Spanish II

Grade 9, 10, 11, or 12

Prerequisite: Spanish I

Credit Value: 5

ABSTRACT

The Spanish II course focuses on the continuation of formal study in the target language. Listening, speaking, reading, and writing skills are further developed through a concentrated study of vocabulary and grammar. Study of the diversity of Hispanic cultures provides students with a deeper understanding of customs and habits of Spanish-speaking people.

Adopted by the Somerville Board of Education on July 25, 2017
**Spanish II**  
*Grade 9, 10, 11, or 12*

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<tr>
<th>Month/Marking Period</th>
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**Essential Question:**
- What skills are necessary to communicate effectively in Spanish?
- How do travel habits differ in the United States and Hispanic nations?
- In what ways are pastimes universal?
- How are daily needs expressed in Spanish?
- What language clarifies past actions?

**Content:**
- Setting the Stage for Language Learning
- Travel and Vacation Habits
- Present Progressive Tense
- Marketing
- Preterite Stem-changing and Irregular Verbs
- Legends
- Imperfect Tense
- Preterite Spelling Change Verbs

**Skills and Topics:**
- identify the countries in which Spanish is spoken
- demonstrate appropriate application of basic grammar (e.g., present tense verbs, adjective, noun agreement)
- research cultural practices (e.g., dance, music)
- compare and contrast the uses, formation, and applications of ser and estar
- discuss the unique characteristics (e.g., geography, history, demographics) of sample Hispanic nations
- determine the language skills necessary to discuss past actions
- investigate the characteristics and formation of the -ar verb preterite tense
- implement the -ar preterite verbs in written and oral forms
- research the Spanish vocabulary pertinent to travel and vacations
- compare and contrast travel habits of Hispanic and American travelers
- implement the use of vocabulary and grammar in a multimedia presentation
- determine the practices to ensure a healthy lifestyle
- research and apply the Spanish vocabulary necessary to discuss healthy habits in written and oral forms
- assess the differences between the formation of -er and -ir preterite forms
- research the Spanish vocabulary necessary to discuss making purchases to fulfill daily needs
- classify irregular preterite verbs according to similarities in structure
- apply vocabulary and preterite verb forms in written and oral forms
- investigate the formation uses of the present progressive tense
- compare and contrast the present and present progressive tenses
- analyze the marketing practices of Hispanics and Americans
- research the Spanish vocabulary necessary to discuss making purchases to fulfill daily needs
- compare and contrast the uses of the preterite and imperfect tenses to express past action
- determine the reasons for spelling changes in preterite verbs
- apply the use of preterite spelling change verbs in written and oral forms
- investigate the characteristics and formation of the imperfect tense
- compare and contrast the uses of the preterite and imperfect tenses to express past action
- research Hispanic and American legends
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<tr>
<td>• communicate with Spanish-speaking students employing interrogative forms to determine their travel experiences using digital tools</td>
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<td>• communicate with Spanish-speaking students to discuss student activities using digital tools</td>
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<td>• incorporate vocabulary, appropriate past tense, and research results to present an Hispanic or American legend in a multimedia presentation</td>
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<td><strong>Integration of Technology:</strong></td>
<td>Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, portable language laboratory, SMART Boards, LCD projector, multimedia presentations, video streaming, podcasting</td>
<td><strong>Writing:</strong></td>
<td>Open-ended responses, conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports</td>
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<td><strong>Formative Assessments:</strong></td>
<td>Listening exercises, speaking exercises, student self-assessments, journal entries, scoring rubric</td>
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| **Performance Assessments:** | Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations | **Interdisciplinary Connections:** | *ELA: RI9-10.1-10, RI11-12.1-10*  
Mathematics:  
Science:  
Arts:  
Health/PE: 2.4.12.A.6  
Technology: 8.1.12.A.3, 8.1.12.F.1  
Social Studies: 6.2.12.D.5.c  
Mathematics:  
Science:  
Arts:  
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<td>☑Global Awareness</td>
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<td>☑Creativity and Innovation</td>
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<td>Careers:</td>
<td>Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.</td>
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*2016 NJSLS:

RL: Reading Literature
RI: Reading Informational Text
W: Writing
SL: Speaking and Listening
L: Language
N: Real Number System
A: Algebra
F: Functions
G: Geometry
S: Statistics and Probability
MD: Measurement and Data
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### Essential Question:
- How do foods reflect cultural differences?
- In what ways is Hispanic culture evident in American life?
- What characteristics of relationships cross cultural borders?
- What skills are necessary to discuss future plans?
- In what ways does the knowledge of a second language enhance career opportunities?

### Content:
- **Foods of Spain**
- **Formal Commands**
- **Entertainment**
- **Informal Commands**
- **Family and Relationships**
- **School Days**
- **Por y Para Comparatives and Superlatives**
- **The Environment and Conservation**
- **Future Tense**
- **Careers and Professions**
- **Future Tense**

### Skills and Topics:
- compile the necessary Spanish vocabulary to discuss food choices and menu selections in Spain
- compare and contrast eating habits and customs of peninsular Hispanics and Americans
- demonstrate the formation and uses of formal commands in Spanish
- evaluate the use of language to demonstrate respect and courtesy
- apply vocabulary and formal commands in dramatic discourse
- research evidence of the Hispanic culture in the United States
- determine the effect of the Hispanic culture on the American entertainment industry
- employ appropriate vocabulary to discuss the American entertainment industry in written and oral forms
- compare and contrast the uses and formation of formal and informal command forms
- communicate with Spanish-speaking students to research preferences in entertainment using digital tools
- collaborate to identify the Spanish vocabulary necessary to discuss school and family
- employ vocabulary to describe personal experiences
- identify the uses of the prepositions, *por* and *para*
- compare and contrast the appropriate implementation of *por* and *para*
- illustrate situations in which forming comparisons is necessary
- identify the grammar necessary to express comparisons of equality and inequality
- identify the Spanish vocabulary necessary to discuss the environment and conservation practices
- research the most urgent current environmental issues in the United States and Hispanic nations
- communicate with Spanish-speaking students to determine a mutual conservation effort using digital tools
- present a collaborative project in a multimedia presentation
- recall ways to express future actions
- compare and contrast situations in which each future form is used
- research careers and professions in which the knowledge of a second language is an asset
- employ the future tense and the near future tense to discuss plans for a career
- create an illustrated career path timeline using the future tense and the near future tense
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<td>• create a multimedia presentation based on research findings</td>
<td>• apply comparative and superlative forms in a personal narrative</td>
<td>• determine ways to express future actions (e.g., the future tense versus <em>ir + a + infinitive</em>)</td>
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Spanish II
Course Requirements

Grade: 9, 10, 11, or 12
Prerequisite: Spanish I
Credit Value: 5
Length of Course: Academic Year

Course Description

Students in the Spanish II course continue formal language study. The focus of the second-level course is the further development of reading, writing, speaking, and listening skills through a concentrated study of vocabulary and grammar. Study of the diversity of Hispanic cultures provides students with a deeper understanding of customs and habits of Spanish-speaking people.

Course Content

This course will consist of the following units of study:

- Setting the Stage for Language Learning
- Travel and Vacation Habits and Preterite Tense
- Sports and Leisure and Present Progressive Tense
- Marketing and Preterite Stem-changing and Irregular Verbs
- Legends, Imperfect Tense, and Preterite Spelling Change Verbs
- Foods of Spain and Formal Commands
- Entertainment and Informal Commands
- Family and Relationships, School Days, *Por y Para*, and Comparatives and Superlatives
- The Environment and Conservation and Future Tense
- Careers and Professions and Future Tense

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- What skills are necessary to communicate effectively in Spanish?
- How do travel habits differ in the United States and Hispanic nations?
- In what ways are pastimes universal?
- How are daily needs expressed in Spanish?
- What language clarifies past actions?
- How do foods reflect cultural differences?
- In what ways is Hispanic culture evident in American life?
- What characteristics of relationships cross cultural borders?
Course Objectives (continued)

- What skills are necessary to discuss future plans?
- In what ways does the knowledge of a second language enhance career opportunities?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Spanish II
Student Agreement

STUDENT NAME: ____________________________________________

Last Name                                      First Name

GRADE: ______________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Spanish II.

I acknowledge my responsibility to read and understand all of the information contained in the Spanish II Course Requirements information and syllabus packet.

__________________________________________
Student Signature                           Date

Note: Please share the course requirements for Spanish II with your parents.