

Saint Patrick High School

Curriculum Guide

Department:	World Languages	Grade and Level:	Sophomores +; Honors
Class:	423 H Spanish II	Term (Semester or Year):	Year

Required Text:	<ul style="list-style-type: none"> • ¡Avancemos! 2 (Holt McDougal online textbook) <ul style="list-style-type: none"> • ¡Avancemos! 2 (accompanying student workbook)
Additional Resources (i.e. texts, materials, apps, etc.):	<p><u>iPad Apps</u></p> <ul style="list-style-type: none"> -Google features (Gmail, Drive, Docs, Slides, Teacher Site, etc.) -WordReference -Quizlet and/or Flashcardlet -Keynote -MicPro and/or Garage Band -GoodReader -Dry erase -Nearpod -Chrome and/or Safari -Dropbox -Pages -TeacherPlus/Portals <p><u>Other</u></p> <ul style="list-style-type: none"> -LCD projector, speakers, Apple TV

Course Description

Spanish II Course 423: The second level of each course is a continuation of the development of the four basic skills (listening, speaking, reading, and writing). More emphasis is placed on speaking through participation in role-playing activities, interviews and skits. Readings (in addition to those included in texts) are assigned to the students. The culture of the countries in which the target language is spoken is considered more carefully and in more detail through the use of outside assignments and appropriate audio-visual materials. The second year entails a more intensive study of grammar, culture and reinforcing new vocabulary.

Academic Standards Addressed (CCSS or equivalent): (ACTFL 5 Cs):

ACTFL National Standards for Foreign Language Education 5 C's

- **Communication: Communicate in languages other than English**
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Cultures: Gain knowledge and understanding of other cultures**
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- **Connections: Connect with other disciplines and acquire information**
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- **Comparisons: Develop insight into the nature of the language and culture**
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Communities: Participate in multilingual and multicultural communities at home and around the world**
Standard 5.1: Students use the language both within and beyond the school setting
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Themes (Table of Contents)

Theme 1: (Lección Preliminar)	Lección preliminar: Florida: Mis amigos y yo
Theme 2 (Unidad 1):	Costa Rica: L1: ¡Vamos de viaje!; L2: Cuéntame de tus vacaciones
Theme 3 (Unidad 2):	Argentina: L1: La Copa Mundial; L2: ¿Qué vamos a hacer?
Theme 4 (Unidad 3):	Puerto Rico: ¡Vamos de compras! L1: ¿Cómo me queda?; L2: ¿Filmamos en el mercado?
Theme 5: (Unidad 4)	México: cultura antigua, ciudad moderna; L1: una leyenda mexicana; L2: México antiguo y moderno

Agreed Upon Assessments

Forms of assessments may include but are not limited to....

- Quizzes
- Tests
- Projects (individual and group)
- Oral assessment (live verbal and/or submitted recording)
- Listening comprehension exercises
- Reading comprehension exercises
- Journal prompts/informal writing exercises
- Formal writing exercises
- Semester final exams
- Interviews, skits, role-playing activities
- Class discussions
- Homework
- In class individual and group work

Research and Writing Expectations

Research and writing expectations are centered on designated themes from the textbook. Research and writing will attempt to naturally integrate culture, grammar, vocabulary, and reading for added practice and relevancy. Some tasks include but are not limited to emails/letters, journal prompts, short answer, opinion, dialogues, skits, interviews.

Unit:	Lección preliminar: mis amigos y yo	Duration:	2-3 weeks
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Essential Questions:

- Who am I, and who are my friends?
- Where do I/we go?
- What do I/we do?
- What are my likes/dislikes?
- How do I feel?

Affirmation Statements:

Students will be able to...:

- Identify and describe themselves and the people around them (using the verb ser)
- Talk about likes and dislikes (using the verb gustar)
- Say where they and their friends go (using the verb ir)
- Describe how they and their friends feel (using the verb estar)
- Talk about what they and their friends do (using a variety of verbs, especially using the verb hacer)
- Talk about what they and their friends are going to do (using ir + a + infinitive expression)
- Use definite and indefinite articles
- Use subject pronouns
- Use a variety of adjectives to describe people and feelings
- Express age (using the verb tener)
- Begin to understand the different uses and contexts for using ser vs. estar
- Conjugate regular –AR, –ER, and –IR verbs in the present tense
- Begin conjugating a few stem-changing verbs in the present tense (such as querer, poder, and servir)

Common Assessments:

- Quizzes (2: 1 vocab, 1 grammar)
- Homework - especially from student workbook (cuaderno)
- Speaking assessment (individual and/or group)
- Writing (Q&A, opinion, short answer, etc.)
- Reading exercises (objective and/or subjective comprehension questions)
- Listening exercises (objective and/or subjective comprehension questions)
- Project

Unit:	1: ¡Vamos de viaje!	Duration:	6-8 weeks
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Essential Questions:

- How do I make travel arrangements and preparations?
- What do I need to do in an airport?
- How do I get around town?
- How is Costa Rican culture influenced by tourism?
- How do I describe past events and trips in the past tense?
- How do I form questions?

Affirmation Statements:

Students will be able to...:

- Discuss how to plan a trip
- Discuss what they need to do at an airport
- Discuss what they do before and after arrival to their destination
- Ask for directions/help in a foreign location
- Use prepositional location phrases to enhance descriptions
- Understand that eco-tourism is a huge Costa Rican industry and part of culture
- Use direct and indirect object pronouns
- Use the “personal a”
- Use interrogatives to form various questions
- Conjugate regular –AR verbs in the preterit tense
- Conjugate irregular verbs “ir, ser, hacer, ver, and dar” in the preterit tense
- Form complete sentences in both past and present tenses

Common Assessments:

- Quizzes (4: 2 vocab, 2 grammar)
- Homework - especially from student workbook (cuaderno)
- Speaking assessment (individual and/or group)
- Writing (Q&A, opinion, short answer, etc.)
- Reading exercises (objective and/or subjective comprehension questions)
- Listening exercises (objective and/or subjective comprehension questions)
- Unit 1 exam
- Unit 1 project

Unit:	2: La Copa Mundial	Duration:	6-8 weeks
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Essential Questions:

- What can I do to stay healthy?
- What is the World Cup and how is soccer an important aspect of Argentinian (and other Spanish speaking countries) culture?
- How do different climates in Argentina influence sports/outdoor activities?
- How can I specify certain things compared to others?
- How can I describe how something happened?
- How can I describe past events such as a sporting event?
- How can I explain my daily routine?
- How can I clarify a sequence of events?
- What are we going to do next (future plans)?

Affirmation Statements:

Students will be able to...:

- Express a variety of sports, competitions, and activities to stay active/healthy
- Describe the World Cup, athletes, and basic soccer terms/equipment
- Express emotions with interjections and impersonal expressions
- List healthy foods and drinks
- Understand how important and loved soccer is in Argentina and other Spanish speaking countries
- Form adverbs to modify actions in both present and past tenses
- Conjugate regular –ER and –IR verbs in the preterit tense
- Use demonstrative adjectives and pronouns to specify certain things in particular
- Continue to conjugate regular –AR verbs in the preterit tense
- Continue to conjugate the irregular verbs from unit 1
- List parts of the body for purposes of explaining daily routines
- Talk about hygiene and personal care items
- Use reflexive verbs in the telling of their daily personal routines
- Form the present progressive to express what is happening this exact moment or what is about to happen in the near future

Common Assessments:

- Quizzes (4: 2 vocab, 2 grammar)
- Homework - especially from student workbook (cuaderno)
- Speaking assessment (individual and/or group)
- Writing (Q&A, opinion, short answer, etc.)
- Reading exercises (objective and/or subjective comprehension questions)
- Listening exercises (objective and/or subjective comprehension questions)
- Unit 2 exam
- Unit 2 project

Unit:	3: ¡Vamos de compras!	Duration:	6-8 weeks
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Essential Questions:

- How do these clothes fit me?
- What's in my closet?
- What's in the market?
- How do I pay?
- What are important staples (holidays, customs, etc.) in Puerto Rican culture?
- How do I express what I am looking for/need?
- How do I express which items are for certain people?
- How do I express likes/dislikes/opinions?
- How do I make sure I am polite enough in public?
- How do I express a length of time that has passed?

Affirmation Statements:

Students will be able to...:

- Conjugate irregular yo form verbs in present tense
- Use the appropriate pronouns after prepositions
- Use the verb gustar and other "gustar-like" verbs
- List items (clothing, accessories, etc.) found in their closet/homes
- List various places you can shop
- Use general/impersonal expressions to begin opinion statements
- Use expressions of courtesy when speaking with others in public, especially when shopping
- Describe how much time has passed between events
- Conjugate preterite of –IR stem-changing verbs
- Conjugate more irregular preterite verbs
- List and describe unique hand-made cultural artifacts found in flea markets
- Bargain in a market
- Compare and contrast modern shopping malls/plazas with older/more cultural outdoor markets
- Continue to describe past events

Common Assessments:

- Quizzes (4: 2 vocab, 2 grammar)
- Homework - especially from student workbook (cuaderno)
- Speaking assessment (individual and/or group)
- Writing (Q&A, opinion, short answer, etc.)
- Reading exercises (objective and/or subjective comprehension questions)
- Listening exercises (objective and/or subjective comprehension questions)
- Unit 3 exam
- Unit 3 project

Unit:	4: Cultura antigua, ciudad moderna	Duration:	6-8 weeks
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Essential Questions:

- What are characteristics of an ancient civilization?
- What are features of a modern city?
- What are some characteristics of a legend?
- How do I narrate or tell a story in the past?
- How do I know when to use the preterite tense versus the imperfect tense?
- How do I ask for and give directions to get around a city?

Affirmation Statements:

Students will be able to...:

- Describe continuing activities in the past
- Narrate past events and activities
- Describe people, places, and things
- Use past participles as adjectives
- Use and conjugate in the imperfect tense
- Use and know the difference between the preterite and imperfect tenses
- Identify and describe important parts/characters of a legend/narrative
- Ask for and give directions
- Describe early civilizations and their activities
- Describe the layout of a modern city
- Conjugate verbs with “i to y” spelling changes in the preterite
- Conjugate verbs with –car, -gar, -zar endings in the preterite
- Conjugate more verbs with irregular preterite forms

Common Assessments:

- Quizzes (4: 2 vocab, 2 grammar)
- Homework - especially from student workbook (cuaderno)
- Speaking assessment (individual and/or group)
- Writing (Q&A, opinion, short answer, etc.)
- Reading exercises (objective and/or subjective comprehension questions)
- Listening exercises (objective and/or subjective comprehension questions)
- Unit 4 exam
- Unit 4 project