

Spanish 2

Course Description:

Spanish 2 furthers the study of grammar, vocabulary and cultures of Spanish-speaking countries. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through literature.

Course Beliefs:

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21st Century schools.
- A K-12 articulated world language program should be available to all students.

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

Level 2 Topics:

1. Body parts, health, & fitness
2. Daily routines
3. Description of people, personalities, nationalities
4. Dining out
5. Directions
6. Leisure time
7. Shopping
8. Sports
9. Travel and Transportation
10. Plus expansion of level 1 topics

Standards:

1. Students will communicate in languages other than English.
 - 1.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2. Students understand and interpret written and spoken language on a variety of topics.
 - 1.3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
 - 2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
 - 2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
 - 3.1. Students reinforce and further their knowledge of other disciplines through the foreign language.
 - 3.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
 - 4.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - 4.2. Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
 - 5.1. Students use the language both within and beyond the school setting.
 - 5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Adjectives:

- comparative
- superlative
- possessive
- demonstrative

Pronouns:

- demonstrative
- direct / indirect
- prepositional
- possessive
- reflexive

Key Concepts & Structures

Adverbs:

- creating adverbs out of adjectives

Plus expansion of Level 1 concepts

Verbs:

- past tense
 - imperit
 - regular
 - irregular
 - preterit
 - regular
 - irregular
- commands
- reflexive
- passive voice

Negative: structures

Culture:

- Students are able to...
- observe and identify everyday cultural practices.
 - distinguish similarities and differences among culture.
 - use culturally appropriate gestures and oral expressions.
 - listen to or read materials in the language from the cultures being studied.

Student Self-Assessment:

Based on the **Standards, Topics** and **Key Concepts & Structures** listed here, students should ask themselves...

Listening: Can I understand Spanish when I hear it?

Speaking: Can I speak Spanish with a variety of people?

Reading: Can I read a variety of materials in Spanish?

Writing: Can I write Spanish for different purposes?

Culture: Can I use my knowledge of Spanish-speaking cultures?

Body parts, health & fitness:

Identification of body parts
 Expressions of state of health
 Fitness activities
 Diet

Connecting topics: Daily routines; descriptions of people; personalities & nationalities; dining out, leisure time; shopping; sports

Culture: Medical care and diet

School Schedule:

Names and order of classes
 Preferences
 Locations within school
 Routine

Connecting Topics: Daily routines; leisure time; sports; travel & transportation

Culture: Similarities and differences

Daily Routines:

Personal hygiene and habits

Connecting topics: Body parts; health and fitness; description of people, personalities and nationalities, directions; leisure time; school schedule; shopping; sports

Culture: Similarities and differences

Spanish 2**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

Description of People, Personality & Nationalities:

Physical and personality attributes
 Fashion
 Professions

Word formations when referring to nationalities

Connecting topics: Body parts; health and fitness; daily routines; leisure time; shopping; sports

Culture: Celebrations; famous people; folkloric activities and clothing; similarities and differences

Sports:

Names and equipment
 Preferences
 Abilities
 Sports clothing

Connecting Topics: Body parts; health & fitness; daily routines; description of people, personalities & nationalities; leisure time; school schedule; shopping; travel & transportation

Culture: Popularity of sports; game rules

Shopping:

Variety of stores and merchandise

Clothing, food, beverages

Preferences

Quantities and size

Connecting Topics: Body parts; health & fitness; daily routines; description of people, personalities & nationalities; directions; leisure time; sports; travel & transportation

Culture: Fashion; seasonal availability; metric & English systems; electrical and electronic system

Directions:

Directions to a place

Directions on how to do something

Metric and English system vocabularies

Numbers 101 – 1000

Connecting Topics: Daily routines; leisure time; shopping; travel & transportation

Culture: Metric system for travel and cooking; transportation alternatives

Dining Out:

Table settings
 Table conversation
 Toasting

Connecting Topics: Body parts; health & fitness; leisure time; travel & transportation

Culture: Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

Leisure Time:

School clubs
 Vacations
 Free time activities

Family and community events

Connecting Topics: All Topics

Culture: Similarities and differences

Plus Expansion of Level 1 Topics and Key Concepts**Travel & Transportation**

Local travel

Geographic names

Cardinal directions

Trip preparation, itinerary, tickets and reservations

Modes of transportation

Connecting Topics: Dining out; directions; leisure time; school schedule; shopping; sports

Culture: Similarities and differences

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Performance Indicators

Topic	Communication	Culture
Body Parts; Health & Fitness	<p>Identifies and presents information on basic body parts.</p> <p>Interprets and presents information about state of health using common expressions.</p> <p>Exchanges, interprets, and presents information on fitness activities and diet.</p>	Compares and contrasts cultural practices in areas of medical care and diet.
Daily Routines	Exchanges, interprets, and presents information about personal hygiene and habits	Describes cultural similarities and differences in personal routines.
Description of People, Personalities, and Nationalities	<p>Identifies, exchanges and presents personal and biographical information including physical descriptions and personality attributes.</p> <p>Exchanges, interprets and describes information about fashion.</p> <p>Exchanges, interprets and describes information about professions.</p> <p>Applies correct word formations when referring to nationalities.</p>	<p>Describes similarities and differences in celebrations.</p> <p>Explain the influence of culture on clothing, and clothing in folkloric activities.</p>
Dining Out	<p>Exchanges, interprets, and describes table settings and table conversations.</p> <p>Describes a toast in the context of celebrations and appropriateness.</p>	Explains eating customs including nuances of ordering, currencies, timing and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in Spanish speaking countries.
Directions	<p>Asks for or gives simple directions to specified locations or on how to carry out a procedure.</p> <p>Follows oral and written directions to a specified location or on how to carry out a</p>	<p>Identifies transportation alternatives in Spanish – speaking cultures.</p> <p>Describes travel and cooking using the metric system.</p>

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Performance Indicators

Topic	Communication	Culture
Directions (continued)	<p>procedure.</p> <p>Describes similarities and differences between metric and English Systems and applies the vocabularies of both.</p> <p>Exchanges, interprets and presents information using numbers 101 – 1000</p>	
Leisure Time	Exchanges information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.	Compares and contrasts leisure time activities in Spanish – speaking cultures to ones’ own.
School Schedule	<p>Exchanges, interprets and presents information about course schedules including names and order of classes.</p> <p>Provides information regarding personal preferences about courses.</p> <p>Describes locations within the school building.</p> <p>Presents information regarding daily routines in school.</p>	Describes similarities and differences in schooling in Spanish –speaking cultures and ones’ own.
Shopping	<p>Describes types of stores and merchandise available in Spanish–speaking countries.</p> <p>Presents personal preferences for style and design of clothing, food, and beverages.</p> <p>Interprets and presents information about size, price and quantity of items using authentic items</p>	<p>Describes the influence of culture on fashion.</p> <p>Describes seasonal availability of merchandise.</p> <p>Compares sizing, currency, measurement, electrical, and electronic systems in the U.S. with those used in Spanish – speaking countries</p>
Sports	<p>Exchanges, interprets, and presents information about names, clothing and equipment used for sport activities.</p> <p>Presents information on personal preferences</p>	Describes the organization of team sports including game rules in a Spanish–speaking country.

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Performance Indicators

Topic	Communication	Culture
Sports (continued)	for sporting activities. Describes the personal abilities required for a sport activity.	Compares the popularity of sports in Spanish-speaking countries and the U.S.
Travel and Transportation	Describes local travel. Describes locations using geographic names. Asks for or gives simple directions to specified locations using cardinal directions. Follows oral and written directions to a specified location. Asks and answers questions about past or future travel plans and destinations including trip preparation, itinerary, tickets and reservations. Exchanges, interprets, and presents information about modes of transportation.	Describes similarities and differences in cultures including travel destinations, vacation practices and the mode of transportation.