

SPANISH “B” (for Survival)
2nd YEAR SPANISH
JULY 2003

COURSE DESCRIPTION

The second year course is designed for students to acquire a novice-mid level of the language at the end of the year. Reading, Writing, Speaking and Listening will be a part of the course with greater focus of the latter two skills.

As a second year Spanish for survival course, it continues to focus on Spanish for the traveler. As with Spanish “A”, students speak to familiarize themselves with a working knowledge of the language. They engage in hands-on activities, sample foods for Spanish speaking countries, play games, and visit Spanish institutions. In addition, students study Spanish culture, folklore, and history. Action research is required.

Students will be able to understand and make themselves understood on topics such as transportation, shopping, foods/restaurants, daily routines, obligations, celebrations, city and county life. These topics will also familiarize themselves with a variety of Hispanic culture. Assessment will be based on personal communications, teacher observations, projects, and paper and pencil tests and quizzes.

CORE CURRICULUM CONTENT STANDARDS:

- 7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.
- 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

CUMULATIVE PROGRESS INDICATORS:

7.1 Communication

Novice-Mid Learner Range

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

1. Demonstrate comprehension of simple, 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 familiar people, places, and objects based on oral and/or simple written descriptions.
4. Comprehend brief oral exchanges on familiar topics.

- Grade level appropriate health topics (e.g., wellness, feelings and emotions)
 - Grade level appropriate science topics (e.g., weather and seasons)
5. Connect the learning of the target language to information studied in other core content.
- Grade level appropriate health topics (e.g., nutrition and food groups).
6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.
- Recognition of key words.

B. Interpersonal Mode (Direct oral or written communication)

1. Give and follow simple oral directions, commands, and requests for participating in age appropriate classroom and cultural activities.
2. Imitate appropriate gestures and intonation of the target culture during greetings, leave taking, and daily interactions.
3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.
 - Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions and monuments).
 - Grade level appropriate science topics (e.g., plant and animal characteristics).
5. Exchange basic information about the main characters, main idea and setting from age appropriate, culturally authentic selections.

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

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.
2. Copy/write words, phrases, or simple guided texts on familiar topics.
 - Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects).
3. Present orally or in writing information from age-appropriate, culturally authentic selections.
 - Grade level appropriate language arts literacy activities (e.g., contributing to teacher directed shared writing activities; illustrating stories or drawing and labeling pictures, charts, or diagrams)
4. Name and label tangible products and imitate practices from the target culture.
 - Grade level appropriate visual and performing arts activities (e.g., song, dance and drama of the target culture).
 - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

7.2 Culture

Novice-Mid Learner Range

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

1. Identify daily practices of people in the target culture(s).

2. Identify basic geographical features and some common landmarks in countries where the target language is spoken.
3. Identify aspects of the target culture(s) presented in photographs, children's books and plays.
4. Identify distinctive cultural products of the target culture(s)

B. Interpersonal Mode (Direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections

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

1. Reproduce a variety of tangible products typical of the target culture(s).
2. Identify and reproduce expressive products typical of the target culture(s).
3. Participate in age-appropriate activities related to special events celebrated in the target culture(s).

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

Transportation

- Flashcards of places in town and modes of transportation.
- Town and transportation Ta ta tí.
- Verb relay for verb conjugation.
- Describe places that are valuable to Hopatcong and what new places would be an asset to Hopatcong.
- Transportation and town TPR.
- Demonstrate knowledge of geography, history and culture of Oaxaca, Mexico.
- Compare towns and modes of transportation in different places.
- Use the verb **decir** to talk about what someone says.
- Prepositional phrases to express location.
- Regular affirmative *tú* commands.
- Use of the verbs **salir** to tell where people go.
- Review **ir a + place** and **ir a + infinitive**.

SHOPPING

- Flashcards and TPR for bargaining and talking about gifts.
- TPRS to reinforce comprehension.
- Play charades.
- Vocabulary bingo.
- Vocabulary jeopardy.
- Verb relay.
- Describe desired gifts.
- Talk about shopping
- Make purchases
- Talk about giving gifts
- Bargain
- Compare bargaining customs
- Demonstrate understanding of places of interest in Mexico.
- Demonstrate understanding the market place in Latin America.
- Demonstrate knowledge of stem-changing verbs o-ue.
- Use **poder** to state what people can do.
- Indirect object pronouns and their placement.
- Review question words.
- Use verbs **pensar and almorzar** to demonstrate understanding of stem-changing verbs.

FOOD/RESTAURANT

- Have students identify local restaurants that serve Mexican-American food and talk about what foods are served.

- A timed activity to work in pairs to write a list of Hispanic foods and compare with other students.
- Play food ta ta tí.
- Play hot potato.
- Present a collage of your favorite foods.
- Make table settings.
- Compare meals to Hispanic meals.
- Write a stair poem.
- Order food.
- Request a check.
- Talk about food.
- State likes.
- Express extremes.
- Create a menu and prepare a skit based on a visit to a café or restaurant.
- Survey on likes and dislikes of Hispanic foods.
- Use **gustar** to talk about likes.

DAILY ROUTINES

- Role-play – talk about your after-school activities.
- Guide a student around the room by using various commands.
- Write and illustrate your daily routines in Spanish including times.
- Work in pairs to compare routines.
- Play command relay.
- Play routine jeopardy.
- Play **Simón dice**.

- TPR to give commands.
- Describe daily routines.
- Talk about grooming.
- Tell others to do something.
- Discuss daily chores.
- Compare routines in different countries.
- Make travel brochures for Spain.
- Music from Spain.
- Create a collage about places in Spain and state likes and dislikes.
- Use reflexive verbs.
- Use irregular affirmative **tú** commands.
- Use negative **tú** commands.
- Use correct pronoun placement.

OBLIGATIONS

- Role-play a dialog about obligations and how they should be done.
- TPR activities.
- Vocabulary bingo and ta ta tí.
- Use flashcards to learn vocabulary Say what people are doing.
- Persuade others.
- Describe a house.
- Negotiate responsibilities.
- Say what people ought to do.
- Answer questions about a cleaning ad.

- Write a comprehensive list stating what you and a friend should do after school.
- Design and describe a dream house.
- Plan a party—create an invitation.
- Write a postcard to a friend answering his/her questions about how to go about a specific activity.
- Demonstrate understanding cultural foods such as **tapas**.
- Demonstrate understanding basic variations of foods in different Spanish-speaking countries.
- Use of verb **leer**.
- Use of the verb **deber**.
- Use adverbs that end in **-mente**.

CELEBRATIONS

- Verb relay.
- TPR at a party.
- Guess classmate's guest lists.
- Plan a party.
- Describe past activities.
- Express extreme emotions.
- Purchase food.
- Describe a party.
- Create and write a party invitation.
- Make a list of guests and state what each person will bring to the party.
- Role-play. Present a dialog with two partners. Pretend you are in the supermarket in Spain buying food. One of you works in the store, one is an optimist and the other is a pessimist.

- Talk with a classmate about what you did last weekend.
- Describe a fun party.
- Jeopardy.
- Twenty questions to guess guest lists.
- Make a shopping list for a party using **pesos, euros, quetzales** or other foreign money and convert it to dollars.

CITY LIFE

- Describe city buildings.
- State what happened in town.
- Make suggestions to a group of people.
- Talk about professions.
- Play vocabulary bingo.
- State personal opinions.
- Profession pictionary.
- City building **ta ta tí**.
- Read cultural realia about cities in Latin America.

COUNTRY LIFE

- Point out specific people and things.
- Tell where things are located.
- Talk about the past.
- Use demonstratives.
- Use ordinal numbers to talk about the order of things.
- Demonstrate understanding of animals and people on a farm.

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

EVALUATION/ASSESSMENT OF STUDENTS:

- Paper and pencil tests
End of unit, teacher made tests and quizzes
- Performance
Drawings, projects
- 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.
- En español—Uno.