

**SPANISH II HONORS**

**GRADES 9-12**

**2004**

**Curriculum  
Spanish II Honors  
2004**

**COURSE DESCRIPTION:** This course builds on the fundamentals taught in Spanish I and instruction will be at an accelerated pace, with emphasis on oral proficiency. Students will critically read and discuss appropriate literature as well as continue with language study. Students will also write and speak in Spanish and are expected to become more fluent in the Spanish language as they increase their vocabulary, reading and conversational abilities. In addition, appreciation and cultural awareness will be developed through readings, media resources, and authentic materials. Research is required.

**CORE CURRICULUM CONTENT STANDARDS:**

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

7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experience with its products and practices.

**CUMULATIVE PROGRESS INDICATORS:**

**7.1 Communication  
Novice-High Learner Range**

**A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.
4. Comprehend short conversations and brief written messages on familiar topics.
  - Messages contained in media (e.g., illustrated texts, posters or advertisements)
5. Connect the learning of the target language to information studied in other core content areas.

- Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art)
  - Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture)
  - Grade level appropriate science topics (e.g., life cycle of plants and animals)
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.

#### **A. Interpersonal Mode (direct oral or written communication)**

1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
  - Grade level appropriate math concepts (e.g., buying/selling transactions)
  - Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing)
  - Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture)
  - Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions)
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

#### **A. Presentational Mode (spoken or written communication for an audience)**

1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.
2. Describe in writing using a guided format people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
4. Tell or write about products of the target culture and simulate common cultural practices.

- Grade level appropriate social studies topics (e.g., culinary contributions, crafts, or artifacts from the target cultures)

## **7.2 Culture**

### **Novice-High Learner Range**

#### **A. Interpretive Mode (understanding and interpretation of spoken or written communication)**

1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

#### **A. Interpersonal Mode (direct spoken and written communication)**

1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

#### **B. Presentational Mode (spoken and written communication for an audience)**

1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
2. Describe and reproduce expressive products of the target culture(s).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.

### **INSTRUCTIONAL STRATEGIES:**

- Think-pair-share
- KWL
- Cooperative learning activities
- Individual work
- Teacher presentations
- Team games
- Assessments
- Research projects

- Role-plays
- Cloze activities
- Password language ladders
- TPR
- Interviews
- Presentations
- Problem solving
- Brainstorming
- Reflective thinking

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

- Virtual field trip to Spain's RENFE.
- Plan a rail trip through Spain
- Create a skit about eating at a restaurant
- Make a dish from a Spanish-speaking country
- Create children's book on foods
- E-Pals
- E-Cards
- Prepare magazine advertisements for a clothing store
- Present a fashion show
- Create a board game about amusement parks
- Write a letter to a newspaper about the local zoo
- Internet activity comparing hotel/parador amenities and pricing
- Write an itinerary for air travel through Central and South America
- Create travel posters
- Research contributions of Hispanics to the world of medicine
- Write a newspaper article about substance abuse awareness
- Debate pros and cons of urban and rural life in Spanish-speaking countries
- Prepare a report on a Spanish-speaking country
- Write a nutrition and health plan for the school's sports department
- Create a PowerPoint project about driving customs and highways in the Spanish-speaking world
- Plot the Pan American Highway on a map
- Journal writing on personal expenses converted to pesos and euros or other currencies
- Read short stories
- Write short stories
- Create currency conversions poster
- Write a letter to a large bank about required courses for international banking.
- Create a PowerPoint Jeopardy game about parties, weddings, holidays, and social events in the Hispanic world
- Send electronic greeting cards in Spanish to e-pals

- Visit El Prado website and write a report about art
- Read and present a summary about a newspaper article
- Oral presentations at the elementary school

#### **EVALUATION/ASSESSMENT OF STUDENTS:**

- Paper and pencil tests  
End of unit, teacher made tests and quizzes
- Performance  
Drawings, projects, writings
- Teacher observations  
Classroom interaction, student participation/involvement
- Personal communication  
Individual conferences, small group discussions, interviews

#### **EVALUATION/ASSESSMENT OF CURRICULUM:**

**This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).**

#### **RESOURCES/BIBLIOGRAPHY:**

- Technology (Internet resources, CD ROMs, videos, audio CDs, etc.)
- Authentic realia
- NJ World Languages Curriculum Framework
- National Standards Document: Standards for Foreign Language Learning in the 21<sup>st</sup> Century
- Glencoe McGraw-Hill, Spanish 2, *¡Buen viaje!*
- Cultural readings