Union County Educational Services Commission
High School Course Syllabus

Title: Spanish ll

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
  ll.   La vida escolar
  lll.   La Familia y las celebraciones
  IV.   La Familia y la comida
  V.   La comida y el restaurante
  Vl.   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:

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

		communicating meaning	Identify main ideas and details when reading and listening Comprehend simple, 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 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	common gestures and cultural practices associated with family celebrations Recognize food and its relationship with culture 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 Activities	Interpersonnel Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to

develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class, the school or the community. 3. 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. 2. Perform a skit or short play for a class. 3. 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 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 reading	develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class. 3. 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 1. Complete a cloze activity to indicate reading comprehension 2. "La abuela". Students read and answer using complete	develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class. 3. 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 1. Complete a cloze activity to indicate reading comprehension. 2. "info gap". Students read and answer using complete sentences. 3. Help students locate cognate words on the reading, using underlining and a highlighter. 4. Work on a	develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class. 3. 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 1. 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. 2. Perform a skit or short play for a class. 3. 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 1. Complete a cloze activity to indicate reading comprehension. 2. "Actividades en mi tiempo libre". Students read and answer using complete sentences. 3. 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 1. 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 1. 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.	sentences. 3. Help students locate cognate words on the 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 1. 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.	sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard. 5. Take dictation. Presentational Mode 1. Maintain student portfolios with various writing activities. 2. 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 1. Maintain student portfolios with various writing activities. 2. 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. 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 1. Maintain student portfolios with various writing activities. 2. Create a poster with captions that illustrates something learned, such as recommendations for a healthy lifestyle. 3. Produce a brochure or schedule, using technology when appropriate.