

Spanish 2 (Revised Spring 2020)

Course Description: Spanish 2 emphasizes continuation of grammar, vocabulary, writing, translating, and conversation at a slightly higher level. Learning of conversational phrases. Continued studies of the cultures and political systems of Hispanic countries.

Big Ideas:

1. Students are able to confidently understand the Spanish language when spoken to and are able to respond in the target language. Increase in vocabulary and grammar to extend ability to converse in a variety of topics with confidence. Learning of more conversational phrases. Understanding through contextual factors.
2. Students continue to learn about the Hispanic culture and politics systems. They will learn of the differences and similarities within the Hispanic Culture in the various Spanish Speaking countries.

Essential Learner Objectives:

By the end of this course, the students will be able to:

1. Engage in conversation, provide and obtain information, express feelings, emotions and ideas and exchange opinions.
2. Understand and interpret written and spoken language on a variety of topics.
3. Demonstrate an understanding of the relationship between the practices and perspectives of the Spanish-Speaking culture.
4. Demonstrate an understanding of the nature of language through comparisons of the Spanish and English language.
5. Reinforce and further their knowledge of other disciplines through Spanish.
6. Justify the importance of knowing a foreign language in today's society.
Reinforce and further their knowledge of other disciplines through Spanish.

Grade level Expectations

Communication Level II

1.1 Listening and Speaking

- a. Demonstrate competencies previously introduced.
- b. Use target language to acquire goods, services or information.
- c. Exchange information about personal events, memorable experiences and/or other topics.
- d. Ask for repetition and repeat to ensure comprehension.

1.2 Reading and Listening

- a. Demonstrate competencies previously introduced.
- b. Identify principal characters and main ideas in oral and written narratives in the target language.
- c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

1.3 Speaking and writing

- a. Demonstrate competencies previously introduced.

- b. Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
- c. Write brief messages such as postcards, short letters or e-mails on very familiar topics.

Culture Level II

2.1 Practices and Perspectives

- a. Demonstrate competencies previously introduced.
- b. Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
- c. Compare everyday social etiquette within the culture studied to their native culture.
- d. Identify common beliefs, attitudes and characteristics within the culture studied.

2.2 Products and Perspectives

- a. Demonstrate competencies previously introduced.
- b. Compare the most common objects and symbols used to represent the target culture and their own culture.
- c. Compare important historical and contemporary figures and events of the culture studied and their own culture.

Connections Level II

3.1 Interdisciplinary Connections

- a. Demonstrate competencies previously introduced.
- b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
- c. Summarize articles or short videos in the target language on topics being studied in other classes.

3.2 Distinctive Viewpoints of Information

- a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
- b. Broaden understanding of contributions of target civilization to development of present day information.

Comparisons Level II

4.1 Language Comparisons

- a. Demonstrate competencies previously introduced.
- b. Use cognates to enhance spoken and written language.
- c. Recognize familiar false cognates and use appropriately.
- d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
- e. Recognize critical sound differences in the target language that must be mastered

4.2 Cultural Comparisons

- a. Demonstrate competencies previously introduced.
- b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.

- c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
- d. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.

Communities Level II

5.1 Language use within and beyond the classroom

- a. Demonstrate competencies previously introduced.
- b. Share knowledge and skills from the target language with family and others in the school community.
- c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

5.2 Language use for personal enjoyment and enrichment.

- a. Demonstrate competencies previously introduced.
- b. Explore hobbies, activities and topics of personal interest related to the target culture.
- c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- d. Identify careers where skills in another language or cultural understanding are needed.