



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

COURSE/GRADE LEVEL(S): Spanish 2 / Grades 9-12

I. Course Overview

Spanish 2 continues to stress the skills of language interpretation and production and aims to heighten cultural awareness through literature, media, and authentic experiences. Grammar study is more formalized than it is in level 1. Reading assignments increase comprehension and stimulate discussion. Compositions, oral participation, and presentations give students opportunities to express themselves in everyday situations and to discuss topics that interest them. In addition to the communicative tasks they perform in the language laboratory, students are expected to use the target language in all appropriate classroom situations.

The primary goal of this course is for students to achieve proficiency at the ACTFL Intermediate Low level. The language tools a Spanish 2 student will primarily be developing are writing complex sentences in simple essays, understanding how to use verbs in various basic indicative tenses, presentational communication, selective listening for meaning, and comparing and contrasting cultures.

II. Units of Study

Unit 1: ¡A regreso a la escuela! (Back to school!)

Unit 2: ¡Soy periodista! (I am a journalist!)

Unit 3: Había una vez... (Once upon a time...)

Unit 4: Por una vida sana (For a healthy life)

III. Learning Objectives

Objectives correspond to the NJCCS for World Language and ACTFL Proficiency Guidelines for the *Intermediate Low* Range in the *Interpersonal*, *Interpretive*, and *Presentational* aspects of each:

- A. Language Comprehensibility
- B. Language Comprehension
- C. Language Control
- D. Vocabulary Use
- E. Communication Strategies
- F. Cultural Awareness

These are articulated in greater detail below in terms of Language Interpretation and Language Production Skills:

Language Interpretation Skills

1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.



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2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.
4. Comprehend short conversations and brief written messages on familiar topics and messages contained in media (e.g., illustrated texts, posters or advertisements)
5. Connect the learning of the target language to information studied in other core content areas.
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.

Language Production Skills

1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.
6. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.
7. Describe in writing using a guided format people and things from the home/school environment.
8. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
9. Tell or write about products of the target culture and simulate common cultural practices.

IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)

Unit 1: ¡A regreso a la escuela! (Back to school!)

- How do I describe my school and my activities?
- How do our traditions and customs define us?
- Do different education systems offer different opportunities and/or interests?
- How does the geography of El Salvador influence its economic system and culture?



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- How does language relate to culture?
- Can I use the Spanish language to speak about daily contemporary life?

Unit 2: ¡Soy periodista! (I am a journalist!)

- How do the preterit and the imperfect tenses help me to communicate my ideas in the past tense?
- Can I identify the main idea and supporting details of a new article in Spanish?
- Can I explain the role of a journalist? and the role of journalism in our society?
- Can I identify a variety of journalistic venues and writing styles?
- How does Costa Rica's geography impact its economic system and shapes its culture?
- What is ecotourism? and why is ecotourism important?
- How are we defined by our traditions, customs and values?

Unit 3: Había una vez... (Once upon a time...)

- In what way does the use of preterit and imperfect help me to improve my ability to narrate and describe?
- How is the choice of the imperfect or the preterit tenses and the selection of time markers determined by the way the writer presents the narrative?
- How do the fables reflect the human values?
- In what ways do the folk stories define the cultural perspectives of Hispanics in the Caribbean?
- How is the Carnival the essence of Hispanic culture?

Unit 4: Por una vida sana (For a healthy life)

- What must we do to maintain a healthy life?
- What are some things that make us sick and how can we cure them?
- Can we give and accept advice to improve our health?
- How can we volunteer in our community to help the wellbeing of others?
- Why is it important to be healthy?

V. Key Performance and Benchmark Tasks may include, but are not limited to:

Unit 1:

- Quizzes and tests;
- paired queries;
- original dialogues;
- project: informational brochure about El Salvador, including the cultural aspects covered in the unit;
- production of correct phonetic pronunciation of Spanish language;
- reading comprehension of "Mi propio auto" and related informational texts covering culture and tourism regarding El Salvador;
- expansion of vocabulary regarding time, school subjects, likes and dislikes, chores.



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Unit 2:

- Quizzes and tests;
- Reading and listening activities may be related to informative texts, contemporary events of the Hispanic world, etc.
- Read and interpret magazine and newspaper articles regarding popular Hispanic journalistic sources.
- Research on the web the major newspapers of several Spanish speaking-countries.
- Practice conversations and written information on a variety of topics of both factual and daily events interest including current or past issues and events at home of in target countries.
- Write news articles to apply knowledge and skills gained in other core content areas to the learning of the target language such as social studies topics (e.g. map skills), science and technology concepts (e.g. using real news articles and newspapers to describe past events, and tourism trends).
- Provide opinion or analysis of local, national or international news.
- Read a short novel in the target language, then answer questions and re-tell it in student's own words while writing it.
- Pairs of students role-play policeman/eyewitness interview regarding the outcome of the novel read in class and provide written report of same.
- Student groups respond to visual or written prompts to state what happened in that situation.
- Compare/contrast news videos of different cultures (i.e. CNN en español vs. CNN alive)
- Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- Create simple journalistic styles when writing, generally choosing appropriate vocabulary for familiar topics and transitions words.
- Engage in short conversations about personal experiences or past events.

Unit 3:

- Quizzes and tests;
- Utilize appropriate vocabulary related to the Carnival in Central America.
- Effectively choose the imperfect/preterit as he/she narrates.
- Effectively and sensitively interpret texts such as fables and legends; for example, read between the lines to offer possible meanings and purposes of the text.
- Justify his/her views with argument and evidence when reading fables and legends in Spanish.
- Compare and contrast different Carnivals in the Spanish Caribbean countries.
- Engage in conversations related to past events to narrate and describe.
- Analyze Spanish legends and fables from different points of view and assume critical stance.

Unit 4:

- Quizzes and tests;
- TPRS activities;



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- interpersonal dialogue between "patient" and "doctor" to converse about illness, symptoms, recommendations for cure;
- correct use of commands;
- production of language in past (preterit and imperfect), present, and simple future;
- improved use of reflexive verbs, direct object pronouns, indirect object pronouns with verbs like "gustar" "dar" and "decir;"
- written publicity campaign to promote healthy choices;
- oral presentation providing instructions and commands to indicate how to do something;
- expansion of vocabulary regarding body parts, aches and pains, advice and suggestions.

VI. Instructional Materials may include, but are not limited to:

- Ven Conmigo 2 and 3 texts with related ancillary materials (i.e. videos, listening activities, etc.)
- Ven conmigo 3: pp. 50-51 "Cómo aliviar el estrés: 10 cosas esenciales" with related activities; p. 52 "Cómo lograr el balance en tu vida" with related activities
- Ven conmigo 3 - chapter 2 listening activities
- Short novels: *Mi propio auto* / *¿Dónde está Eduardo?*
- Informational texts (i.e. newspaper articles, brochures, essays, publicity campaigns, etc.)
- Authentic/traditional songs (i.e. "El carbonero")
- Authentic/traditional short stories, poems, legends; i.e. Los Zapaticos de Rosa (Martí) / Legend: "Los novios" and fables by Rafael Pombo (with recordings on CD)
- YouTube videos and authentic commercials
- Teacher-designed culture, grammar and vocabulary units
- Teacher-created materials
- SmartBoard activities / TPRS activities
- Cross-curricular connections with Social Studies, English Language Arts, Science, Math, Art & Music, Health, etc.