

#562 SPANISH II

GRADES: 10 - 12

LEVEL: 2

CREDITS: 5

PREREQUISITE: C or better in Spanish I

BASIC TEXT AND SUPPLEMENTAL READINGS; VEN CONMIGO: Level 2
HOLT, RINEHART, WINSTON 2000

REQUIRED MATERIALS: Notebook, folder, art supplies

COURSE DESCRIPTION: The second year Spanish course with VEN CONMIGO, is a multi-faceted program which integrates vocabulary items, grammatical structures and cultural themes to allow the students to express themselves more meaningfully in Spanish. The technology, audiovisual materials, and additional print resources integrated throughout each chapter allow instruction to be adapted to a variety of teaching and learning styles. Projects, role playing and conversational activities help to integrate the language and cultural elements.

MISSION RELATED GOALS: Academic excellence
Intellectual curiosity
Respect for others
Self-confidence
Foster communication skills
Foster problem-solving skills
Successful contributing member of society

SCHOOL WIDE LEARNING EXPECTATIONS:

Academic – Communicates effectively, Solve complex problems, works with others towards a common goal.
Civic – Contributes to the community and global society.
Social – Respects the rights of others.

GENERAL PERFORMANCE OBJECTIVES: The student will be able to:

1. Further develop listening comprehension strategies as he/she focuses on specific tasks.
2. Express present, past and future events within specific contexts, utilizing appropriate phonetic intonation.

3. Extract factual information from authentic texts, and personalize this information to the student's daily routine.
4. Increase his/her writing proficiency through directed compositions stressing pertinent vocabulary and structures.
5. Recognize cultural diversity and compare and contrast Latino customs to American customs.
6. Participate in cooperative learning based conversational activities which encourage the growth of language skills.

MASSACHUSETTS FRAMEWORKS STRAND(S): Communication, Cultures, Comparison, Connections, Communities

MASSACHUSETTS FRAMEWORKS STANDARDS:

- Standard 1 – Interpersonal Communication
- Standard 2 – Interpretative Communication
- Standard 3 – Presentational Communication
- Standard 4 - Cultures
- Standard 5 - Linguistic Comparisons
- Standard 6 – Cultural Comparisons
- Standard 7 – Connections
- Standard 8 – Communities

UNITS AND THEMES COVERED AND TIME LINE:

Repaso 1 : Una Vista del Mundo Hispano 5
days- week #1
Review - vocabulary: days, months, seasons, weather, time and numbers.

How to:

- A. Introduce oneself
- B. Identify the geography of the Spanish speaking world
- C. Describe cultural aspects of Spanish speaking countries
- D. Count and recognize numbers 1-1000.

Project: Create a map of the Spanish speaking world labeling countries and capitals

Film: View “ Spain under the Sun”

Repaso 2 : Gramatica y vocabulario

5 days- week # 2

Review - basic ar, er and ir verbs, estar, ser and ir

vocabulary: subject pronouns, adjectives, sports, family, body

How to:

- A. Use adjectives indicating gender and number
- B. Conjugate present tense verbs with subject pronouns
- C. Identify parts of the body
- D. Express what one likes to do

Mini project options: Create a family tree for presentation

Create a mini book using verbs, numbers

Design and label a body chart with articles and adjectives

Possible Film: Si, Espana

Capitulo 1: Mis Amigos y yo.

10 days-week #3+4

How to:

- A. Introduce others
- B. Describe people
- C. Talk and write about what you and others do
- D. Say what you don't like, hate, love
- E. Conjugate hacer, poner, ver, salir and venir

Mini project options: Create a chart or album about you and your best friends

Capitulo 2: Un viaje al extranjero

10 days-week #5+6

How to:

- A. Talk about how you're feeling
- B. Make suggestions and respond to them
- C. express that something has already been done-preterite tense
- D. Ask for and offer help
- E. Describe your city and town
- F. Conjugate stem changing verbs in present tense-querer and poder

Mini project options: create a comic strip of feelings

create and label a city plan

give a short, oral presentation in the preterite tense

Proyecto de Espana

5 days-week #7

Choice of Cultural topics:

- | | |
|-------------|------------------|
| A. Cities | F. Traditions |
| B. Religion | G. Costa del Sol |
| C. Moors | H. Music |
| D. Artists | I. Food |
| E. Castles | J. Authors |

Requirements for the Spain project: a visual, an oral presentation, and a writing component

Capitulo 3: La vida cotidiana 10 days-week #8 +9

How to:

- A. Talk about one's daily routines with reflexive verbs
- B. Talk about responsibilities
- C. Complain about chores
- D. Talk about hobbies and pastimes
- E. Say how long something has been going on

Mini Project options: create a video of daily routines in Spanish
create and present a skit of routine actions
create a chart or book in Spanish on daily routines

Midterm - optional - review activities 5 days-week #10

Capitulo 4: Adelante con los estudios. 10 days-week #11 +12

How to:

- A. Ask for and give opinions
- B. Give advice
- C. Talk about things and people you know
- D. Making comparisons and plans
- E. Use direct object pronouns in sentences

Mini project option: Rules for the classroom

Proyecto de Mexico - oral, written and visual components are required
5 days- week #13

Choice of cultural topics

- | | |
|------------------------|--------------------|
| A. Aztec contributions | E. Music/Musicians |
|------------------------|--------------------|

- B. Mayan contributions
- C. Conquistadores
- D. Food
- F. Geography
- G. Major Cities
- H. Art /Artists

Film: View “Tortilla Soup” or “El Norte”

Capítulo 5: Ponte en forma. 10 days- week#14 -15
Review – body parts

How to:

- A. Talk about staying healthy and fit
- B. Tell someone what to do and not to do
- C. Give explanations
- D. Use reflexive verbs to express feelings

Mini project options: create a health brochure
create an advertisement for a gym
make and eat a fruit salad made by following Spanish instructions

Capítulo 6: De visita en la ciudad. 10 days- Week #16 + 17
Review - the Preterite tense

How to:

- A. Ask for and give information
- B. Relate a series of events
- C. Order in a restaurant
- D. Express the verb “to know” correctly in Spanish
- E. Use stem changing verbs in preterite tense

Mini project options: create a menu for a restaurant
design a flyer for a restaurant
create a comic strip that relates a series of events
create a tourist brochure

Final Exam- review activities 5 days – week #18 Total 180 days

- A. Vocabulary Capitulo 1-6
- B. Present tense of regular and irregular verbs
- C. Preterite tense
- D. Adjectives and adjective agreement

CELEBRATE AND RECOGNIZE:

- A. Holidays
- B. Diverse cuisine
- C. Music and Art
- D. Famous Hispanics

MASSACHUSETTS EDUCATIONAL FRAMEWORKS:

Students will be able to:

- A. Communicate in the target language with some proficiency
- B. Gain knowledge and understanding of other cultures
- C. Connect the study of Spanish with other disciplines
- D. Make comparisons between diverse cultures
- E. Use the language for personal enjoyment and enrichment both within and beyond the school setting.

SUGGESTED INSTRUCTIONAL STRATEGIES: Role playing; Think-pair-share; Modeling; Cooperative learning, Student presentation; Differentiated learning; Drills mastery; Games; Note taking; use of manipulative and tools; Flash cards.

SUGGESTED INTEGRATION:

Work with the Food Service staff in using the facilities to create a taste testing experience for authentic foods of Spanish-speaking countries.

USE OF TECHNOLOGY/TECHNOLOGY

This Spanish program utilizes the following technological resources:

- A. audio CDs
- B. videotapes
- C. overhead projections
- D. multimedia software
- E. Internet

ASSESSMENT TECHNIQUES:

- A. quizzes in an appropriate format for each lesson
- B. chapter tests which evaluate all five learning skills
- C. periodic oral and aural assessment
- D. projects
- E. final examination