

Wilson Area School District Planned Course Guide

Title of planned course: Spanish II

Subject Area: World Languages

Grade Level: 9-12

Course Description:

Year two Spanish. Introduction to basic concepts with emphasis on reading, writing and listening skills. Cultural materials, which give the students a realistic view of the Hispanic world, are included. Various forms of media are used to enhance students' understanding of grammatical and cultural aspects.

Time/Credit for this Course: 1 year, 1.0 credit

Curriculum Writing Committee: Kim Steirer, Stephen Campbell, Carrie Saylor

Curriculum Map

August:

- Introduction
- Culture of Costa Rica

September:

- Traveling by plane
- Survival skills: in the airport
- Simplifying language with pronouns
- Traveling, in the hotel
- Traveling, excursions and recreation

October:

- Narrating events in the past
- Culture of Argentina, sports and gaucho
- Sports
- Staying in shape
- Eating healthily
- Describing events using adverbs
- Sequence of events
- Daily routine
- Describing items by proximity

November:

- Survival skills: personal hygiene and grooming
- Describing events that are currently in progress
- Culture of Puerto Rico
- Survival skills: clothing and shopping
- Asking for and giving opinions
- Culture: artisan goods

December:

- Describing events in the present with irregular formats
- Narrating events in the past with irregular formats
- Culture of Mexico
- Storytelling and legends
- Narrating what used to happen in the past

January:

- Describing early civilizations
- Describing the layout of a modern city
- Asking for and giving directions
- Culture of Spain

February:

- Survival skills: Food, ingredients and preparation
- Giving instructions, telling others what to do (formally)
- Describing how food tastes
- Survival skills: Restaurant protocol
- Culture of meals and mealtimes in the Spanish-speaking world

March:

- Culture: Spanish Influence in the United States
- Telling friends what to do (informally)
- Telling friends what not to do

April:

- Negation of positive statements
- Giving opinions
- Supporting an argument
- Culture of chicano art in the US

May:

- Making comparisons
- Making absolute comparisons
- Discussing environmental issues
- Expressing what will happen in the future
- Discussing professions

June:

- Review and prepare for final

Wilson Area School District Planned Course Materials

Course Title: Spanish II

Textbook:

¡Avancemos! Level 2.
Holt McDougal. 2013.
www.holtmcdougal.com

Supplemental Books:

¡Avancemos! Level 2 Reading Accompaniment
Holt McDougal. 2014
www.holtmcdougal.com

Teacher Resources:

Books:

¡Avancemos! series ancillary materials
Vox Spanish/English Dictionary
Barron's 501 Spanish Verbs
English Grammar for Students of Spanish
Schaum's Outlines Spanish Grammar 4th Edition
Amsco Español Essencial Series
Practice Makes Perfect Complete Spanish Grammar
Practice Makes Perfect Spanish Pronouns and Prepositions

Audio:

¡Avancemos! audio accompaniment

Video:

Ven conmigo video accompaniment
Various cultural documentaries

Online:

<http://www.tomisimo.org>
<http://www.quizlet.com>
<http://www.conjugation.org>
<http://www.britannica.com/>
<http://online.culturegrams.com/world/index.php>
<http://countrystudies.us/>
<http://www.iexplore.com>
<http://www.xe.com/ucc/>
<http://www.lonelyplanet.com/>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

http://espanol.ucanr.org/Calendario/Major_Holidays_and_Celebrations_of_Spanish-Speaking_Countries.htm
http://fds.oup.com/www.oup.com/pdf/online_products/straditions.pdf
<http://www.mexonline.com/holiday.htm>
<http://www.ilcymex.com/mexican.htm>
<http://extensionenespanol.net/articles.cfm?articleid=117>
<http://www.red2000.com/spain/toros/history.html>
<http://www.sanfermin.com/old/2006/guia.php?lang=eng>
<http://www.pamplona.net/VerPagina.asp?IdPag=287&Idioma=5>
<http://www.turismo.navarra.es/eng/propuestas/sanfermines/desarrollo/encierro.htm>
<http://www.donquijote.org/culture/spain/bullfight/>
<http://www.hispanic-culture-online.com/semana-santa.html>
<http://www.topics-mag.com/internatl/holidays/spain/easter-spain.htm>
<http://www.easterbunnys.net/spanisheaster.htm>
http://www.questconnect.org/quat_semana_santa.htm
<http://www.usccb.org/liturgy/page2.shtml>
http://www.gale.cengage.com/free_resources/chh/activities/quinceanera.htm
<http://www.nyfolklore.org/pubs/voic28-3-4/onair.html>
<http://latino.sscnet.ucla.edu/research/folklore/quinceaneras/aqlitrep.htm>
<http://www.jrank.org/cultures/pages/4364/Quincea%C3%B1era.html>
http://books.google.com/books?id=qptZzAcoyTOC&pg=PA71&lpg=PA71&dq=La+Quinceanera&source=bl&ots=T5W8_iFHFY&sig=Fkp1b_FtWZC_fhVMZDTcfi09nwA&hl=en&ei=JavMS4CFCIL78AaD-tHGBA&sa=X&oi=book_result&ct=result&resnum=9&ved=0CBsQ6AEwCDgo#v=onepage&q=La%20Quinceanera&f=false
http://teen-culture.suite101.com/article.cfm/la_quinceanera_or_the_quince_anos
<http://www.quinceanera-boutique.com/quinceaneratradition.htm>
<http://www.mexonline.com/christmas.htm>
<http://www.donquijote.org/culture/spain/fiestas/navidad.asp>
<http://www.inside-mexico.com/Revista.htm>
<http://www.californiamall.com/holidaytraditions/traditions-mexico.htm>
http://www.escuelai.com/spanish_magazine/christmas_spain.html
<http://www.californiamall.com/holidaytraditions/traditions-spain.htm>
<http://www.nacnet.org/assunta/spa5may.htm>
http://www.gale.cengage.com/free_resources/chh/activities/cinco.htm
<http://www.mexonline.com/cinco-de-mayo.htm>
http://books.google.com/books?id=NkjXvKpESZgC&printsec=frontcover&dq=cinco+de+mayo&source=bl&ots=hA3_oQqQDt&sig=GuH61iNXS2RptvAp_Oj3ECUdbDI&hl=en&ei=Ma3MS-fbMYKB8gbruumFBQ&sa=X&oi=book_result&ct=result&resnum=8&ved=0CCIQ6AEwBzge#v=onepage&q&f=false

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Traveling to Costa Rica

Time frame: 15 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Describe people crafts and places in Costa Rica
- Discuss eco-tourism of Costa Rica
- Make travel preparations
- Function in an airport
- Discuss location and getting around town

Core Activities: Students will complete/participate in the following:

- Repetition of phrases, vocabulary for travel
- Listening to natives as they talk about travel
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Simulation of airport protocol
- Watch a movie that discusses airline travel
- Partner activities; discussion with objects of the verb

Extensions: Create skit for the class to go through airport security, baggage claim, customs and into a foreign city

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Costa Rica part 2: Recreation and tourism

Time frame: 18 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Function in the hotel of a Spanish-speaking country
- Make reservations
- Take excursions and enjoy the destination
- Describe customs in Costa Rica with respect to families and national parks
- Compare the geography of Costa Rica with that of Chile

Core Activities: Students will complete/participate in the following:

- Research travel in the capital city of San Juan
- Listening to native as they narrate various trips
- Watch video on hotel accommodations
- Write post cards home
- Tell others about your adventures
- Describe photos of travel destinations
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner activities; giving and obtaining information
- Readings on tourism in Costa Rica and in Chile

Extensions: Create travel brochure for Costa Rica. Role-play hotel employees, tour guides and tourists.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Sports and health

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Explain sports and art culture of Buenos Aires
- Discuss various sporting events
- Talk about ways to stay healthy
- Point out specific people and things
- Retell events from the past

Core Activities: Students will complete/participate in the following:

- Listening to native soccer fans, phrases and chants
- Write a letter that talks about a championship game
- Watch a film about famous Hispanic athletes
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Solve math problems in Spanish
- Partner activities; pointing out specific things
- Readings on the World Cup of soccer

Extensions: Create a radio broadcast about sports

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Getting ready for school, getting ready for bed

Time frame: 18 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss their daily routine from the time they wake up until they go to sleep, with respect to grooming and hygiene
- Describe what they are doing in the present moment
- Explain the gaucho culture of Argentina

Core Activities: Students will complete/participate in the following:

- Create a biographical book about their daily routine.
- Giving advice on personal hygiene
- Listen natives talk about daily routine
- Practice spelling words using alphabet song
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Readings on gaucho culture of Argentina

Extensions: Create skit that narrates daily routine. Create a piece of abstract art that discusses the various elements of getting ready in the morning or getting ready for bed.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Shopping in Puerto Rico

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Talk about clothing
- Shopping
- Personal needs and opinions
- Discuss what they like and love
- Compare shopping experiences in various Spanish-speaking countries

Core Activities: Students will complete/participate in the following:

- Discussion of how the clothing fits
- Write a summary of where they go and what they do
- Answering basic questions about shopping preferences
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Readings on organizing the clothes in a closet

Extensions: Create skit for the class to introduce oneself. Create board game in Spanish to review numbers/colors/alphabet.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: In the open-air marketplace

Time frame: 18 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss shopping with vendors in an open air market
- Describe artisan goods and what they are made of
- Describe past events and activities

Core Activities: Students will complete/participate in the following:

- Repetition of phrases, courtesy in the marketplace
- Create a simulation of buying and selling in the marketplace
- Write a letter about masks in Puerto Rico
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner activities; vendor and customer in open-air marketplace
- Readings on artisan crafts in various Spanish-speaking countries

Extensions: Create a craft that reflects the culture or tradition of a Spanish-speaking country.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Mexican legends

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Describe continuing events in the past
- Narrate past events and activities
- Describe people, places and things

Core Activities: Students will complete/participate in the following:

- Read and discuss elements of an ancient-American legend
- Students will write a story about what they were like and what they used to do during childhood
- Worksheets
- Book exercises
- Oral and written practice
- Readings on the origin of fire according to the Mazateca people of northern Oaxaca, Mexico
- Research the history of the Mexican flag.

Extensions: Create a legend that explains a natural phenomenon, written as a play or as a historical story.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Ancient Mexico, Modern Mexico

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Describe elements of an ancient city
- Describe elements and layout of a modern city
- Ask for and give directions to travel around town
- Compare cultures with respect to indigenous words and their influence on Spanish and English

Core Activities: Students will complete/participate in the following:

- Map-drawing activity
- Listening to directions to find places around town
- Research the ancient game of *pelota*
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner activities; describing our city
- Readings on the culture of the Zapotecas and the Otavaleños

Extensions: Research and present an archaeological site in Mexico and compare it's original layout to what it looks like in modern times. How has the settlement evolved or devolved? Is the area still inhabited and to what extent?

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Eating in Spain

Time frame: 15 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss traditional Spanish cuisine
- Identify and describe ingredients
- Instruct others on how to prepare foods
- Follow recipes and make recommendations to others
- Discuss the role of food, meals and mealtimes in Spanish culture and art

Core Activities: Students will complete/participate in the following:

- Food identification vocabulary building activity
- Logical/illogical food combinations and descriptions
- Writing activity: describe the food
- Watch film about foods and how they taste
- Listen to natives talk about food
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner activities; giving instructions on how to prepare certain dishes
- Readings on Spanish meals and mealtimes
- Readings: Pablo Neruda's odes to food

Extensions: Create a cooking show to instruct people on how to make authentic Spanish dishes. Create a restaurant menu that describes each dish for sale.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: In the restaurant

Time frame: 18 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Order food and ask for special things in a restaurant
- Listen and respond to a waiter following normal restaurant protocol
- Describe food and service
- Discuss mealtimes, eating customs, and culinary traditions in various Spanish-speaking countries

Core Activities: Students will complete/participate in the following:

- Restaurant simulation: students role-play customers and wait-staff
- Watch video of natives functioning in a restaurant
- Completing the conversation: various restaurant scenarios
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Solve math problems in Spanish
- Partner activities; server and customer
- Readings on culinary traditions in Spain and Uruguay
- Research famous Spanish speaking people
- Create page for alphabet book

Extensions: Research dining protocol in 3 countries: one in Central America, One in South America and Spain and make a comparison with respect to mealtimes, service, and other dining practices.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Telling friends what to do

Time frame: 10 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss Spanish and Latino influence in the United States
- Tell others what to do and what not to do using informal commands

Core Activities: Students will complete/participate in the following:

- You are the director! Command your actors to make a great film
- Watch a movie about how a director directs
- Give advice to your friends
- Simon says
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Readings on chicano art and the murals of Los Angeles
- Research famous Spanish speaking people in cinema

Extensions: Create skit for the class to in which students role-play film directors and actors.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Planning for the future

Time frame: 20 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss professions, environmental issues and advanced family relationships in preparation for the future
- Talk about what has yet to come

Core Activities: Students will complete/participate in the following:

- Describing your family of the future: children and extended
- Por vs para: rules and practice
- What to pick up, what to protect: vocab building activity
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Readings on Galapagos islands and species in danger of extinction
- Reading on national parks of Ecuador
- Reading on unique professions
- Research famous Spanish speaking people
- Create page for alphabet book

Extensions: Pick an environmental issue and present how it affects the world in general, and specific problem areas in the Spanish-Speaking world. Create a map of where the worst pollution is found in the world.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment