

Blackhawk School District

CURRICULUM

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| Course Title: | Spanish II |
| Course Number: | 0642 |
| Grade Level(s): | 9-12 |
| Periods Per Week: | 5 |
| Length of Course: | year |
| Credits: | 1 credit |
| Faculty Author(s): | Sam Nardone, Alberta Oravitz, Ryan Ricciardi |
| Date: | December 2009 |

MISSION:

A foreign language is an exciting and valuable tool that helps students communicate effectively with and develop a respect for other cultures. Through reading, speaking, listening, and writing, students gain a broadened perspective of the world as well as a better understanding of their own language. As they develop these skills, students are empowered to compete and succeed in a global society.

COURSE DESCRIPTION:

Second year Spanish is a continuation of the first year with a greater emphasis on content, vocabulary and speaking. New grammar and idioms will be introduced. Students will be encouraged to communicate with the teacher and classmates in Spanish through the use of textbook activities, audio CD's, and video presentations. Students will develop cultural understanding, reading and writing skills through passages in the text and supplemental materials. Their travel journey will continue through southern Spain, Valley of Mexico, Texas and the Andes Mountains.

TEXT: Ven Conmigo by Holt, Rinehart, Winston. 2000
Included are ancillary materials associated with this text.

| COURSE OUTLINE PROPOSED TIME RESOURCES | OBJECTIVES (PA standard) | LESSON REFLECTION (for future revisions) |
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| <p>Ch. 1</p> <ul style="list-style-type: none"> • Introductions (1 day) • Adjective agreement/Describing people and things with ser (2 days) • Present tense of regular verbs/ Talking about what you and others do (3 days) • Likes and dislikes/ gustar with indirect object pronouns (2 days) • Present tense of tener (1 day) • Nationalities (1 day) • Cardinal numbers (2 days) • Colors (1 day) • Family members (1 day) • The euro (1 day) • What's a good friend? (1 day) • Evening activities in Spain (1 day) • Andalucía (1 day) <p>Ch. 2</p> <ul style="list-style-type: none"> • Estar/conditions and health (2 days) • Making suggestions and responding to them (1 day) • Recent past (acabar de) (1 day) • Asking for and offering help (1 day) • Describing your city or town (1 day) • Present tense stem changers (3 days) • Preterite of AR verbs (3 days) • Calendar expressions (1 day) • Places around town (1 day) • Weather expressions (1 day) • Clothing (1 day) • Extended family (1 day) • Where would you like to live? (1 day) • Celsius vs. Fahrenheit (1 day) • Barcelona (1 day) <p>Ch. 3</p> <ul style="list-style-type: none"> • Daily routine and activities (2 days) | <p>12.1.A (Stage 2) Refine knowledge of the sound system and spelling patterns of the target language.</p> <p>12.1.B (Stage 2) Know expanded vocabulary forms and structures used in basic speaking and writing. 12.1.B (Stage 3) Know advanced vocabulary and idiomatic expressions used in basic speaking and writing.</p> <p>12.1.C (Stage 2) Recognize expanded vocabulary terms through listening and reading. 12.1.C (Stage 3) Recognize advanced vocabulary through listening and reading.</p> <p>12.1.D (Stage 2) Know simple sentence and question structures in order to communicate about memorable and upcoming events.</p> <p>12.1.E (Stage 1) Identify words from the target language that are commonly used in English. 12.1.E (Stage 2) Identify words in English that have origins in the target language. 12.1.E (Stage 3) Analyze and compare the origins and meanings of common target language words used frequently in the English language. 12.1.E (Stage 4) Describe the influence of historical events in the target culture / language that have an impact on the English language and culture.</p> <p>12.1.1.A (Stage 4) Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers.</p> <p>12.1.1.B (Stage 3) Speak and write advanced vocabulary and idiomatic expressions used by native</p> | |

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| <ul style="list-style-type: none"> • Responsibilities and chores (1 day) • Complaining (1 day) • Hobbies and pastimes (1 day) • Parts of the house (1 day) • Hacer time expressions in present (2 days) • Reflexive verbs and pronouns (2 days) • Additional stem changers (1 day) • Adverbs of time and place (1 day) • Direct object pronouns (third person only) (2 days) • Professions (1 day) • Expressions of agreement (1 day, but always reinforced) • Asking for help and responding to requests (1 day) • Giving explanations (1 day) • Question formation (1 day, but always reinforced) • Valley of Mexico (1 day) | <p>speaking students of the target language. (Medical terms; Money exchange; Purchases; Use of transportation and communications; Lodging arrangements)</p> <p>12.1.1.C (Stage 2) Comprehend simple spoken conversations and written sentences using an expanded vocabulary in dialogs and short essays (I.e. Question formation, Daily Schedules and school schedules; Personal information exchange; Directions and commands)</p> <p>12.1.1.C (Stage 3) Comprehend spoken and written sentences and paragraphs using an advanced vocabulary terms from textbooks, newspapers, student readers, and magazines. (I.e. Public figures; Historical figures; Major news events)</p> | |
| <p>Ch. 4</p> <ul style="list-style-type: none"> • Asking for and giving opinion (1 day) • Giving advice (1 day) • Comparisons: unequal and equal (1 day) • Making plans (1 day) • Estar with location (1 day) • Conocer (1 day) • All direct object pronouns (2-3 days) • Classroom activities (2 days) • School and computer terms (1 day) • Activities around town (1 day) • School levels in Mexico (1 day) • College education costs in Latin America (1 day) • Future plans (1 day) • School subjects (1 day) • Ser vs. estar analysis (2 days) • Immediate future (1 day) • Para + infinitive (in order to) (1 day) | <p>12.1.1.D (Stage 3) Develop and use simple, compound, sentence and question structures to communicate and comprehend.(I.e. face-to-face initiated conversations; simple survival tasks; a simple letter; main ideas of culturally authentic materials; compositions)</p> <p>12.3.A (Stage 1) Identify fundamental products and customs of the target culture.</p> <p>12.3.A (Stage 2) Describe the products and customs of the target culture.</p> <p>12.3.A (Stage 3) Explain a variety of services, products, and customs of the target culture.</p> <p>12.3.A (Stage 4) Analyze unfamiliar products, customs, and institutions of the target culture.</p> <p>12.3.B (Stage 3) Assess cultural patterns in a variety of social settings.</p> <p>12.3.B (Stage 4) Analyze the misconceptions that occur in cross-cultural situations.</p> | |
| <p>Ch. 5</p> <ul style="list-style-type: none"> • Staying fit and healthy (1 day) • Informal commands- affirmative and negative, regular and irregular (3-4 days) | <p>12.3.C (Stage 1) Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> | |

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| <ul style="list-style-type: none"> • Giving explanations (1 day) • Preterite of ER and IR verbs, poder, dormir (1-2 days) • Reflexives with verbs of emotion (1 day) • Sports (1 day) • Health and fitness terms (1 day) • Use of doler, body parts and injuries (1 day) • What do you do to keep yourself in shape? (1 day) • Healthy or not? (1 day) • Fliers and radio ads (1 day) • Texas (1 day) | <p>12.3.C (Stage 2) Explain similarities and differences of daily activities between cultures.</p> <p>12.3.C (Stage 3) Compare and contrast the similarities and differences in social institution between cultures.</p> <p>12.3.C (Stage 4) Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.</p> | |
| <p>Ch. 6</p> <ul style="list-style-type: none"> • Asking for and giving information (1 day) • Relating series of events (1 day) • Ordering in a restaurant with food and table setting vocabulary (1-2 days) • Saber vs. Conocer (1 day) • Preterite forms of servir, pedir, traer (1 day) • In and around the city (1 day) • Train station (1 day) • San Antonio (1 day) • Birthday celebrations (1 day) • Preterite for listing events (2 days) | <p>12.3.1.A (Stage 1) Discuss the fundamental products and customs of the target culture in the target language (Flags; Landmarks; Names; Culture-specific foods and crafts)</p> <p>12.3.1.A (Stage 2) Discuss the products and customs of the target culture in simple sentences in the target language. (Holidays; Famous people and their contributions; Menus and schedule)</p> <p>12.3.1.B (Stage 2) Write and perform simple role-plays reflecting daily life in a culturally competent manner. (Making purchases and placing orders; Table manners and eating customs; Telephone and letter etiquette; School classes and activities)</p> <p>12.3.1.C (Stage 1) Model life skills and social interactions in the target language culture and in one's own culture (I.e. concepts of time and punctuality; daily and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity)</p> <p>12.3.1.C (Stage 2) Write about and dramatize cultural similarities and differences in daily activities in the target language. (i.e. youth, school and leisure culture; concept of personal space and distance; relationships with adults and authority figures; work ethic).</p> <p>12.3.1.C (Stage 3) Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures. (i.e. educational process; personal healthcare and survival; family).</p> | |
| <p>Ch. 7</p> <ul style="list-style-type: none"> • Imperfect tense, regular and irregular (2 days) • Talking about what you used to do, including likes and dislikes (1 day) • Describing what people and things were like (1-2 days) • Imperfect of hay (1 day) | <p>12.3.1.D (Stage 2) Read and comprehend simple sentences from the target language/culture in other school content areas. (I.e. recipe instruction and</p> | |

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| <ul style="list-style-type: none"> • Spelling changes for conjunctions o-u, i-e (1 day) • Comparisons (tan adjective/adverb como) (1 day) • Childhood activities (1 day) • Public services and modern conveniences (1 day) • Quotes/ Sayings (1 day) • The merengue (1 day) • Caribbean (1 day) | <p>cooking terms, map reading, monetary systems and conversions)</p> <p>12.5.B (Stage 3) Know national employment opportunities where the target language is used and how and why the target language is necessary. 12.5.B (Stage 4) Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> | |
| <p>Ch. 8</p> <ul style="list-style-type: none"> • Describing past events (2 days) • Saying why you could not do something (2 days) • Reporting what someone else said (1 day) • Superlatives (1 day) • Verbs with prepositions (1 day, always reinforced) • Using mientras in the past (2 days) • City attractions (zoo, movie theater, amusement park) (1 day) • Running errands (1 day) • At a festival (1 day) • Holidays and festivals in Spanish speaking countries (1 day) • Identify your own important holidays (1 day) • Ponce, El Yunque, coquí (1 day) | <p>12.5.C (Stage 2) Identify global resources for gathering information for practical purposes and personal enjoyment. 12.5.C (Stage 3) Know global employment opportunities where the target language is used and how and why the target language is necessary. 12.5.C (Stage 4) Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.D (Stage 1) Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities.</p> | |
| <p>Ch. 9</p> <ul style="list-style-type: none"> • Asking for and giving directions (1 day) • Shopping expression and asking for help in a store (1 day) • How clothes look and fit/Clothing and shoe sizes (1 day) • Bargaining in the market (1 day) • Formal/Polite commands (3-4 days) • Mural art (1 day) • Otavalo market (1 day) | <p>12.5.1.B (Stage 1) Respond to simple questions and interpret simple messages on a national level (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV) 12.5.1.B (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community (i.e. career exploration, ethnic celebrations, entertainment - movies, plays, concerts, museums) 12.5.1.B (Stage 3) Name national employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.C (Stage 1) Introduce one's self, respond to simple questions and interpret simple messages on a</p> | |

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| <ul style="list-style-type: none"> • Los Andes (1 day) <p>Ch. 10</p> <ul style="list-style-type: none"> • Setting the scenes for stories (1-2 days) • Continuing and ending a story (1-2 days) • Talking about latest news and reactions to it (1 day) • Preterite vs. imperfect (2 days) • Preterite of oir, creer, leer, caer, tener (1 day) • Accidents, mishaps, daily events (1 day) • Bolivia (1 day) <p>Ch. 11</p> <ul style="list-style-type: none"> • Describing problems (1 day) • Talking about consequences (1 day) • Expressing agreement and disagreement (1 day) • Obligations and solutions (1 day) • Negative words (1 day) • Si clauses in present tense (1-2 days) • Nosotros commands (2 days) • Animals (1 day) • Environmental concerns and resources (1 day) • El Yunque (1 day) • What are you doing for the environment? (1 day) • California, San Diego/ Tijuana (1 day) <p>Ch. 12</p> <ul style="list-style-type: none"> • Talking about where you went and what you did (1-2 days) • Telling when something happened (1 day) • Describing places (1 day) • When you are going to do something (1 day) • Review all preterite, all types (2-3 days) • Subjunctive mood for commands (1-2 days) • Review all imperfect (1-2 days) • Writing a letter (1 day) • Vacation activities/ Describing places/ Last summer (1 day) | <p>global level. (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.C (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community (i.e. career exploration, ethnic celebrations, entertainment - movies, plays, concerts, museums)</p> <p>12.5.1.C (Stage 3) Name global employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.D (Stage 1) Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local,, national and global communities. (schools and families, offices and airports, hospitals and police stations, newspapers and magazines, libraries and bookstores, radio and TV, telephones and Internet)</p> <p>12.5.1.D (Stage 2) Use speaking, writing and reading to compare and connect the local, national and global resources in English speaking communities with the target language resources in those communities. (Bookstores, libraries, newspapers and magazines, radio and TV, Internet and website searches)</p> <p>12.5.1.D (Stage 3) Use speaking, writing and reading to compare and connect the local, national and global employment opportunities for these who speak English and those who speak English and the target language. (Newspapers, employment agencies, unemployment office, college placement offices)</p> | |
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- Baja California (1 day)
- Summer plans (1 day)

Other Required Items

- Exact, direct and indirect cognates (1 day, always reinforced)
- Diminutives (1 day)
- Prepositions (about 12 now) (1 day)
- Ordinal numbers (1 day)
- Countries and capitals (1-2 days)
- Future tense (2-3 days)
- Conditional tense (2-3 days)
- Present perfect indicative tense (2-3 days)

* It should be noted that some topics are discussed in the same lesson or on the same day. Therefore numbers may not add up to the allotted 160 days that were suggested.