

Spanish II 2006-2007

COURSE DESCRIPTION: This course builds on the fundamentals taught in Spanish I. Pupils are expected to become more fluent in the use of the Spanish Language as they increase their vocabulary, reading, and conversational abilities. An increased program of reading and conversation is utilized to obtain these objectives. In addition, through reading, the students will learn habits, customs, and history of the Spanish-speaking countries and people. New Jersey core curriculum content standards are the basis of the course and emphasis is on communication and culture.

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 LANGUAGE TO 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 AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

CUMULATIVE PROGRESS INDICATORS:

7.1 Communication

Intermediate-Low Learner Range

Interpretive mode

1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
 - Eye contact and interpersonal social distance
 - Table manners and telephone practices
3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and

- cultural sites in the target country; events from U.S. history and target culture history from a specific era)
4. Comprehend conversations and written information on a variety of topics.
 - Academic and social interests
 - Current or past issues and events at home or in the target country
 5. Apply knowledge and skills gained in other core content areas to the learning of the target language.
 - Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country)
 - Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture)
 - Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems)
 - Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions)
 6. Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.
 7. Compare and contrast unique linguistic elements in English and the target language.
 - Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)

B. Interpersonal Mode (direct spoken or written communication)

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - Reactions to an incident occurring in school or an event taking place in the school, community, or world
 - Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms)
 - Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)
4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs)
5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing. 6. Identify professions and careers that require proficiency in a language other than English
 - Career preparation skills needed to engage in these professions

C. Presentational Mode (spoken or written communication for an audience)

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media)
2. Use language creatively in writing to response to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)
3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
 - Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)
4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
 - Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices)

Intermediate-Low Learner Range

7.2 Culture

Interpretive mode

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
2. Investigate how geography and climate influence the lives of people in the target culture(s) country (ies).
3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
4. Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

B. Interpersonal Mode (direct spoken and written communication)

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.

4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.

5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

C. Presentational Mode (spoken and written communication for an audience)

1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).

2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

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

Spanish-speaking country cuisine presentations.

Virtual field trip to Spain's RENFE

Plan a rail trip through Spain

Plan air travel through Latin America

Create travel posters

Create a skit about eating in a restaurant

Create children's books on current events in Latin America

Write and present magazine articles that compare social conventions in target culture and US

Write a newspaper article about social activities and related topics.

PowerPoint projects expressing target culture's influence in the world

Essays and presentations about writers in Latin America

Write stories from a character's viewpoint from a class movie or novel.

Presentations that compare and contrast societal issues and how they will effect the future of the US and Spanish-speaking countries

Present a skit using nonverbal gestures for accepting and refusing an invitation in target language and own culture.

Write an email to a friend using colloquial language

Present a skit about attitudes and beliefs of target culture.

Presentations demonstrating cultural characteristics in films to the cultural perspectives of the culture.

Internet activity comparing values in Spanish-speaking countries.

Research the effects of Hispanic theater and literature in own culture.

Write a newspaper article about the importance of a second language.

Present an oral report on a favorite pastime of a Spanish-speaking teenager.

Prepare a report on a Spanish-speaking country

Write an essay comparing a film and a novel and present a summary to class.

Create interpretational posters of a novel.

Read short stories

Write/read movie reviews

Create a PowerPoint Jeopardy game about historical facts in Latin America.

Create a PowerPoint demonstrating topics from social studies.

Read and present a summary about a newspaper article

- . Present a skit about Hispanic celebrations (wedding, funeral, quinceañera, etc.)
- . Presentations about appropriate behavior at formal and non-formal social events.

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
Cultural awareness activities

EVALUATION/ASSESSMENT OF STUDENTS:

Paper and pencil tests
End of unit, teacher made tests and quizzes
Performance
Drawings, projects, writings, presentations
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 21st Century
 - . Cultural readings from a variety of Spanish novelettes, articles and other authentic literature.
- Buen viaje II and ancillary materials