

Foreign Language Department Guide Spanish II Overview

Course Description: Spanish II

Spanish II is offered to students in classes 9-12. On a seven day cycle the class meets four days out of seven for sixty minutes and one day for one hundred minutes. All students are required to take both a mid-term and a final exam which each count for 10% of the semester average.

Spanish II continues the objectives of Spanish I and increases the student's ability to speak, understand, read and write idiomatic Spanish correctly. Included in this course is a further study of regular and irregular verbs, new tenses, and other grammatical forms all presented in the context of a communicative situation that simultaneously expands the student's vocabulary. The student is further exposed to Spanish and Hispanic culture, family life, as well as regions of Spain and the Spanish-speaking world. As in Spanish I, the language of instruction and class activities is primarily Spanish. Directed compositions are frequently assigned to increase correct use of the language.

Prerequisites: -C average or better in Spanish I
- Recommendation of Spanish I teacher
- Writing sample

Major Course Objectives

When students have completed Spanish II, they will know and be able to:

1. Perform all of the objectives of Spanish I.
2. Relate a story in the past, both orally and in written form using good sequencing and good transitional words.
3. Initiate and sustain a controlled conversation.
4. Deliver a brief description of a geographical location that has been previously studied.
5. Make excuses.
6. Express feelings.
7. Give a more detailed description of every day life.
8. Express an opinion or judgment.
9. Give and ask directions.
10. Describe an event or a person with more ample use of adjectives.
11. Demonstrate a more heightened knowledge of present, past and immediate future tenses.
12. Demonstrate control of structures and knowledge of appropriate vocabulary in a guided composition of at least 75 words.
13. Discuss knowledgeably Hispanic countries and regions of Spain, noting particularly the similarities to and differences from their own culture.

Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Perform Spanish I Learning Standards.
2. Ask and respond to questions to gain or clarify information (1, 2)
3. Exchange opinions and ideas about people, activities or events. (1, 3)
4. Discuss class reading. (1)
5. Read authentic and adapted materials such as advertisements and brochures (2)
6. Begin to understand learned expressions, sentences, questions and polite commands in messages. (2)
7. Write simple paragraphs. (3)
8. Read and interpret signs, simple stories, poems and informational texts. (2)
9. Describe more fully people, places and things. (3)
10. Write greeting cards, notes, letters and e-mails. (3)
11. Begin to present information in a brief report. (1, 3)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Perform Spanish I Learning Standards
2. Interact appropriately in social and cultural activities such as games, story-telling, dramatizations and celebrations.
3. Identify distinctive cultural aspects of the target culture in stories, dramas, films, news reports, and photographs.
4. Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional

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| <p>crafts and musical instruments.</p> <p>5. Begin to identify some historical and/or cultural figures from the target culture by their accomplishments.</p> <p>Students fulfill the requirements of the Comparisons Strand (Standards 5, 6) when they do the following using selected words, phrases, and expressions with no major patterns of error:</p> <ol style="list-style-type: none"> 1. Perform Spanish I Learning Standards. (5, 6) 2. Recognize and identify in Spanish grammatical categories such as tense, gender, agreement in Spanish and English. (5) 3. Analyze how idiomatic expressions work in both languages. (5) 4. Describe the patterns of behavior of Hispanic and Spanish cultures, and compare and contrast them with those of their own culture. (6) 5. Identify and discuss cultural characteristics and traditions of the target culture, including folktales, music, visual arts, and theater and compare and contrast to cultural characteristics of their own culture. (6) <p>Students fulfill the requirements of the Connections Strand (Standard 7) when they do the following using selected words, phrases, and expressions with no major patterns of error:</p> <ol style="list-style-type: none"> 1. Obtain more detailed information and knowledge related to other disciplines from sources in the target language. Examples of this include obtaining geographical information on printed maps and travel guides or Internet Resources and using this information to achieve the learning standards from the Geography Strand of the History and Social Science Framework. Learning song or poetic lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing. <p>Students fulfill the requirements of the Communities Strand (Standard 8) when they do the following using selected words, phrases, and expressions with no major patterns of error:</p> <ol style="list-style-type: none"> 1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include conversing with speakers of the target language, reading and writing e-mails or letters to speakers of Spanish. |
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| <p>Assessment Tools</p> <p>Success in Spanish II will be assessed by the following methods:</p> |
| <ol style="list-style-type: none"> 1. Vocabulary/grammar quizzes and tests. 2. Skit presentations. 3. Prepared dialogues. 4. Dictados to test spelling and grammar. 5. Cloze exercises to determine comprehension of songs or conversations. 6. Oral questions to which students write or speak responses in complete sentences. 7. Role-playing using appropriate vocabulary in social situations. 8. Questions on current events from the Spanish-speaking world. 9. Map identification of Hispanic countries, regions, and capitals. 10. Written and oral quizzes on <u>Destinos</u>. 11. Games such as bingo, flyswatter, concentration. 12. Oral interviews. 13. Written compositions on a variety of topics in the past and present. 14. Reports and posters on cultural traditions and celebrations in Spanish. 15. Discussion in Spanish of the Hispanic influence in the Americas. |

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| <p>Instructional Strategies</p> <p>Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include</p> |
| <ol style="list-style-type: none"> 1. the use of Spanish as the priority language in all classes. 2. lecture and note-taking with the aid of pertinent information written on the board. 3. the use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation. 4. the physical manipulation of words and parts of sentences to practice new structures. 5. the use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar. 6. the use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material. 7. role playing to reinforce new material as well as to demonstrate control of vocabulary and structures. 8. carousel brain-storming to review learned material. 9. visits by native speakers to speak about customs of countries where the Spanish is spoken. 10. memorization and recitation of prose passages or poetry for pronunciation practice. 11. physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story. 12. oral and written completion exercises or substitution exercises. 13. the use of board games to review vocabulary. 14. regular journaling 15. dictations 16. battleship, jeopardy, pictionary, memory, bingo, connect four, charades, placemat, relay races, flyswatter to practice vocabulary and grammatical structures. 17. micrologs |

18. peer editing

Materials and Resources

Humbach, Nancy and Ozete, Dr. Oscar, , Ven conmigo! Spanish Level II, (1st edition), Holt Rinehart and Winston, Publishers, 1996.
Miller, Jean and Todd, Dana Ven conmigo! Grammar and Activity Book Level II (1st edition), Holt Rinehart and Winston, Publishers, 1996; cassette tapes, transparencies, and video which accompany the course.

Relationship to the High School Expectations:

Given a basic vocabulary and grammatical structures suitable to Level II, the student will be able to be:

- An effective reader of Spanish.
- An effective writer of Spanish.
- An effective speaker/presenter/performer of selected topics.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short Spanish presentations.
- Interact in Spanish with the community at large through excursions and guest speakers.