# Union County Educational Services Commission High School Course Syllabus

Title: Spanish II

Timeline: Full Year; 5 Credits

## **Course Description:**

The second year expands the basic listening, speaking, reading and writing skills so that students can begin to create with the language. Students feel more at ease with simple conversations and brief written descriptions on familiar topics. Students also gain a deeper appreciation of, and sensitivity to, diverse cultures and customs of Latin America and Spain. Students will see that (a) Language reflects and is influenced by the culture in which it is found, (b) Cultural perspectives are gained by using the language and through experience with its products and practices, and that (c) Strategies for communication must go beyond vocabulary acquisition and that circumlocution is just as important as word retention in terms of making meaning.

#### **Course Outline:**

- I. Personal Identity
- II. La vida escolar
- III. La Familia y las celebraciones
- IV. La Familia y la comida
- V. La comida y el restaurante
- VI. La salud y las actividades

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - World Languages

#### **Grading Procedures:**

Do Now 10%
Participation 20%
Class Assignments 50%
Assessments 20%

#### **Adoption Date:**

# Union County Educational Services Commission Curriculum Mapping Format: Spanish II

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	6 Weeks					
Unit						
Topic	Personal Identity	La Vida Escolar	La Familia y las	La Familia y la comida	La comida y el	La salud y las
			celebraciones		restaurante	actividades
Standards	7.1.NH.A.1 - Recognize	7.1.NH.A.1 -	7.1.NH.A.1 -	7.1.NH.A.1 - Recognize	7.1.NH.A.1 -	7.1.NH.A.1 -
	familiar words and	Recognize familiar	Recognize familiar	familiar words and	Recognize familiar	Recognize familiar
	phrases, understand	words and phrases,	words and phrases,	phrases, understand the	words and phrases,	words and phrases,
	the main idea, and	understand the main	understand the main	main idea, and infer the	understand the main	understand the main
	infer the meaning of	idea, and infer the	idea, and infer the	meaning of some highly	idea, and infer the	idea, and infer the
	some highly	meaning of some	meaning of some	contextualized,	meaning of some	meaning of some
	contextualized,	highly	highly	unfamiliar spoken or	highly	highly
	unfamiliar spoken or	contextualized,	contextualized,	written words in	contextualized,	contextualized,
	written words in	unfamiliar spoken or	unfamiliar spoken or	culturally authentic	unfamiliar spoken or	unfamiliar spoken or
	culturally authentic	written words in	written words in	materials using	written words in	written words in
	materials using	culturally authentic	culturally authentic	electronic information	culturally authentic	culturally authentic
	electronic information	materials using	materials using	and other sources	materials using	materials using
	and other sources	electronic	electronic	related to targeted	electronic	electronic
	related to targeted	information and	information and	themes.	information and	information and
	themes.	other sources related	other sources related	<b>7.1.NH.B.3</b> - Imitate	other sources related	other sources related
	7.1.NH.A.2 -	to targeted themes.	to targeted themes.	appropriate gestures,	to targeted themes.	to targeted themes.
	Demonstrate	<b>7.1.NH.B.3</b> - Imitate	<b>7.1.NH.B.3</b> - Imitate	intonation, and	<b>7.1.NM.B.4</b> - Ask and	<b>7.1.NH.B.3</b> - Imitate
	comprehension of a	appropriate	appropriate	common idiomatic	respond to simple	appropriate
	series of oral and	gestures, intonation,	gestures, intonation,	expressions of	questions, make	gestures, intonation,
	written directions,	and common	and common	the target	requests, and	and common
	commands, and	idiomatic	idiomatic	culture(s)/language	express preferences	idiomatic
	requests through	expressions of the	expressions of the	during daily	using memorized	expressions of the
	appropriate physical	target	target	interactions.	words and phrases.	target
	response	culture(s)/language	culture(s)/language	<b>7.1.NM.B.4</b> - Ask and	<b>7.1.NH.B.3</b> - Imitate	culture(s)/language
	<b>7.1.NH.B.3</b> - Imitate	during daily	during daily	respond to simple	appropriate	during daily
	appropriate gestures,	interactions.	interactions.	questions, make	gestures, intonation,	interactions.
	intonation, and	<b>7.1.NM.B.4</b> - Ask and	<b>7.1.NM.B.4</b> - Ask and	requests, and express	and common	<b>7.1.NH.C.3</b> - Describe
	common idiomatic	respond to simple	respond to simple	preferences using	idiomatic	in writing people and
	expressions of the	questions, make	questions, make	memorized words and	expressions of the	things from the
	target	requests, and	requests, and	phrases.	target	home and school

	culture(s)/language during daily interactions. 7.1.NH.C.3 - Describe in writing people and things from the home and school environment.	express preferences using memorized words and phrases. 7.1.NM.C.2 - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NH.C.3 - Describe in writing people and things from the home and school environment.	express preferences using memorized words and phrases. 7.1.NH.C.3 - Describe in writing people and things from the home and school environment.	7.1.NH.C.3 - Describe in writing people and things from the home and school environment.	culture(s)/language during daily interactions. 7.1.NH.C.3 - Describe in writing people and things from the home and school environment.	environment.
Essential Questions	What is identify? What is culture?	What are you like? What is identity?	What is the definition of family? What are some of customs and traditions of Spanish speaking countries?	What is the definition of family How does my family help define my identity?	How does food help define my identity?	In what areas do teenagers have control? What factors influence teen choices in a given culture?
Content	Vocabulary "Quien soy yo" verb TO BE descriptions Physical Characteristics Numbers 50-10 Body parts Definite articles Subject pronouns and adjectives Directions Pronouns after prepositions	School subjects Classroom objects and furniture School supplies Activities associated with school Ordinal numbers Question words Numbers for telling time Days of the week Months of the year Expressions associated with telling time (i.e. morning, afternoon, evening) The structures	Unit vocabulary." La familia" Las fiestas Subject Pronouns Verbs TO BE Spanish Countries Possessive adjectives. Celebrations Examines change and continuity by exploring the ways in which family structures changed over time in Europe, China, and the Islamic world.	Express possession State basic family information. Distinguish state of being, feelings Family members Verb ser/estar (to be) Vocabulary for likes and dislikes (gustar) Conjugation regular verbs Food basic vocab	Food vocabulary Distinguish food groups based on MyPlate (USDA) Identify cultural similarities and differences about food Verb ser/estar (to be) Verb gustar Conjugation regular verbs	Food and eating habits Body parts Hygiene Healthy lifestyle choices Structures for comparing as appropriate Reflexives Tener Tener ganas de Tener que

		necessary to:  Express time  Ask memorized questions related to school activities in the present time frame  Answer simple questions related to school activities in the present time frame Cultural products				
Skills	Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning Ask questions and provide responses Describe themselves in Spanish Express the date in Spanish Use expressions of greeting and farewell(oral/written) Respond to simple commands	related to school  Ask questions and provide responses Describe how they and others feel Express verbally what they and their friends do Describe themselves and others in Spanish Describe how they and others feel Ask questions and provide responses Recognize basic sound distinctions and intonation patterns and their effects on	Use expressions of likes and dislikes (oral/written) Identify differences and similarities State basic family information Recognize and use common gestures and cultural practices associated with family celebrations Use expressions for descriptions (oral/written) Utilize question words	Express likes, dislikes, emotions, agreement and disagreement Express possession State basic family information Identify main ideas and some details when reading and listening Use expressions of likes and dislikes (oral/written) Identify differences and similarities Recognize and use	State basic food information Identify main ideas and some details when reading and listening Use expressions of likes and dislikes (oral/written) Identify differences and similarities of food groups Identify how to make healthy food choices Order food and beverages in a restaurant	Identify free time activities Compare their opportunities with those of other students Describe personal habits related to teenage life Make recommendations about positive choices

meaning and details when reading comprehend simple, culturally authentic announcements, messages, and advertisements identify commonly held viewpoints of the culturally authentic announcements, messages, and advertisements identify commonly held viewpoints of the cultures, such as those relating to celebrations and traditions  Explores systems of social and gender structure by focusing on how family groupings reflected the wider gender ideologies of their home societies, and how gender ideologies of their home societies, and how gender ideologies of their home societies, and how gender ideologies did not always reflect actual family relationships Discusses cultural and intellectual developments by looking at the ways in which families were influenced by the cultural traditions and beliefs of the wider society.  Suggested  Interpersonal Mode  Interpersona			communicating	Identify main ideas	common gestures and		
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	Activities	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to

- develop and/or practice conversations appropriate for a given situation or theme.
- Perform a skit or short play for a class, the school or the community.
- Develop conversations or create stories based on provided visual cues.
- 4. Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, whiteboard drills, etc.

# Interpretive Mode

- 1. Participate in multiple choice, short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.
- 2. Complete a cloze activity to indicate listening and/or

- develop and/or practice conversations appropriate for a given situation or theme.
- Perform a skit or short play for a class.
- Develop conversations or create stories based on provided visual cues.
- 4. Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, whiteboard drills, etc.

# Interpretive Mode

- Participate in multiple choice, short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.
- 2. Complete a cloze activity to indicate reading

- develop and/or practice conversations appropriate for a given situation or theme.
- 2. Perform a skit or short play for a class.
- Develop conversations or create stories based on provided visual cues.
- 4. Discuss holiday activities: with a partner, talk about activities that your family, or another family, likes to do in a
- 5. party. ¿Qué le gusta hacer a tu amigo? ¿Qué le gusta hacer a tu maestra?

# Interpretive Mode

- Complete a cloze activity to indicate reading comprehension
- "La abuela".
   Students read and answer using complete

- develop and/or practice conversations appropriate for a given situation or theme.
- Perform a skit or short play for a class.
- Develop conversations or create stories based on provided visual cues.
- Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal.

## Interpretive Mode

- Complete a cloze activity to indicate reading comprehension.
- "info gap". Students read and answer using complete sentences.
- Help students locate cognate words on the reading, using underlining and a highlighter.
  Work on a

- develop and/or practice conversations appropriate for a given situation or theme.
- Perform a skit or short play for a class.
- Develop conversations or create stories based on provided visual cues.
- 4. Discuss activities:
  with a partner,
  talk about
  activities that
  your family, or
  another family,
  likes to do and
  what is a
  traditional meal.

# Interpretive Mode

- Complete a cloze activity to indicate reading comprehension.
- 2. "La Receta".
  Students read
  and answer
  using complete
  sentences.
- 3. Help students locate cognate words on the

- develop and/or practice conversations appropriate for a given situation or theme.
- Perform a skit or short play for a class.
- Develop conversations or create stories based on provided visual cues.
- 4. Discuss activities:
  with a partner,
  talk about
  activities that
  your family, or
  another family,
  likes to do and
  what is a
  traditional meal.

# Interpretive Mode

- Complete a cloze activity to indicate reading comprehension.
- "Actividades en mi tiempo libre". Students read and answer using complete sentences.
- Help students locate cognate

reading
comprehension.

- 3. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the "missing information" to indicate listening and/or reading comprehension.
- 4. Take dictation.

#### Presentational Mode

- Maintain student portfolios with various writing activities.
- 2. Create a poster with captions that illustrates something learned, such as a family tree.
- 3. Produce a brochure or schedule, using technology when appropriate.

- comprehension.

  3. Work on a
- sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.
- 4. Take dictation.

## Presentational Mode

- Maintain student portfolios with various writing activities.
- Create a poster with captions that illustrates something learned, such as a family tree.
- 3. Produce a brochure or schedule, using technology when appropriate.

- sentences.
- Help students locate cognate words on the reading, using underlining and a highlighter.

Work on a

4.

- sequencing
  activity, such as
  reorganizing a
  story, putting
  sentences or
  pictures in order,
  creating a
  storyboard.
- 5. Take dictation.

## Presentational Mode

- Maintain student portfolios with various writing activities.
- Create a poster with captions that illustrates something learned, such as a family tree.
- 3. Produce a brochure or schedule, using technology when appropriate.

- sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a
- storyboard.

  . Take dictation.

#### Presentational Mode

- Maintain student portfolios with various writing activities.
- Create a poster with captions that illustrates something learned, such as a food plate.
- 3. Produce a brochure or schedule, using technology when appropriate.

- reading, using underlining and a highlighter.
- 4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.
- 5. Take dictation.

#### Presentational Mode

- Maintain student portfolios with various writing activities.
- Create a poster with captions that illustrates something learned, such as "receta favorita".
- 3. Produce a brochure or schedule, using technology when appropriate.

- words on the reading, using underlining and a highlighter.
- sequencing
  activity, such as
  reorganizing a
  story, putting
  sentences or
  pictures in order,
  creating a
  storyboard.
- 5. Take dictation.

#### Presentational Mode

- Maintain student portfolios with various writing activities.
- 2. Create a poster with captions that illustrates something learned, such as recommendation s for a healthy lifestyle.
- 3. Produce a brochure or schedule, using technology when appropriate.