

## SPANISH II

LENGTH OF TIME: 90 minutes daily per semester

GRADE LEVEL: 9-12

### COURSE STANDARDS:

Students will:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
  - a. Utilize the system of sound-letter correspondences.
  - b. Demonstrate the ability to use/comprehend appropriate vocabulary.
  - c. Exhibit the ability to formulate/comprehend sentences, questions, commands, and paragraphs.
  - d. Use basic grammatical structures correctly.
  - e. Differentiate intonation patterns.(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)  
(PA Academic Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Standards 1.1, 1.2, 1.6)
3. Develop the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
4. Recognize the importance of language learning to career opportunities. (FL Standards 5.1, 5.2)
5. Recognize the importance of technology as a resource too, reinforcement/enrichment tool, and for production of oral or written work. (FL Standards 3.1, 5.1, 5.2)

### RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

### RELATED FOREIGN LANGUAGE STANDARDS: ACTFL

Communication 1.1, 1.2, 1.3

Cultures 2.1, 2.2  
Connections 3.1, 3.2  
Comparisons 4.1, 4.2  
Communities 5.1, 5.2

**PERFORMANCE ASSESSMENTS (Integrated):**

At the conclusion of level II, students will demonstrate achievement level defined in the ACTFL guidelines as Novice-Mid. The distinction between level I and level II achievements will be reflected in the students' command of high frequency vocabulary and structures, use of a wider variety of forms, a larger range of vocabulary needed for survival situations, and an increased comfort level with using learned materials. Students will demonstrate achievement of the standards by:

1. Identify in the target language, concrete categories of words by labeling the object or picture-flash cards in oral and written activities: (Course Standards 1,2,3,5)
  - directional/location words
  - neighborhood vocabulary
  - rooms of a house
  - furniture
  - appliances
  - beach activities
  - water sports
  - sports equipment
  - things to take to the beach
  - weather
  - seasons
  - cardinal pints
  - clothing
  - pastimes
  - school subjects
  - places in school
  - school equipment
  - excuses
  - when (relationship to today)
  - numbers 1,000 - 1,000,000
  - leaving and receiving phone messages
  - TV programs
  - types of music
  - newspapers, magazines
  - electronic equipment
2. Provide basic personal/autobiographical information in the target language by introducing themselves through a narration or monologue in oral and written form: (Course Standards 1,2,3,5)
  - things you do in school
  - what you read
  - daily routine
  - getting dressed
  - type of residence
  - describing house
  - pastimes
  - school routine
  - vacation plans
  - beach activities
  - water sports
  - media likes and dislikes
3. Provide biographical information of others (immediate family members, close friends, etc.) by presenting information learned during an interview with another student in oral and written form. (Course Standards 1,2,3,5)
  - things they do in school
  - what they read
  - daily routine getting dressed
  - type of residence
  - describing house
  - pastimes
  - school routine
  - vacation plans

- beach activities
  - water sports
  - media likes and dislikes
4. Minimally sustain face-to-face conversations by participating in written and oral role-plays (Course Standards 1,2,3,5)
    - ask and answer questions about self and others regarding topics described in performance assessment 1, 2, and 3.
  5. Identify cultural patterns and describe their similarities and differences. (Course Standards 2)
  6. Report on the applicability of foreign language proficiency to careers which interest them as identified on the interest inventory from the guidance department. (Course Standards 4, 6 )

#### DESCRIPTION OF COURSE:

Emphasis in modern foreign language is on effective oral and written communication. The student will further develop the four language skills of listening, speaking, reading, and writing. The student will further develop a cultural awareness and the study skills needed to promote optimal learning. A variety of activities and materials will foster growth in the areas of pronunciation, vocal, and grammatical structure. Students will be evaluated via tests, quizzes, projects, and performance assessments in the four language skills.

#### TITLES OF UNITS:

1. General review of all concepts from Spanish I 1 week
2. Where do you live? (Capítulo 4) 2.5 weeks
  - A. Communication – to talk about:
    - 1) Where you live
    - 2) Where things are in your house and neighborhood
  - B. Culture
    - 1) Places of interest in San Antonio
    - 2) Typical weekend activities in El Paso
    - 3) The history of missions in Texas
  - C. Vocabulary
    - 1) Types of homes
    - 2) Places in your neighborhood
    - 3) Rooms and furniture/appliances in a house
    - 4) Locations
  - D. Structures
    - 1) The verb estar and expressions to show location
    - 2) Possessive adjectives
3. Sand, sun, and sea (Capítulo 5) 2.5 weeks
  - A. Communication – to talk about:
    - 1) Sports and activities you want to do
    - 2) Sports and activities you know how to do
    - 3) The beach and water sports
  - B. Culture

- 1) Leisure activities of Puerto Rican teenagers
- 2) Baseball in Puerto Rico
- 3) Key locations in Puerto Rico
- C. Vocabulary
  - 1) Beach activities
  - 2) Water sports
  - 3) Sports equipment
  - 4) Things to take to the beach
- D. Structures
  - 1) Irregular verb: saber
  - 2) Saber + infinitive
  - 3) Irregular verb: querer
  - 4) Querer + infinitive
- 4. How does the weather affect you? (Capítulo 6) 2.5 weeks
  - A. Communication – to talk about:
    - 1) The weather and seasons
    - 2) What to do and what to wear
  - B. Culture
    - 1) The weather in Puerto Rico
    - 2) The rain forest in Puerto Rico
  - C. Vocabulary
    - 1) Weather
    - 2) Seasons
    - 3) Cardinal points
    - 4) Clothing
    - 5) Pastimes
  - D. Structure
    - 1) Gustar + infinitive
    - 2) Irregular verb: jugar
    - 3) Informal commands
    - 4) Tener + que + infinitive
    - 5) No debes + infinitive
- 5. Student Life (Capítulo 7) 2.5 weeks
  - A. Communication – to talk about:
    - 1) School subjects and schedules
    - 2) Activities in School
    - 3) Making excuses
  - B. Culture
    - 1) Schools in Spain
    - 2) Some after-school activities in Seville
  - C. Vocabulary
    - 1) School subjects
    - 2) Places in school
    - 3) School equipment
    - 4) Excuses

- D. Structures
  - 1) Preterite tense of regular -ar verbs
  - 2) Preterite tense of regular -er verbs
  - 3) Preterite tense of regular -ir verbs
  - 4) Preterite tense of spelling change verbs: sacar, jugar, empezar
  - 5) Preterite tense of irregular verb: hacer
- 6. Getting ready to go out (Capítulo 8) 2.5 weeks
  - A. Communication – to talk about:
    - 1) Making plans to go out
    - 2) Getting ready
    - 3) What to wear
    - 4) Leaving and receiving phone messages
  - B. Culture
    - 1) How teenagers in Seville spend their free time
    - 2) Highlights of Andalusian culture
    - 3) The popularity of motor bikes in Spain
  - C. Vocabulary
    - 1) Getting dressed
    - 2) Daily routines
    - 3) Calling on the phone
  - D. Structures:
    - 1) Irregular verb: poder, poder + infinitive
    - 2) Irregular verb: salir
    - 3) Reflexive verbs and reflexive pronouns
- 7. Means of communication (Capítulo 9) 2.6 weeks
  - A. Communication – to talk about:
    - 1) Media: TV, radio, newspapers, magazines, and movies
    - 2) Programs you like or dislike
  - B. Culture - to learn about:
    - 1) Where Spanish is spoken and written in the U.S.
    - 2) Latino Culture
    - 3) MTV Latino
  - C. Vocabulary
    - 1) TV programs
    - 2) Types of music
    - 3) Newspapers, magazines
    - 4) Electronic equipment
  - D. Structures:
    - 1) Preterite of the irregular verb ver
    - 2) Comparing things using: más or menos...que
    - 3) Direct object pronouns
- 8. Integrated activities
  - A. Study skills – introduced and practices as appropriate throughout the year
  - B. Career Information – throughout the year
  - C. Technology skills – introduced and used as appropriate

- D. Holiday Information – throughout the year as appropriate
9. Final exam review

1 week

**SAMPLE INSTRUCTIONAL STRATEGIES:**

1. Differentiated Instruction via Process, Content, Product, Environment
2. Cooperative learning groups
3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations
12. Simulations/role plays
13. Technology assisted learning
14. Posters/charts, etc.
15. Problem solving

**MATERIALS:**

1. Juntos I, Liapunov, Marina, Prentice-Hall, 1997
2. Tapes to accompany texts
3. Slides, videos
4. Computer software
5. Miscellaneous realia
6. Magazines
7. Supplemental materials - texts, etc.
8. Teacher made materials

**METHODS OF ASSISTANCE AND ENRICHMENT:**

1. Differentiated Instruction via Process, Content, Product, Environment
2. Retesting as appropriate
3. Peer tutoring
4. Academic tutorial
5. IST, resource room
6. Guest speakers
7. Field trips
8. Interdisciplinary units
9. Teaching of study skills: test taking, study, note taking, organizational
10. Independent reading

**PORTFOLIO DEVELOPMENT:**

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and

teacher assessment. Portfolio contents will include samples of student writing, audio and/or videotapes of student performances, and traditional vocabulary and unit tests.

#### METHODS OF EVALUATION:

1. Quizzes
2. Tests
3. Oral proficiency
4. Notebooks
5. Classwork and participation
6. Homework
7. Performance assessments - projects, presentations, charts, maps, posters, etc.

#### INTEGRATED ACTIVITIES:

(Building, refining, expanding Level I skills in oral and written forms.)

1. Concepts
  - word order and sentence structure
  - verb conjugations/tenses
  - vocabulary
  - pronunciation and intonation
  - culture of the target language
  - study skills
2. Communication (spoken or written form)
  - correct pronunciation and intonation
  - use of thematic vocabulary
  - dialogues or monologues
  - questions and answers (who, what, when, where, why)
3. Thinking/Problem Solving
  - formation of questions and use of appropriate responses (who, what, when, where, why)
  - use of appropriate sentence structure according to the situation (questions/statements/negatives)
4. Application of Knowledge
  - use of information to create dialogues, monologues
  - use of information to understand realia
  - subject/verb/tense agreement
  - completion of assigned and oral proficiency activities/assessments
5. Interpersonal Skills
  - sensitivity to cultural differences
  - cooperative learning groups (paired/group activities)