



Spanish 2

Grades: 9-12

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Recent research has demonstrated the benefits of second language learning. The American Council on the Teaching of Foreign Languages (ACTFL) has identified some key research findings that demonstrate that effective foreign language instruction also supports district priorities. Research shows a correlation between language learning and increased academic achievement on standardized test measures. Continued study of a foreign language supports deep understanding of English grammar constructions and communication. The Hazelwood School District will offer students opportunities to develop increased fluency in Spanish through the Spanish 2 course.

Updated curriculum is required because of changes in state standards and ACTFL standards to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. Students are expected to study a foreign language as part of preparation for college and many careers. The standing curriculum needs to be revised to focus on communication proficiency and cultural awareness.

Members of the curriculum committee researched best practices before the revision process was started; therefore, the curriculum supports a foreign language approach that blends understanding of words and word parts, grammar constructions, effective communication and cultural awareness. The activities, materials and scoring guides for each unit are aligned directly to this framework. Spanish 2 builds on basic language acquired in Spanish 1 as students become more adept at communicating in Spanish as writers, readers, speakers and listeners.

The committee members aligned the curriculum with the World Languages Course Level Expectations established in February, 2011, by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building and student-centeredness.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous, outline clear expectations and build on learning begun in Spanish 1. As the curriculum is implemented and taught, **the assessments will be revised**. The assessments are required; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

COURSE TITLE: Spanish 2

GRADE LEVEL: 9-12

Course Description:

Students will improve their existing Spanish skills through reading short stories and simple magazine articles. The students will comprehend longer, quicker rates of Spanish speech. They will use increasingly advanced vocabulary and grammar, including past tense. Students will be able to write short paragraphs. During the second semester, students will comprehend and use present and past tenses in speaking, reading and writing. Students will study thematic units in the Spanish 2 text to compare cultures and communities. Students will write complete paragraphs and produce spontaneous speech in Spanish. (Prerequisite: Spanish 1)

Course Rationale:

This course will increase student ability to convey and receive messages using interpersonal, interpretive and presentational modes. Students will increase their ability to understand and produce spontaneous speech to engage in Spanish language conversations. Students will also read and write longer and more complex text. Students will practice 21st century skills such as communication, collaboration and cultural awareness. The second year of Spanish meets the basic expectations of many colleges and professions and thus supports student college and career readiness.

Course Scope and Sequence

<u>Unit 1</u> Repaso	<u>Unit 2</u> School Activities and Rules	<u>Unit 3</u> Family Celebrations	<u>Unit 4</u> Daily Routine	<u>Unit 5</u> Shopping
<i>16-18 class periods, 90 minutes in length</i>	<i>10-12 class periods, 90 minutes in length</i>	<i>22-24 class periods, 90 minutes in length</i>	<i>13-15 class periods, 90 minutes in length</i>	<i>10-12 class periods, 90 minutes in length</i>

Unit Objectives

Unit 1

1. The learner will be able to perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
2. The learner will be able to use cognates to enhance spoken and written language.
3. The learner will be able to recognize critical sound differences in the target language that must be mastered.
4. The learner will be able to write brief messages such as postcards, short letters or e-mails on very familiar topics.
5. The learner will be able to use and interpret the target language to exchange information about personal events, memorable experiences and/or other topics.
6. The learner will be able to ask for repetition and repeat to ensure comprehension.
7. The learner will be able to discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.

Unit 2

1. The learner can compare everyday social etiquette within the culture studied to their native culture.
2. The learner will be able to compare the most common objects and symbols used to represent the target culture and their own culture.
3. The learner will be able to write brief messages such as postcards, short letters, or e-mails on very familiar topics.
4. The learner will be able to explore hobbies, activities and topics of personal interest related to the target culture.
5. The learner will be able to discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical and scientific concepts.
6. The learner will be able to compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.

Unit 3

1. The learner will be able to explore hobbies, activities and topics of personal interest related to the target culture.
2. The learner will be able to interpret and synthesize information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
3. The learner will be able to identify principal characters and main ideas in oral and written narratives in the target language.
4. The learner will be able to compare important historical and contemporary figures and events of the culture studied and their own culture.
5. The learner will be able to interpret figurative language and idiomatic expressions in the target language.

6. The learner will be able to analyze the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
7. The learner will be able to communicate on a personal level with speakers of the target language via letters, emails, etc.
8. The learner will be able to compare everyday social etiquette within the culture studied to their native culture.
9. The learner will be able to summarize articles or short videos in the target language on topics being studied in other classes.

Unit 4

1. The learner will be able to compare and contrast the most common objects and symbols used to represent the target culture and their own culture.
2. The learner will be able to access information from a variety of sources with high visual support, i.e. the Internet, videos, magazines, etc.
3. The learner will be able to recognize familiar cognates and use appropriately.
4. The learner will be able to use the target language to acquire goods, services, or information.
5. The learner will be able to categorize and trace the contributions of target civilization to present day goods, services, or information.
6. The learner will be able to compare and contrast tangible and intangible products of the target and native cultures such as clothing, housing, foods, toys, music, myths and folktales.
7. The learner will be able to distinguish and recreate gestures from different languages and cultures.

Unit 5

1. The learner will be able to analyze the relationship between common beliefs, attitudes and characteristics and specific goods within the culture studied.
2. The learner will be able to use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.
3. The learner will be able to synthesize sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
4. The learner will be able to identify careers where skills in another language or cultural understanding are needed.

Essential Terminology/Vocabulary

Unit 1

- Review Greetings: hola, hasta luego, buenos días, buenas noches, hasta pronto, etc.
- Numbers 0-100 and semantics such as doscientos (two and hundred)
- Pronunciation of letters: a, e, i, o and u)
- Days of the week/dates: days: lunes, martes, miércoles- months: enero, febrero, etc.)
- Times of the day: It is one o'clock, two: Es la una, Son las dos, etc.

- Weather: hace sol, Esta nublado, llueve, nieva, hace frío, hace calor, etc.
- Basic conversation: ¿cómo estás?, ¿de dónde eres?, etc.
- High-frequency vocabulary for reading: era, estaba, quería, podía, había, estaría, etc.
- Irregular verbs: ser, tener, ir, hacer, estar, etc.
- Interrogatives: review of questions words: cómo, qué, cuál (es), adónde, quién (es), cuántos (as), dónde, cuándo, por qué, and cuánto.

Unit 2

- Hay que/se prohíbe
- School rules: llevar su carnet de identidad, llegar a tiempo, prestar atención, etc.
- Affirmative/Negative words: alguien, algo, algún, siempre, también, nadie, nada, ningún, nunca & tampoco
- School related activities: entregar, proyecto, dar un discurso, informe, contestar, etc.
- Stem-changing verbs: almorzar, empezar, entender, repetir, etc.
- Extra-curricular activities: equipo, animador, miembro, club, coro, orquesta, ensayar, practicar, la práctica, pasatiempo, reunión, ganar, perder, participar, etc.

Unit 3

- Ser/Estar
- Saber/Conocer
- Hace tiempo que
- Navidad, Año Nuevo, Carnaval, Día de los Muertos, los Reyes Magos, cumpleaños, boda, aniversario, quinceañera, día de la independencia, Día de la Raza/Cinco de Mayo, fuegos artificiales, regalo, globo, desfile, regalar, ...
- Family words (mamá, papá, abuelo, tío, primo, sobrino, hermano, etc).

Unit 4

- Reflexive verbs associated with daily routine: lavarse, levantarse, ponerse, cepillarse, ducharse, etc.
- Clothing vocabulary
- Time expressions: antes, después, por la mañana, por la tarde, por la noche, temprano, luego
- Possessives: mi, tu, su, nuestro, mío, tuyo, suyo
- Other morning routine vocab: cepillo de dientes, pasta dental, secador, maquillaje, desodorante, etc.

Unit 5

- Shopping related words: caja, cajera, tarjeta de crédito, ganga, venta, cupón de regalo, surtido, cheque, tienda, farmacia, supermercado, estación de servicio, centro, etc.
- Direct object pronouns: el, la, los, las, me, te, nos

Course Materials and Resources:

Instructional Resources:

General Resources:

- **Digital Bundle: Exploremos Level 2, 1st MindTap™** Blitt 1st Edition [K12, 2018]
9781337462129 / 1337462128
- **iExploremos! Nivel 2 Teacher's Annotated Edition** Blitt/Casas 1st Edition [K12, 2018]
9781305969490 / 1305969499
- Pen pal sites: <https://www.mylanguageexchange/Pen-pals/Language/Spanish.asp> or
<http://www.studentsoftheworld.info>

Unit 1:

- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>
- Dialogue handout: <https://tinyurl.com/yak39x6n>
- Email handout: <https://tinyurl.com/y9fyoxxm>
- Task sheet: <https://tinyurl.com/y99vo4su>
- Poema en Diamante: <https://tinyurl.com/yclw4k77>

Unit 2:

- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>
- Brochure Project Rubric: <https://tinyurl.com/ybml8os>

Unit 3:

- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>
- Hacer Tiempo Power Point: <https://goo.gl/WaVXwh>
- Ser and Estar practice activity: <https://tinyurl.com/yaaybq67>
- Presentation rubric: <https://tinyurl.com/y8lqaj7c>
- Saber and Conocer sentence practice: <https://tinyurl.com/yagn2zq8>

Unit 4:

- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>
- Vocabulary activity: <https://tinyurl.com/yc5t25yy>
- Reflexive Verbs: <https://tinyurl.com/y9mk92pg>
- Rutina Logica: <https://tinyurl.com/ybx52k9o>
- Clothing Ad Rubric: <https://tinyurl.com/yau6wg27>
- Foldable directions: <https://tinyurl.com/ydegue2e>

Unit 5:

- La Chica Fue Story: <https://tinyurl.com/ycim9mu5>
- Receipt project rubric: <https://tinyurl.com/ybsbh5la>

Additional Resources:

- <https://spanish.yabla.com/>
- <https://www.senorwooly.com/>
- <http://www.bbc.co.uk/languages/spanish/mividaloca/>
- Youtube videos - <https://www.youtube.com/watch?v=U5oAHfWaZ7Y>
- <https://conjuguemos.com/chart.php?language=spanish&id=2&etre=no&commands=no&all=no&source=public>
- Youtube videos - https://www.youtube.com/watch?v=NaQ0F_JFoSc
- Youtube videos - <https://www.youtube.com/watch?v=aqUDUoMh9bo>
- <http://www.atlasobscura.com/places/the-sawdust-alfombras-of-comayagua>
- <https://sisterparish.org/2016/03/29/create-an-alfombra-sawdust-carpet-in-your-community/>
- Youtube videos - <https://www.youtube.com/watch?v=F2IsRCFLHsA>
- Youtube videos - <https://www.youtube.com/watch?v=zd0TpHoCYjY>
- Youtube videos - <https://www.youtube.com/watch?v=0pkt3mw9U1M>
- Youtube videos - <https://www.youtube.com/watch?v=smlNaB1JTcs>
- Youtube videos - https://www.youtube.com/watch?v=Tz_IJPOM8Y
- Youtube videos: <https://www.youtube.com/watch?v=iFUAWMMdE7c>

