask others to do something using polite commands</li> <li>▪ Investigate backpacking opportunities in Latin America</li> <li>▪ Compare and contrast youth hostels to other popular lodging options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate the daily routine of others</li> <li>▪ Discover how others including a famous celebrity maintain a healthy lifestyle</li> <li>▪ Journal about one's daily routine</li> <li>▪ Create a travel brochure about a campsite, national reserve or youth hostel</li> <li>▪ Vocabulary and grammar exercises, quizzes, tests</li> <li>▪ Integrated Performance Assessments</li> </ul>
<p>Unit 3: Travel by Train</p> <p>December - January</p>	<ul style="list-style-type: none"> <li>▪ Ask and respond to predictable questions about traveling by train both locally and long distance</li> <li>▪ Present orally or in writing aspects of planning a trip and traveling by train</li> <li>▪ Identify basic facts relative to traveling by train from audio/video/written texts</li> <li>▪ Investigate excursions by train in Latin America</li> <li>▪ Investigate the Lost City of the Incas, Machu Picchu</li> <li>▪ Begin to narrate simple events in the past</li> <li>▪ Explore the Renfe Train System in Spain</li> <li>▪ Compare the various means of transportation between the targets cultures and home culture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design a trip to various locations within Spain including the train schedule, fees, lodging, and tourist stops</li> <li>▪ Write a letter or create a vlog about a trip to Machu Picchu or the Panama Canal</li> <li>▪ Vocabulary and grammar exercises, quizzes, tests</li> <li>▪ Integrated Performance Assessments</li> </ul>



Units	Concepts / Skills	Activities May Include
<p>Unit 4: Restaurants</p> <p>February - March</p>	<ul style="list-style-type: none"> <li>▪ Ask and respond to predictable questions and some original questions about restaurants in the target culture as well as the home culture</li> <li>▪ Present orally or in writing aspects of dining in various types of restaurants</li> <li>▪ Identify basic facts relative to planning to dine out and/or dining out from audio/video/written texts</li> <li>▪ Explore the norms of dining in various cultures including tipping, leftovers, sharing family time after a meal</li> <li>▪ Compare the dining experience in the home culture to that of the target culture</li> <li>▪ Build on narration in the past with more complex verb structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design a culturally appropriate menu or cook book</li> <li>▪ Design a culturally appropriate advertisement for a restaurant or other eating establishment</li> <li>▪ Perform a skit that takes place in a restaurant</li> <li>▪ Write a blog about a dining experience</li> <li>▪ Vocabulary and grammar exercises, quizzes, tests</li> <li>▪ Integrated Performance Assessments</li> </ul>
<p>Unit 5: Celebrations</p> <p>March - April</p>	<ul style="list-style-type: none"> <li>▪ Ask and respond to predictable questions and some original questions about typical celebrations in the target culture as well as the home culture</li> <li>▪ 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</li> <li>▪ Identify basic facts and some details relative to holidays, feast days and celebrations from audio/video/written texts</li> <li>▪ Explore the norms of celebrations in the target culture and compare them with ways in which the home culture celebrates</li> <li>▪ Begin narration in the past regarding habitual or ongoing events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a presentation on a particular holiday or feast day in the target culture</li> <li>▪ Create a video/ blog/ presentation about what you were like as a child and how your family typically celebrated holidays</li> <li>▪ Create a calendar identifying important celebrations in the target culture</li> <li>▪ Vocabulary and grammar exercises, quizzes, tests</li> <li>▪ Integrated Performance Assessments</li> </ul>



Units	Concepts / Skills	Activities May Include
Unit 6: Technology  April - May	<ul style="list-style-type: none"> <li>▪ Ask and respond to predictable questions and some original questions about technology and the use thereof</li> <li>▪ Present orally or in writing aspects of how we use technology</li> <li>▪ Discuss responsible use of technology and forming healthy habits regarding cell phone use</li> <li>▪ Identify basic facts and some details relative to use of computers, cell phones, Internet from audio/video/ written texts</li> <li>▪ Build on narration in the past to include both simple past tenses. Begin to distinguish when to use each tense</li> <li>▪ Compare and contrast use of technology in the target culture and the home culture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create an acceptable use policy for computer or cell phones</li> <li>▪ Create a presentation regarding the options, availability and pricing of cell phones and computers in the target culture and the home culture</li> <li>▪ Vocabulary and grammar exercises, quizzes, tests</li> <li>▪ Integrated Performance Assessments</li> </ul>
Unit 7: Hotels  May - June	<ul style="list-style-type: none"> <li>▪ Ask and respond to predictable questions and some original questions about hotels, hostels and other forms of lodging</li> <li>▪ Present orally or in writing aspects of making a reservation and staying in a hotel, hostel or other lodging</li> <li>▪ Identify basic facts and some detail relative to planning for and staying in a hotel</li> <li>▪ Investigate the Camino de Santiago and the origin of the hostel industry</li> <li>▪ Investigate former castles being used as hotels</li> <li>▪ Compare and contrast hotels in the target culture and the home culture</li> <li>▪ Continue to build on narration in the present and the past to included the recent past</li> </ul>	<ul style="list-style-type: none"> <li>▪ Incorporate prior lessons on vacations, plane and train travel to plan a vacation with a detailed itinerary</li> <li>▪ Role Play making a hotel reservation or interacting with hotel personnel</li> <li>▪ Create a culturally appropriate advertisement for a hotel</li> <li>▪ Make a mock reservation at a Spanish Inn</li> <li>▪ Vocabulary and grammar exercises, quizzes, tests</li> <li>▪ Integrated Performance Assessments</li> <li>▪ Research Government maintained Spanish Inns and compare then with more modern lodging choices</li> </ul>

**Textbook**

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