

Spanish 2 Curriculum

Content Standard 2: Communication (Interpretive Mode) – How do I understand what others are trying to communicate in Spanish?

Students will understand and interpret spoken and written Spanish on a variety of topics.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify people and objects in their environments, based on oral and written descriptions. • Comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school. • Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics. • Comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest. 	<ul style="list-style-type: none"> • Activity 7 Chapter 6 -- Audio recording – check for comprehension • Video disc 3B • Video guide p. 64 • Read folleto in Activity 9 • Realia 1-3 pp. 77-79 • Activity 31 Chapter 1 – in pairs. Students read and jot down who they would pick as a pen pal for their partner and why. • Video disc 1A • Video guide p. 10 • Activity 26 Chapter 1 – Una entrevista, ex. 1-9 	<ul style="list-style-type: none"> • Quiz 6-1A, Quiz 6-1B • Close activity p. 146 • Students will exchange papers with partner and discuss why they agree or disagree with the choice. • Quiz 1-3A, Quiz 1-3B • Students will listen to a native speaker and identify what she likes and dislikes. • Students will listen to a radio interview with Sonia Golondrina, a singer from Uruguay, and indicate her likes and dislikes. 	<ul style="list-style-type: none"> • V.C. Student text pp.143-146 • V.C. Testing Program Ch. 6 • V.C. Activities for Communication Resource • V.C. Testing Program pp. 1-4 • V.C. Student text pp. 20-23 • V.C. Student text p. 21 • V.C. CD Rom disc 1

<ul style="list-style-type: none"> • Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture. • Work individually to collect data on familiar topics from various print, digital and electronic resources. • Recognize and respond appropriately to questions, statements, or commands. 	<ul style="list-style-type: none"> • Activities 22 & 23 Chapter 1- -El fin de semana en Madrid y Guía del Ocio • Activities 28-31 Chapter 1 – Amigos por correspondencia; Qué es un buen amigo; Nuevos amigos • ¿Cómo es la familia de Maribel? • ¿Cómo es tu familia? 	<ul style="list-style-type: none"> • Students will work with partners to make a list of places to go and when during the weekend using the guide provided • Students will present plans to the class. • What would others do? • Quiz 1-2A, Quiz 1-2B • Students will read profiles of Spanish speaking students in pen pal ads and write a description of the person they admire most. • Quiz 1-3A, Quiz 1-3B • Students will write two sentences each to describe Maribel’s mother, father and younger brother • With a partner, students will take turns asking questions about each other’s family members. 	<ul style="list-style-type: none"> • V.C. Student text p. 18 • V.C. Testing Program pp. 1-4 • V.C. Student text pp. 23-25 V.C. Testing Program pp. 1-4 • V.C. Student text p. 11 & p. R13
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Spanish 2 Curriculum

Content Standard 3: Communication (Presentation Mode) -- How do I present information, concepts and ideas in Spanish in a way that is understood?

Students will present information, concepts and ideas to listeners or readers in Spanish on a variety of topics.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments. • Recite poetry, songs, short plays and skits and or anecdotes that are familiar to their peers in the target culture. • Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives. • Write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities. 	<ul style="list-style-type: none"> • Activity 5 Chapter 3 - Situación oral presentation with a partner • Activity 6 Chapter 1 - Situación oral presentation in a group • La boriqneña - Song about a woman from the Caribbean island of Puerto Rico, using its native name. • Activity 5 in Chapter 7 -- De Antemano: Mi familia • Activity 4 in Chapter 5 -- Situaciones • Repaso Activity 3 Chapter 5 – 10 ways to lead a healthy life • Activity 23 in Chapter 2 -- ¿Puedes ayudarme? Leave a note for a friend • Activity 25 in Chapter 8 – Querido diario 	<ul style="list-style-type: none"> • Students will talk about their daily routine • Students will describe people and things • Students will read, listen to, learn and sing the popular song. • Students will videotape segments introducing their childhood experiences and relate stories about their families. • Students will videotape segments detailing how to stay fit. • Students will say if something has already been done • Students will report what someone said. • Quiz 2-2A, Quiz 2-2B • Quiz 8-2A, Quiz 8-2B 	<ul style="list-style-type: none"> • V.C. Student text pp. 65 & 79 • V.C. Student text pp. 10 & 27 • V.C. Listening Activities Book p. 58 • V.C. Audio Compact Discs, CD 7, Track 23 • V.C. Student text p. 170 • V.C. Student text p. 135 • V.C. Student text p. 42 • V.C. Student text p. 204 • V.C. Testing Program pp. 31-34 and pp. 201-204

<ul style="list-style-type: none"> • Create lists of items necessary to plan activities that might take place in their daily lives or in the target culture. • Write notes or short letters in Spanish to peers in the target culture on topics of shared personal interest, including daily events and activities. • Prepare a diary of their daily activities and those of their families and friends in Spanish. 	<ul style="list-style-type: none"> • Un turista del Ecuador – recomendaciones Chapter 9 • Activity 6 in Chapter 11-- Save our planet • Activity 16 in Chapter 8 – Mi peor fin de semana • Activity 22 in Chapter 9 – La última moda • Activity 16 in Chapter 4 – Querido César • Activities 13 in Chapter 3— La Vida Cotidiana 	<ul style="list-style-type: none"> • Students will make a list of recommendations of what to do and what not to do when they visit a new place. • Students will make a list of plans for the week explaining what the school’s ecology club wants everyone at school to do. • Students will write a note of one paragraph about what happened on a bad weekend. • Students will describe the popular style of today • Students will write responses for an advice column. • Students will write a description of their family’s weekly routine. 	<ul style="list-style-type: none"> • V.C. Student text p. 228 • V.C. Student text p. R65 • V.C. Student text p. 294 • V.C. Student text p. R75 • V.C. Student text p. 200 • V.C. Student text p. 234 • V.C. Student text p. 91 • V.C. Student text p. 66 • V.C. Student text p. R17
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Spanish 2 Curriculum

Content Standard 4: Cultures -- How do I use my understanding of culture to communicate and function appropriately in another culture.

Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Observe and identify tangible products of the target language such as toys, dress, types of dwellings, musical instruments and typical foods. • Identify and experience or read about expressive forms of the culture, such as children’s songs, selections from children’s literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture. • Identify, discuss and create different types of artwork that are enjoyed or made by their peer group in the target culture. • Participate in age appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet. 	<ul style="list-style-type: none"> • Repaso 1-5 • Nota Cultural – “tianguis” mural • Activity 30 in Chapter 9 • Day of the Dead celebrations, decorations, and customs. • Scrabble, Jeopardy, Pictionary, Family Feud, Hollywood Squares, Bingo, Charades, Around the World, Vocab. Basketball... 	<ul style="list-style-type: none"> • Students will identify Tex mex (tejano/a) culture in terms of food and music. • Students will point out themes in murals and identify what different murals have in common. • Students will make tissue paper marigolds, altars for dead loved ones, skeleton pop-art to celebrate life as per Mexican tradition. • Students will playfully engage in discourse to reinforce learning in the target language through familiar games. 	<ul style="list-style-type: none"> • V.C. Student text p.156 • V.C. Student text p. 145 • V.C. Student text p. 239 • V.C. Testing Program pp. 231-234 • Teacher provided material, student designed and executed projects. • Teacher provided materials/ board games as needed.

<ul style="list-style-type: none"> • Use appropriate verbal and non-verbal behavior for daily activities among peers and for activities or contexts that include adult interaction. • Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture. • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied. 	<ul style="list-style-type: none"> • De Antemano, Un misterio en Cuenca, ex. 4 & 5 • Activity 23 in Chapter 9 -- Consejos para regatear • Activity 28 in Chapter 9 – Es mi última oferta • Huipiles guatemaltecos – Vamos a Leer A, B, C & D 	<ul style="list-style-type: none"> • Students will use phrases from the story to prepare an original dialog between a vender and two customers. • Students will identify and discuss bargaining behaviors in the marketplace. • Students will demonstrate an understanding of this cultural skill in an original skit. • Students will identify and explain when it is appropriate to bargain and when it is not. • Students will state the advantages and disadvantages of bargaining and will identify typical products for which one would bargain. 	<ul style="list-style-type: none"> • V.C. Student text pp. 222-224 • V.C. Testing Program pp. 223-226 • V.C. Student text pp. 236-239 • V.C. Testing Program pp. 231-234 • V.C. Student text p. 240
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Spanish 2 Curriculum

Content Standard 5: Connections (Interdisciplinary Mode) -- How do I use my understanding of Spanish and Hispanic culture to reinforce and expand my knowledge of other disciplines.

Students will reinforce and expand their knowledge of other areas of study through the study of Spanish.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use simple information learned in other subjects in their study of world language. • Use simple information from the world language class in their study of other subjects. • Use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections. • Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information. 	<ul style="list-style-type: none"> • Realia: 5 buenos hábitos; ¡En forma!; Food pyramid • Realia: World maps of Peru, Bolivia, España, Ecuador, Colombia, Chile, Cuba, La República Dominicana etc. • Realia: A reforestar; Animales en peligro; Contaminación y salud; Organízate con tus vecinos. • Encuentro Cultural – El medio ambiente 	<ul style="list-style-type: none"> • Students will make connections about leading healthy lifestyle with knowledge from other disciplines. • Students will use their familiarity with geography and climate of the Spanish speaking world in social science classes. • Students will gain insight into the topics of reforestation, endangered species, pollution, and efforts to take care of the environment. • Students will discuss advantages and disadvantages of product packaging using textbook reading and any previous knowledge from other disciplines. 	<ul style="list-style-type: none"> • V.C. Student text pp.122, 125 • V.C. Student text pp. 132-133 • V.C. Student text pp. 47, 163, 217, 225, 252... • V.C. Student text pp. 286-287 • V.C. Student text pp. 291, 295 • V.C. Student text pp.290-291

Spanish 2 Curriculum

Content Standard 6: Connections (Intradisciplinary Mode) -- How do I use my understanding of another language and culture to broaden and deepen my understanding of Spanish and Hispanic culture and access and use information that would otherwise be unavailable to me.

Students will acquire and use information from a variety of sources only available in Spanish.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base. • Recognize the various sources of information available only in the target language and cultures, e.g., newspapers, websites, television, etc. • Demonstrate the ability to access information about the target language and cultures from various sources, including the Internet, with assistance if necessary. 	<ul style="list-style-type: none"> • La Cucaracha – a Popular Song of the Mexican Revolution of 1910. • La Creación del Sol – Vamos a Leer 18 A and B • Los Tainos – Vamos a Leer/ Cultura Chapter 9 	<ul style="list-style-type: none"> • Students will understand that <i>La Cucaracha</i> makes fun of the rival revolutionary armies of Pancho Villa (los villistas) and Venustiano Carranza (los carrancistas) and of Pancho Villa’s train, nicknamed La Cucaracha, in the same way that <i>Yankee Doodle</i> pokes fun at the American Revolutionary Army. • Students will read Toltec legend from an authentic source (University of Mexico Anthropology textbook) and answer questions. • Students will research the tainos, the indigenous who lived in Puerto Rico other Caribbean islands before the arrival of the Europeans, using Internet sources. 	<ul style="list-style-type: none"> • V.C. Listening Activities p. 34 • Audio Compact Discs, CD 4, Track 23 • V.C. Practice and Activity Book p. 119 • V.C. Practice and Activity Book • Internet – various websites

- Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

- Servicios a bordo de Alta Velocidad

- Students will further research Trens de Velocidad: AVE (High Speed Express Trains) which run from Madrid to Sevilla.

- V.C. Student text p. 71
- Internet – various websites

Spanish 2 Curriculum

Content Standard 7: Comparisons Among Languages -- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Understand how idiomatic expressions affect communication and reflect culture. • Access a wide variety of printed material that includes multicultural themes and character, fiction and non-fiction readings. • Use oral and written language to relate their own experiences and construct their own stories. • Expand comprehension strategies to predict outcomes and make comparisons. • Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries). 	<ul style="list-style-type: none"> • Using comparisons – Asi se dice p. 182 • Read “San Antonio: El Arte de Vacacionar” and complete related questions. • Listen to a variety of folksongs in Spanish. • Comparisons of people, things, or qualities that are the same or equal using tan...como. • Repaso activity 4 on p. 188 	<ul style="list-style-type: none"> • Students will learn idiomatic expressions in Spanish and that there is seldom one-to-one word correspondence in expressions from one language to another. • Students will compile a list a questions that tourists might ask about San Antonio • Students will create their own lyrics to a folksong using authentic examples as a model. • Students will make cards with short phrases. Students will compare their activities and qualities last year to now. • Students will complete a chart/table filling in the information from cultural notes in Chapter 7 of the text. 	<ul style="list-style-type: none"> • V.C. Student text p. 182 • V. C. Audio CD 7, Track 6 • V.C. Student text pp. 156-7 • V.C. Levels 1 and 2 Audio CD series, selections by the teacher. • V.C. Student text pp. 183 • Teacher provided materials for making cards • V.C. Student text pp. 188

Spanish 2 Curriculum

Content Standard 1: Communication (Interpersonal Mode) – How do I use Spanish to communicate with others?

Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions..

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Greet others and exchange essential information: including names, addresses, birthplaces, tel. numbers and e-mail addresses. • Exchange information with peers and the teacher (both face to face and in writing) about events in their everyday lives and experiences from their past. • Give and follow directions in order to travel from one location to another and ask questions for clarification. • Acquire goods and/or services through basic negotiations and exchange of monies. 	<ul style="list-style-type: none"> • Activity 7 – Te quiero presentar a... • Activity 17 – Ahora te toca a ti Now it is your turn • Activity 19 – De costumbre • Activ. 27 – Gustos y averciones • Activities 8-13 Chapter 6 – De visita en la ciudad, primer paso • De Antemano – un misterio en Cuenca 	<ul style="list-style-type: none"> • Students will introduce themselves and others • Quiz 1-1A, Quiz 1-1B • Students will describe themselves and others • Quiz 1-2A, Quiz 1-2B • Students will state where they like to go and will tell what they like to do and will tell about the likes and dislikes of others. • Quiz 1-3A, Quiz 1-3B • Students will ask for and give information/instructions including getting around a city. • Quiz 6-1A, Quiz 6-1B • Students will ask for help in a store, talk about how things look and fit, and bargain in an open air market. 	<ul style="list-style-type: none"> • V.C. Student text p. 9 • V.C. Testing Program pp. 1-4 • V.C. Student text pp. 16-17 • V.C. Student text p. 21 • V.C. Testing Program pp. 1-4 • V.C. Student text pp. 143-6 • Ven conmigo Testing Program pp. 131-134 • V.C. Student text pp. 222-4 • V.C. Videocassette #3 • V.C. Chapter 9 video guide pp. 59-60 and 62-63

<ul style="list-style-type: none"> • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Participate in limited culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. • Work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language. • Exchange thoughts about people, activities and events in their personal lives or communities. • Recognize that there are often multiple ways to express an idea in the target language. • Find alternate methods of communication when they cannot express their intended message adequately. 	<ul style="list-style-type: none"> • Activities 26-28 and 30 in Chapter 3 • Activity 30 Chapter 4 – Hacer planes para conocer a Cecilia • Activity 29 Chapter 5 – Es que no pude... • Activity 30 Chapter 5-- ¿Qué pasó? • Activity 28 Chapter 4 – En mi opinion... • Activity 31 Chapter 4 – Detalles y más detalles • Activity 20 Chapter 1 – Los fines de semana • Activity 9 Chapter 3 -- ¿Y tú? • Activity 17 Chapter 6 – También se puede decir... • Game playing with words like ¿Cómo te diré? 	<ul style="list-style-type: none"> • Students will identify their own hobbies and interview each other about hobbies, etc. • Quiz 3-3A, Quiz 3-3B • Students will make plans using appropriate exchanges of communication and give explanations or say why they cannot do something. • Quiz 5-3A, Quiz 5-3B • Students will make plans using new strategies in the target language. • Quiz 4-3A, Quiz 4-3B • Students will interview each other to find out several things each one does on weekends and report findings. • Quiz 1-2A, Quiz 1-2B • Quiz 3-1A, Quiz 3-1B • Students will complete conversations using alternate vocabulary presented (i.e., billete for boleto; tren for ferrocarril) • Teacher/Students will describe a concept, place or thing and classmates will try to guess the intended vocabulary word or phrase. 	<ul style="list-style-type: none"> • V.C. Student text pp. 73-75 • V.C. Testing Program pp. 61-64 • V.C. Student text pp. 99, 127 & 202 • V.C. Testing Program pp. 113-116 • V.C. Student text pp. 98-100 • V.C. Testing Program pp. 87-90 • V.C. Student text pp. 15-17 • V.C. Student text p. 65 • V.C. Testing Program pp. 5-8 and pp. 53-56 • V.C. Student text pp. 149 • Idea explained on p. 3J of V.C. Teachers text • Game materials for classroom play provided by teacher
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Spanish 2 Curriculum

Content Standard 8: Comparisons Among Cultures – How do I demonstrate and understanding of the similarities, differences and interactions across cultures?

Students will demonstrate an understanding of the concept of culture through comparisons across cultures.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes. • Demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations. • Identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures. • Use new information and cultural awareness to compare and contrast their experiences with those of their peers in the target cultures. 	<ul style="list-style-type: none"> • Soy la voz de mi pueblo: Rivera, Siquieros y Orozco • Read: “Dia de las Mascaras” and Nota Cultural • Read Nota Cultural; complete activity 23 on page 48 of Practice/Activity workbook. • Read California Location Opener. View Multicultural Link: Ethnic diversity in Hispanic populations of California. 	<ul style="list-style-type: none"> • Students will view murals by 3 famous Mexican artists of the 20th Century and discuss how art reflects culture and are socio-political statements of the time in which they were created. • Students will identify several festivals in Spain and Mexico and comment on how they are celebrated. • In groups of three students will ask their partners what their 2 favorite celebrations are and why. • Students will discuss the educational system in Mexico and will compare and contrast with their own. • In groups of 4, students will research the culture and history of one Californian ethnic population (Chinese, Hispanics, Filipinos, Native Americans, Koreans...) and will prepare a traditional dish, play music, make posters that represent the culture. 	<ul style="list-style-type: none"> • V.C. Student text p. 239 • Mexico: A Story of Courage and Conquest – Video • Portrait of an Artist: The Frescoes of Diego Rivera • V.C. Student text pp. 206-7 • V.C. Student text p. 87 • V.C. Practice/Activity Workbook, p.48 • V.C. Student text p. 274-5 • V.C. CD Rom Disc 3

Spanish 2 Curriculum

Content Standard 9: Communities – How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Students will use their world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> • Identify different types of employment in which target language skills are an asset. • Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form. • Review materials and/or media from the target language and culture for the enjoyment and/or entertainment. • Exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio-or videotapes, CDs, DVDs and distance learning. 	<ul style="list-style-type: none"> • Video Panorama Cultural Ch. 3, Activity Master 3 • Read Nota Cultural Ch 2 p. 35 • View entertainment videos in the target language (i.e., Spanish TV Commercials, Disney films, Cartoons) • Read: Amigos por Correspondencia, Ch. 1 	<ul style="list-style-type: none"> • Students will describe the working hours of an ideal job and will discuss their job experiences and how language skills in Spanish are an asset. • Students will recognize that families in the Hispanic world are traditionally close-knit and multigenerational and will discuss their families and how often they see members of their extended family. • Students will share impressions and comment on enrichment videos in a group setting. • Students will write personal ads soliciting native speaker pen pals. In each announcement they will include their name, age, address, favorite activities and other relevant information. 	<ul style="list-style-type: none"> • V.C. Student Text p. 25 • V.C. Video Guide p. 19 • V.C. Student text p. 35 • Teacher selected videos from the World Language Department Collection. • V.C. Student Text p. 25 • www.Babalu.com

