

Spanish II – 532

Curriculum Guide

Area:	World Languages
Level:	College Prep
Textbook:	See attached resource list
Length:	Full Year
Credits:	5 credits
Prerequisites:	Spanish I
Offered:	Grades 9-12
Date Revised:	August 2009

I. COURSE DESCRIPTION

Spanish II is a continuation of the basic skills covered in level I with an emphasis on the reinforcement of learned grammar. Basic grammar will not only be applied but further developed to include more complex forms. Students will apply these skills in oral and written exercises as well as creative projects and hands on activities. Reading and writing are taught to complement and enhance the speaking skills and to introduce the students to an intermediate level of self-expression. Students explore the cultural traditions in the Spanish-speaking world via media, popular music, movies, and realia.

Students in Spanish II will understand the importance of becoming member of a diverse and increasingly global society. Through cultural study and technology, students will have the opportunity to see first hand and interact with the culture of the target language. There may be some opportunities to interact with students from other departments within High Point to work on cross curricular projects to enhance their multimedia presentations and global awareness.

High Point Regional High School's curriculum and instruction are aligned with the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

II. CORE CURRICULUM CONTENT STANDARDS

Standard 7.1 (Communication)

All students will be able to communicate in at least one world language in addition to English. They will use the language as follows: engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Standard 7.2 (Culture)

All students will demonstrate and understanding of the perspectives of culture(s) through experiences with its products and practices.

III. COURSE GOALS AND OBJECTIVES

At the end of the second year of Spanish, students will demonstrated their ability to:

1. Express themselves in Spanish at an intermediate level.
2. Comprehend Spanish when spoken at an intermediate level.
3. Read the language with acceptable pronunciation and intonation.
4. Write the language in acceptable form.

IV. DESCRIPTION OF INSTRUCTION

A variety of techniques are implemented in order to challenge the students and keep them engaged. The following methods are used the reinforce vocabulary and grammatical structure: question-answer discussions, group work, cooperative learning activities, personalized questions, real life situations, face to face situations, repetition, and total physical response. Materials utilized in the instruction process include: textbook work, visual/audio materials, realia, modern technology, and teacher generated materials.

V. EVALUATION

1. Teachers will evaluate the student's class participation, individual and small group activities subjectively. A record of student's progress is maintained.
2. Student shall satisfactorily pass criteria referenced quizzes, tests, and examinations both orally and in writing.
3. A test is given at the end of each unit.
4. A mid-term examination will be administered to all students. The mid-term examination will consist of listening comprehension and a written section. (Revised 2009)
5. A final examination will be administered to all students. The final examination will consist of a written and oral (face to face) achievement section. (Revised 2009)
6. Grades will be calculated according to the school grading policy and the following guidelines:

Test Grades	70%
Oral tests, quizzes, and oral presentations	
Written tests, quizzes and projects	
Homework	15%
Class Participation	15%
Individual	
Small Group Work	

VI. GENERAL ACTIVITIES

Learning activities used may include, but are not limited to:

1. Writing drills
2. Speaking drills
3. Homework assignments
4. Worksheets and workbook activities
5. Oral and visual presentations
6. Cooperative learning activities
7. Educational games
8. Face to face conversations
9. Listening comprehension activities
10. Role-play and real life situations
11. Total physical response (TPR)
12. Varied booklets, posters, and related projects
13. Use of modern technology
14. Authentic music
15. Videos

VII. OUTLINE OF INSTRUCTION

The following material is covered with a thematic unit approach, which is interdisciplinary and emphasizes speaking, reading, listening, writing, multimedia, culture, and technology.

MARKING PERIOD 1

Chapter 9
Chapter 10

MARKING PERIOD 2

Chapter 11
Chapter 12
Chapter 13

MARKING PERIOD 3

Chapter 14
Chapter 1

MARKING PERIOD 4

Chapter 2
Chapter 3
Chapter 4

THEMATIC UNITS

Paso a Paso 1

Chapter 9 – Health

- A. Objectives
 1. To talk about health and health practices in the Spanish-speaking world
 2. To name the parts of the body
 3. To ask or describe how someone is feeling
 4. To name ways to maintain good health
 5. To name medical professions
 6. To indicate how long something has been going on
 7. To express or ask for an opinion.
 8. To name places to go or things to do when you are sick

- B. Vocabulary
 1. Parts of the body
 2. Health
 3. Physical sensations

- C. Grammar
 1. The present tense of the verb **dormir**
 2. Indirect object pronouns
 3. Expression: **Hace + time + que...**
 4. Adjective substitution

- D. Culture
 1. Health and healthcare practices
 2. The Mexican artist Diego Rivera

- E. Technology*
 1. iPod
 2. Smartboard
 3. Projector
 4. VCR/DVD player

Chapter 10 – Community

- A. Objectives
 1. To talk about Hispanic communities in the United States
 2. To talk about places
 3. To talk about activities or errands in a community
 4. To talk about things you buy
 5. To talk about money
 6. To talk about mailing things

7. To talk about transportation
 8. To talk about past activities
 9. To indicate when an event occurred
 10. To say you don't/didn't know something
- B. Vocabulary
1. Places in the community
 2. Activities and errands
 3. Transportation
 4. Numbers 200-1,000
- C. Grammar
1. The preposition **de + el = del**
 2. Preterit form of AR verbs
 3. Preterit form of **ir**
- D. Culture
1. Hispanic communities in the United States
 2. Union City, New Jersey
- E. Technology*
1. iPod
 2. Smartboard
 3. Projector
 4. VCR/DVD player

Chapter 11 – Movies and TV Shows

- A. Objectives
1. To discuss television in the Spanish-speaking world
 2. To name types of movies
 3. To talk about TV and TV shows
 4. To describe a movie or TV show
 5. To indicate time or duration
 6. To express opinions or reactions
 7. To indicate a reason
- B. Vocabulary
1. Television shows
 2. Movies
- C. Grammar
1. Comparatives
 2. Superlatives
 3. Preterit of **ver**
 4. Review of indirect object pronouns

- D. Culture
 - 1. Spanish language television
 - 2. Univision and Hispanic programs in the United States

- E. Technology*
 - 1. iPod
 - 2. Smartboard
 - 3. Projector
 - 4. VCR/DVD player

Chapter 12 – Restaurants

- A. Objectives
 - 1. To discuss Mexican food
 - 2. To name and discuss foods
 - 3. To talk about food
 - 4. To describe table settings
 - 5. To talk about eating out
 - 6. To express needs
 - 7. To indicate time or frequency
 - 8. To indicate position

- B. Vocabulary
 - 1. Mexican food
 - 2. Table setting

- C. Grammar
 - 1. Present tense of e-i stem-changing verbs
 - 2. Present tense of **traer**
 - 3. Preterit forms of ER/IR verbs

- D. Culture
 - 1. Mexican food and restaurants
 - 2. Other Hispanic foods

- E. Technology*
 - 1. iPod
 - 2. Smartboard
 - 3. Projector
 - 4. VCR/DVD player

Chapter 13 – The Environment

- A. Objectives
 - 1. To discuss endangered species in the U.S. and the Spanish-speaking world.
 - 2. To talk about conservation
 - 3. To name items that can be recycled

4. To talk about animals
 5. To talk about nature and the environment
 6. To describe environmental dangers
 7. to talk about transportation
 8. To talk about everyday activities
 9. To give an opinion
- B. Vocabulary
1. Environmental conservation/dangers
 2. Endangered species
 3. Farm animals
- C. Grammar
1. The present tense of the verb **decir**
 2. The present tense of the verb **saber**
 3. Affirmative familiar commands
- D. Culture
1. Endangered species in the Hispanic world
- E. Technology*
1. iPod
 2. Smartboard
 3. Projector
 4. VCR/DVD player

Chapter 14 – Parties and Celebrations

- A. Objectives
1. To discuss teenage parties in Spanish-speaking countries.
 2. To talk about parties
 3. To introduce people
 4. To talk about what to wear to a party
 5. To talk about gift-giving
- B. Vocabulary
1. Parties
 2. Gift giving
 3. Introductions
- C. Grammar
1. Negative constructions
 2. The present progressive form
 3. The present tense of the verb **dar**
- D. Culture
1. Teenage parties and celebrations
 2. Los quince años

Paso a Paso 2

Chapter 1 – School

- A. Objectives
 1. To compare schooling Spanish-speaking countries and in the U.S.
 2. To name school subjects
 3. To name people who work at a school
 4. To name places in a school
 5. To describe school supplies and equipment
 6. To talk about activities associated with school
 7. To talk about homework
 8. To make comparisons

- B. Vocabulary
 1. School subjects
 2. School equipment and supplies
 3. Homework

- C. Grammar
 1. The present tense of the verb **salir**
 2. The comparative form **tan... como**
 3. Review of the superlative form
 4. Review of direct object pronouns

- D. Culture
 1. Schooling

- E. Technology*
 1. iPod
 2. Smartboard
 3. Projector
 4. VCR/DVD player

Chapter 2 – Daily Routine

- A. Objectives
 1. To compare students' extracurricular activities in Guatemala and the U.S.
 2. To describe daily routine
 3. To indicate time
 4. To discuss extracurricular activities
 5. To discuss music

- B. Vocabulary
 1. Personal hygiene items
 2. Before school activities
 3. After school activities
 4. Musical instruments

- C. Grammar
 1. Present tense of reflexive verbs
 2. Review of stem-changing verbs: o-ue, e-ie, and e-i
 3. Expression: **Antes de/Después de + infinitive**
- D. Culture
 1. Extra-curricular activities in Guatemala
- E. Technology*
 1. iPod
 2. Smartboard
 3. Projector
 4. VCR/DVD player

Chapter 3 – Clothing

- A. Objectives
 1. To understand the relative values of currencies
 2. To indicate articles clothing
 3. To describe clothing in detail
 4. To describe fabrics and patterns
 5. To indicate sizes
 6. To indicate clothing preferences and make comparisons
 7. To discuss ways of paying for purchases
- B. Vocabulary
 1. Clothing
 2. Accessories
 3. Currency
- C. Grammar
 1. Review of regular preterit verbs
 2. Demonstrative adjectives
 3. Demonstrative pronouns
 4. The comparative **tan... como**
- D. Culture
 1. Currency in Spain and Latin America
- E. Technology*
 1. iPod
 2. Smartboard
 3. Projector
 4. VCR/DVD player

Chapter 4 – Leisure Time Activities

- A. Objectives
 1. To discuss the paintings of Frida Kahlo and Diego Rivera
 2. To discuss sports
 3. To discuss leisure activities
 4. To describe people or things
 5. To discuss activities in the past

- B. Vocabulary
 1. Sports
 2. Sports equipment
 3. Music
 4. Games

- C. Grammar
 1. The preterit form of the verb **ser**
 2. The preterit form of the verbs: **hacer, poner, estar, and tener**
 3. Review of the present tense **saber**
 4. Preterit forms of the reflexive verbs

- D. Culture
 1. The art of Frida Kahlo and Diego Rivera
 2. Musician Carlos Santana

- E. Technology*
 1. iPod
 2. Smartboard
 3. Projector
 4. VCR/DVD player

ENRICHMENT

Geography of Spain

Bull Fighting

Videos*

Spanglish

Fools Rush In

Don Quixote

El Matador

Zorro II

Frida

La Misma Luna

El Orfanato

Ladrón Que Roba a Ladrón

Music*

Estopa
El Canto de Loco
Juanes
La Oreja de VanGogh
Maná
Shakira
Daddy Yankee
Pitbull
Marc Anthony
Jennifer Lopez

* May include but not be limited to.

References

Glencoe, McGraw-Hill, **Repaso**

Scott Foresman, **Paso a Paso 1** (1996)

Scott Foresman, **Paso a Paso 2** (2000)

www.studyspanish.com

www.quizlet.com

www.quia.com