

Course Title Spanish 2

Course Description

This course will offer in-depth study of new grammatical structures as well as review of previously learned skills. Teachers will emphasize communicative competence as students begin to express themselves, orally and in writing, with increasing proficiency. Teachers will utilize an immersion model to assist students to communicate about “every-day” life including home, friends, family, and personal interests. This course will expand the students’ understanding of the civilization, culture, and customs being studied.

Using 21st century skills, such as Prioritizing, Planning, and Managing for Results, Students will understand other nations and cultures, including the use of non-English languages, and will apply a fundamental understanding of the ethical/legal issues surrounding the access and the use of information technologies.

This course will offer in-depth study of new grammatical structures as well as review of previously learned skills. Teachers will emphasize communicative competence as students begin to express themselves, orally and in writing, with increasing proficiency. Teachers will again utilize an immersion model to assist students to communicate about “every-day” life including home, friends, family, and personal interests. This course will expand the students’ understanding of the civilization, culture, and customs being studied. **Using 21st century skills**, such as Personal and Social Responsibility, students will understand other nations and cultures, including the use of non-English languages, and will apply a fundamental understanding of the ethical/legal issues surrounding the access and the use of information technologies.

Length of Course (Year-long)

Essential Questions

- Why do we study a foreign language?
- How do I use Spanish to talk about my life now and in the past?
- What do I need to know to be able to talk about people’s culture , routines, activities, likes and dislikes?
- What do I need to know to describe a person’s home and what they do for a living?
- What do I need to know to talk about what chores were done in the home?
- What is the advantage of being bilingual in the workplace?
- What do I need to know in order to ask for and give directions?
- What do I need to know to talk about how long something has been going on or at a specific point in the past?
- What do I need to know to order in a restaurant and talk about my diet?
- What do I need to know to explain the reasons for which I did or didn’t do something in the past?

<p>Standards</p>	<p>Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning students will know and be able to do the following:</p> <p>Communication: Students will be able to perform Stage 1 Learning Standards. Students will be able to read short stories, narratives and advertisements, understand important ideas, identify themes in fictional and nonfiction works, describe and discuss the reading.</p> <p>Students will be able to give presentations on cultural topics.</p> <p>Culture: Students will be able to identify patterns of typical social behavior and cultural activities of the target language.</p> <p>Students will know how to identify historical and/or cultural figures, historical events and major geographical features of countries where the target language is used.</p> <p>Comparison: Students will be able to compare, contrast and exchange views on an aspect of the target language, identify words, idiomatic expressions, similarities/differences in poetry, and recognize grammatical categories such as tense, gender in the target language.</p> <p>Students will be able to compare, contrast and report on cultural traditions and celebrations.</p> <p>Connections: Students will be able to obtain information related to other disciplines from sources in the target language.</p> <p>Communities: Students will be able to converse with speakers of the target language and read and write e-mails or letters with students in another communities or countries.</p>	
<p>Concepts and Skills</p>	<p>The ongoing understanding and practice of the four basic skills will lead to the development of the second language.</p>	<p>The continued study and reinforcement of vocabulary and word origins will motivate student learning. Through ongoing development and exploration of vocabulary and grammar, students are better able to communicate in the second language.</p>

Content Objectives

Students will be able to fulfill the Massachusetts Frameworks in Foreign Language for stage two by demonstrating mastery in the following:

Grammar:

Successful review and mastery of Stage 1,
Preterite and Imperfect Tense,
Present Perfect Tense,
Present Subjunctive,
Simple Future Tense,
Past Perfect Tense,
Negative Commands,
Distinction between Indicative and Subjunctive Moods.

Pronouns (Direct, Indirect, Double, Preposition),
Demonstrative Adjectives,
Possessive Pronouns,
Possessive Adjectives,
Abbreviations: Initials;
Symbols; Acronyms;
Most traditional abbreviations.
Special Verbs (car, gar, zar, cer, cir),
Saber/Conocer,
Comparatives and Superlatives,
Affirmative and Negative Words.
Personal "a",

Prepositions Students will engage in a variety of literary work to include one selected novel, selected short stories, and selected poems.

Assessments/ Products	<p>Formative: Board Activities, HW, Q&A, Do Now, Exit Slips, Rubrics, Dictation, Oral Presentations, Daily Journals.</p> <p>Summative: Quiz, Test/Exams, Rubric, Oral Presentations, Projects, Essays, Q&A, Translations.</p>
Texts, Materials, and Resources	<p>What extended readings will students engage in through this course?</p> <p>What supplemental readings will students engage in through this course?</p> <p>Text book: Avancemos!</p> <p>Workbooks;</p> <p>Dictionaries;</p> <p>Internet web sites;</p> <p>Cooperative Learning, Think-Pair-Share, Vocabulary Games(Word Bingo, Scattegories, Cards), Word Walls, Graphic Organizers, Webs, Pre-Reading, Hall of Fame, Hall of Shame, Illustrations/Pictorial Representations, Dialogue, Drama, Video-Summary</p>