

MANCHESTER REGIONAL HIGH SCHOOL

FOREIGN LANGUAGE

SPANISH II

REVISED & ADOPTED
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SPANISH II

Course Descriptions

Spanish II- This course is designed to strengthen the four skills taught in Spanish I (listening, speaking, reading, and writing) by performing a variety of language functions. Students will be asked to perform activities using real-life situations at home, in school, at work, while traveling, shopping etc..., with an appropriate level of accuracy. The objective of level II is on communication-written and spoken. It is an integrated approach using authentic legends and short stories to teach themes, grammar, vocabulary, and culture.

Spanish II Honors- This course presents a rapid, comprehensive review of all grammatical concepts and structures studied in Spanish I. The course develops student proficiency in all four communicative areas of language learning: reading, writing, listening and speaking. More complex grammatical concepts and structures are presented along with vocabulary that is geared to real-life situations. Students will study the culture and history of the Spanish-speaking world. Cultural and literary readings, along with authentic sources, will provide for independent reading on a number of pertinent topics.

Course Data:

Length of Course:	Full Year
Credits:	Five
Periods per Week:	Five
Classification:	Elective – Grade 9 if recommended, 10 -12
Prerequisite:	Spanish I – or evaluation criteria/ placement test

Student Evaluation

The purpose of evaluation is to assess student progress and to determine if the student has retained and comprehends the subject matter.

The following methods of student evaluation are utilized: homework, class participation, quizzes, tests, examinations, oral reports, written reports, and projects, power point activities, reading comprehension, auditory comprehension and dictations.

The following grading structure will be employed:

1. Tests40%
2. Quizzes30%
3. Class participation20%
4. Homework10%

Grading structure:

Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students

I. Statement of purpose

The purpose of the world language program at this level involves placing the students in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of language acquisition are stressed including written, oral, reading and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Cultural practices and products from people of different parts of the Spanish-speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society.

II. Introduction

This course is composed of six thematic units. Each unit is anchored by an essential question. Instructional procedures, techniques and methods will be differentiated, interactive and characterized by authenticity. The students will be exposed to and will explore a variety of informational written and electronic sources. They will apply technology in some of the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following web quests. Assessment will be on-going and substantially performance-based.

III. Philosophy and Rationale

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and National Standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening include but are not limited to the cultural interpretation of texts, movies, radio and television

broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."

- The interpersonal mode. Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.
- The presentational mode. Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this one to many modes of communication are making a presentation to a group or writing an article for the school newspaper.

IV. Procedures, Techniques and Methods:

A. Student-related:

Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

- ◇ Students understand and interpret written and spoken language on a variety of topics
- ◇ Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics
- ◇ Students demonstrate an understanding of the relationship between the practices and the perspectives of the culture studied.
- ◇ Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- ◇ Students reinforce and further their knowledge of other disciplines through the foreign language

B. Teacher-related:

Preparing students to engage in spontaneous conversation requires a number of instructional strategies to help with the development of communication tactics. Some strategies that the teacher might use include:

- ◇ Beginning with warm-up activities that lower the affective filter and provide students with thinking time.
- ◇ Providing students with pre-thinking exercises to activate the thought process.
- ◇ Weaning students gradually from using a written script or notes in their oral communications.
- ◇ Providing multiple opportunities for students to practice thinking on their feet without the pressure of being evaluated constantly.

Materials

1. Humbach, Nancy, et al. ¡Exprésate! 2. New York: Holt, Rinehart and Winston, 2006.
2. Humbach, Nancy, et al. ¡Exprésate! 2 Cuaderno de vocabulario. New York: Holt, Rinehart and Winston, 2006.
3. Humbach, Nancy, et al. ¡Exprésate! 2 Cuaderno de actividades. New York: Holt, Rinehart and Winston, 2006.
4. Spanish-English dictionaries
5. Computers / Internet / Audiovisual equipment
6. Flashcards / manipulatives

Spanish II

THEMES:

Chapter 1-5 review

Chapter 6: Vamos al Comer!

Chapter 7: Cuerpo Sano, Mente Sana

Chapter 8: Vamos de Compras

Chapter 9: Past Experiences

Chapter 10: A Viajar!

I. Getting to know each other (Chapter 1-5 review)

- A. Essential Questions:
 - a. Quien soy yo?
 - b. What are the similarities and differences in school life between US and Hispanic countries?
 - c. How do I describe people and relationships?
 - d. How do I discuss my home, my rooms in the home and my chores?
- B. Objectives: The student will be able to
 - a. Introduce himself/herself and others
 - b. Describe people
 - c. Talk about what he/she and others do
 - d. Say what they like and do not like
 - e. Say what they have and need
 - f. Describe family relationships (extended family too)
 - g. Chores and responsibilities
- C. Vocabulary
 - a. Nationalities
 - b. Numbers
 - c. Descriptive adjectives
 - d. Family members
 - e. School Life
 - f. Chores
- D. Grammar
 - a. Subject & Verb
 - b. The verb "Ser"
 - c. Adjective agreement
 - d. Definite & Indefinite article
 - e. Preposition 'de'
 - f. Gustar
 - g. Present tense of regular verbs
 - h. Present tense of tener, ser, venir, jugar, hacer, salir, and ver.
 - i. Idioms of tener and tener que
 - j. Interrogative expressions
 - k. Frequency questions and quantity words
 - l. Stem changing verbs
- E. Suggested activities and assessments
 - a. Paired activities
 - b. Teacher prompted activities
 - c. What doesn't belong?
 - d. Crossword Puzzles
 - e. Fly swatter activities
 - f. Word Search
 - g. Human Sentences
 - h. Word associations games

- i. Flash Cards
- j. Cierto/Falso
- k. Whiteboard activities
- l. Interviews
- m. Introductions
- n. What's in your backpack?
- o. Family Tree (photo álbum)

F. Cultural Connection

- a. Compare and contrast life in the United States and Hispanic Countries.
- b. Describe family relationships and living arrangements and how they differ from the US.

G. Cumulative Linguistic Goal: Can the student make introductions? Can the student discuss school life and family life?

H. Standards: **Interpretive Mode**

World Languages (2014) 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

World Languages (2014) 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

World Languages (2014) 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

World Languages (2014) 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

World Languages (2014) 7.1.M.B.1: Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

World Languages (2014) 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

World Languages (2014) 7.1.NM.B.3: Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

World Languages (2014) 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

World Languages (2014) 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

World Languages (2014) 7.1.NM.C.2: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

World Languages (2014) 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

World Languages (2014) 7.1.NM.C.4: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

World Languages (2014) 7.1.NM.C.5: Name and label tangible cultural products and imitate cultural practices from the target culture(s).

II. Vamos a Comer!

A. Essential Question:

What do I need to know to get along in a restaurant?

B. Objectives: Students will be able to.....

- a. Order food in a restaurant.

- b. Interpret a menu.
- c. Express preferences for certain foods.
- d. Express likes and dislikes.
- e. Label table settings.
- f. Explain the concept of tipping.
- g. Categorize foods, (aperitivos, entrée, etc.)
- h. Ask for a missing table item (*napkin*, etc.)
 - 1. Use verbs, *pedir*, *preferir*, *servir* for ordering.
 - 2. Identify and describe regional dishes.
 - 3. Evaluate menu options and express likes/dislikes

C. Vocabulary:

- a. Commenting on Food
- b. Making polite requests
- c. Food groups
- d. Table settings (recycle)
- e. Words associated with a menu
- f. Talking about meals
- g. Instructions and offering help

D. Suggested Activities and Assessments:

- a. Design a menu.
- b. Role play a scene in a restaurant.
- c. Create a cooking show video
- d. Paired activities.
- e. Teacher prompted activities.
- f. What doesn't belong?
- g. Crossword puzzles.
- h. Fly swatter activity.
- i. Word search.
- j. Word association game
- k. *Cierto/Falso* activity
- l. Picture flash cards
- m. Who is it? (restaurant personnel)
- n. Gouin series listing steps in a recipe

E. Grammar:

- a. Verbs- Ser & Estar
- b. Gustar
- c. Verbs: *pedir* and *preferir*, *servir*, *poder*, *probar*
- d. Direct object pronouns
- e. Indirect object pronoun
- f. Affirmative informal commands

1. Affirmative informal commands with pronouns

F. Cultural Connections:

- a. Chococalte, Corn, and different foods from the Americas
- b. Differences in food based on regions
- c. Meal times in different countries and the difference between set meal times of the target culture and the USA.

G. Standards:

(WL) Interpretive 7.1N.M.A. 1,2,4,5,6

(WL) Interpersonal 7.1N.M.B. 1,2,4,5

(WL) Presentational 7.1 N.M. C.1,2,3,4

III. Cuerpo Sano, Mente Sana

A. Essential Question:

What are the things that contribute to our well being and healthy lifestyle?

B. Objectives: Students will be able to...

- a. Talk about daily routine
- b. Talk about staying fit and healthy
- c. Analyze a healthy vs unhealthy lifestyle
- d. Tell someone what to do and not to do
- e. Tell a doctor what ails them
- f. Talk about how you feel
- g. Give advice

C. Vocabulary:

- a. Sports and physical activities
- b. Daily routine
- c. Emotions
- d. Body parts
- e. Injuries and explanations
- f. Lifestyle choices.

D. Vocabulary:

- a. Reflexive verbs and reflexive pronouns
- b. Using infinitives
- c.
- d. Ser & Estar, Tener & Sentirse
- e. Familiar commands affirmative & negative
- f. Negative informal commands
- g. Object & reflexive pronouns with commands

E. Suggested Activities and Assessments:

- a. Paired activities
- b. Teacher prompted activities.
- c. What doesn't belong?
- d. Role playing
- e. Map reading and interpretation
- f. Schedule reading and interpretation
- g. Crossword puzzles
- h. Word scramble
- i. Word association games
- j. Flash cards
- k. Sequencing
- l. *Cierto / Falso* activity
- m. *Create a planner with their weekly routine*
- n. Act as a nutritionist and give your patient a sample diet for a healthy lifestyle
- o. Create a poster/brochure to promote healthy living-include a fitness program

F. Cultural Connection:

- a) Compare the concept of healthy living in the US and the target culture
- b) Consider variations of snack foods in the US and the target culture
- c) Discuss the people, places, and culture of the people in Argentina
- d) They will examine the difference in how the doctor visits the home in Argentina and how we in the US must go to the doctor's office.

G. Standards:

Interpretive 7.1 N.M.A. 1,2,4,5,6
 Interpersonal 7.1 N.M. B. 1,2,4,5
 Presentational 7.1 N.M. C.1,2,3,4

IV. Vamos De Compras

A. Essential Question:

How does the shopping experience differ between the US & Hispanic countries?

B. Objectives: Students will be able to...

- a. Identify stores and shops
- b. Identify shopkeepers
- c. Recognize products sold in various stores
- d. Tell where to buy specific products
- e. Talk about different monetary systems
- f. Ask & give opinions
- g. Asking for and giving help in the store
- h. Talk about your past shopping experiences
- i. Talking on the phone
- j. Describe stores in the mall

C. Vocabulary:

- a. Clothing shops
- b. Jewelry
- c. Money
- d. Store names

D. Suggested Activities and Assessments:

- a. Word association
- b. Giving and following advice
- c. Crossword puzzles
- d. Word search
- e. Fly swatter activities
- f. Creating store flyer activities
- g. What does not belong?
- h. Paired activities
- i. Teacher prompted activities
- j. *Cierto/ Falso* activities

E. Grammar:

- a. Verbs: *costar*, *comprar*, *pagar*, and *vender*
- b. Verb *quedar*
- c. Preterit of “ar” verbs

- d. Preterit of the “ir” verbs
- e. Reflexive verbs in the preterit
- f. Adverbs of time

F. Cultural Connection:

- a. Differences in shopping preferences in Spanish speaking countries and the US.
- b. The practice of bargaining for a price
- c. Discuss the influence of Hispanics in the state of Florida.

G. Standards:

Interpretive 7.1 N.M.A. 1,2,4,5,6
Interpersonal 7.1 N.M. B. 1,2,4,5
Presentational 7.1 N.M. C.1,2,3,4

V. Past Experiences

A. Essential question:

Why do we study the past?

Traditions: How is the present shaped by our experiences?

B. Objectives. Students will be able to....

- a. Talk about past holidays
- b. Talk about future plans
- c. Greet and introduce others
- d. Preparing for a party
- e. Identify a minimum of five Hispanics and their contributions to society.

C. Vocabulary

1. Holiday Vocabulary
2. Celebration words
3. Planning an event
4. Presents and wrapping them

D. Grammar

- a. verbs
- b. Irregular preterits

- c. Pensar que and pensar with infinitives
- d. Present progressive
- e. Using conocer and conocer 'a'

E. Suggested Activities and assessments

- a. Paired activities
- b. Teacher prompted activities
- c. What doesn't belong?
- d. Crossword Puzzles
- e. Fly swatter activities
- f. Word Search
- g. Human Sentences word association games
- h. Flash cards
- i. Cierto/Falso
- j. Whiteboard activities
- k. Shop for and organize a party
- l. Create invitations

F. Cultural Connection

- a. Celebration of 3 Kings
- b. Quinceanera
- c. Christmas in Hispanic Countries

G. Standards

Interpretive 7.1 N.M.A. 1 - 5
Interpersonal 7.1 N.M. B. 1-55
Presentational 7.1 N.M. C.2-5

VI. A Viajar!

A. Essential question:

- a. What do I need to know about travel?
- b. How do I get where I want to?
 - i. Methods of transportation
- c. Vacation needs and Vacation destinations

B. Objectives. Students will be able to....

1. Ask for information
2. Remind and reassure others
3. Express hopes and wishes
4. Describe pre-boarding activities
5. Describe flight check in procedures
6. Categorize flights as domestic or international
 - a. (Immigration, baggage, customs)
7. Interpret necessary paperwork for travel
8. Select the appropriate items to pack for a given destination and vacations.
9. Discuss places of interest
10. Discuss vacation activities: Sightseeing, eating in a restaurant etc.

C. Vocabulary

- a. Asking for information
- b. Expressions used for travel
- c. Vacations places
- d. Vacation activities
- e. Places of interest
- f. Touring
- g. Different methods of transportation
- h. Airport vocab.

D. Grammar

- a. Preterite of regular verbs
- b. Preterite of –car, -gar, -zar verbs
- c. Preterite of hacer
- d. Informal commands of spelling changes and irregular verbs
- e. Direct object pronouns
- f. Verbs followed by infinitives

D. Suggested Activities and Assessments

1. Paired activities
2. Teacher prompted activities
3. What doesn't belong?
4. Role playing
5. Map reading and interpretation
6. Crossword puzzles
7. Wordsearch puzzles
8. Word scrambles
9. Cierta/Falso

10. Tear sheet vocabulary
11. Fly swatter
12. Online search for resorts

E. Standards

Interpretive 7.1 N.M.A. 1 - 5
Interpersonal 7.1 N.M. B. 1-55
Presentational 7.1 N.M. C.2-5