

Curriculum Framework for Spanish 2

School: Delaware Met

Curricular Tool: N/A

Course: Level H2/ Novice Mid

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Mis amigos y yo Timeline : 5 weeks			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3 Presentational Communication - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2 Cultural Products -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.2 Access to Information Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p>4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p>	<p>Concepts: Definite and indefinite articles Subject pronouns Adjective agreement Present tense of regular and stem-changing verbs as well as <i>ser</i>, <i>estar</i>, <i>ir</i>, <i>tener</i>, and <i>gustar</i>. Vocabulary related to greetings, daily activities and hobbies, city destinations, personality, and state of being.</p> <p>Big Ideas: Although differences exist due to culture and geography, teenagers across the world share many commonalities in their relationships with friends.</p>	<p>Essential Questions: What is my high school experience? What is high school like for students in other cultures? How does your daily schedule compare with that of other teenagers from Spanish-speaking countries? What do you like to do and how does that compare to students from other cultures?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Write about products and practices of the target culture. • Create visual aids to assist in delivering messages pertaining to the American and Spanish Culture. 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment Vocabulary quizzes Oral Presentation Rubrics Self Assessment GRASP task</p>

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4.2 Cultural Comparisons -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.			
Unit Two: Vamos de viaje (Model Unit- Un viaje) Timeline: 5 weeks			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3 Presentational Communication - - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.1 Cultural Practices and Perspectives - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>3.1 Connections to Other Disciplines--Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms</p>	<p>Concepts: Location prepositions direct and indirect object pronouns preterit of regular –ar verbs, <i>ir, ser, hacer, ver and dar</i>. Costa Rican national parks and ecosystems. Vocabulary related to airplane travel, lodging and vacation; giving and receiving directions</p> <p>Big Ideas: The concept of travel connotes different meaning to people according to their needs, resources, and experiences</p> <p>Travel provides opportunities to gain new insight about self and the world.</p> <p>Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.</p> <p>The study of world language enables individuals to participate in</p>	<p>Essential Questions: How are my travel needs similar to and different from those from other cultures?</p> <p>What information do I need to know in order to plan a trip to a foreign country?</p> <p>What is my definition of a vacation and how does that differ from someone’s from another culture?</p> <p>How do I describe and use different forms of transportation to get around?</p> <p>What information do I need to plan a vacation in a foreign country?</p> <p>What do I need to obtain a driver’s license in a Spanish-speaking country?</p> <p>What are the most visited points of interest in Venezuela and Colombia?</p>	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment Vocabulary quizzes Oral Presentation Rubrics Self Assessment Performance task</p>

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<p>and scientific information.</p> <p>3.2 Access to Information -Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</p> <p>4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2 Cultural Comparisons Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.1 Transfer to Communities--Students contact local agencies to secure information regarding products or practices of target-language cultures.</p>	<p>multiple communities and enriches their experiences.</p>	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify five tourist points of interest, and state (write and speak) why one should visit. Identify (list) the parts of a car in Spanish. Use affirmative and negative commands correctly in Spanish. Pronounce B and V correctly when speaking Spanish. Obtain a driver's license in a Spanish-speaking country. 	
<p>Unit Three: Somos saludables Timeline: 7 weeks</p>			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3 Presentational Communication - Students</p>	<p><u>Concepts:</u> Vocabulary related to sports, healthy habits, daily routine, body parts, and personal care items. Sequencing of events adverbs (<i>-mente</i>) reflexive verbs and pronouns present progressive demonstrative adjectives and pronouns plans with <i>pensar</i> preterit of regular –er and –ir verbs</p>	<p><u>Essential Questions:</u> What is your daily routine and how does that compare with that of a student from another culture? What is your definition of nutrition? How do you maintain your health? <u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify daily routines and compare and contrast them 	<p><u>Suggested Formative Assessments</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><u>Suggested Summative Assessment</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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<p>write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.1 Cultural Practices and Perspectives - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2 Cultural Products -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1 Connections to other Disciplines- Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>3.2 Access to Information -Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p>4.1 Language Comparisons- -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2 Cultural Comparisons--Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>	<p><u>Big Ideas:</u> The definition of a nutritious, healthy lifestyle varies from culture to culture.</p>	<p>with a “day in the life” of a Spanish speaking student</p> <ul style="list-style-type: none"> • Create a “menu” from a typical day of an American teenager and a Spanish teenager 	

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5.2 Enjoyment/Lifelong Learning -Students use various media from the language and culture for entertainment or personal pleasure.			
Unit Four: Al centro comercial Timeline: 7 weeks			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3 Presentational Communication - - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2 Cultural Products--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1 Connections to Other Disciplines- - Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>4.1 Language Comparisons--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p>	<p>Concepts: Vocabulary related to clothing and fit, personal needs, stores, materials, crafts, and recommendations. Verbs: <i>gustar: encantar, interesar, importar, quedar</i> Present tense irregular <i>yo</i> verbs Prepositions and pronouns Time expressions with <i>hace</i> Irregular preterit verbs: <i>u</i> stems, <i>uv</i> stems, <i>i</i> stems Stem-changing –<i>ir</i> verbs in the preterit Converting money and exchange rates. Spanish-speaking countries in the Caribbean; art, handicrafts, and markets.</p> <p>Big Ideas People shop out of necessity and for fun, whether it be for food, clothing or for gifts.</p>	<p>Essential Questions: How do your clothes and style compare to that of someone from another culture? Where do you shop? How is commerce different in Spanish-speaking countries?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Compare and contrast fashion trends between your own and the Spanish culture. Accurately exchange given amounts of money Appropriately use verb forms 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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4.2 Cultural Comparisons --Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.			
Unit Five: A comer Timeline: 5 weeks			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3 Presentational Communication - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.1 Cultural Practices and Perspectives - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2 Cultural Products--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1 Connections to Other Disciplines--Students demonstrate an understanding of the concepts</p>	<p>Concepts: Vocabulary related to food and food preparation, place settings, restaurant dishes and ordering Ud. and Uds. commands extremes (-isimo) affirmative and negative expressions</p> <p>Big Ideas: Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.</p>	<p>Essential Questions: How do your favorite foods compare with those of someone from another culture? How do you order in a restaurant? How do you prepare foods from another culture?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Write and act out a skit of a scene in a restaurant • Accurately use affirmative and negative expression 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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<p>learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2 Cultural Comparisons-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>			
Unit Six: El arte y las películas Timeline: 5 weeks			
<p>1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3 Presentational Communication- - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.1 Cultural Practices and Perspectives - Students write or tell about products or practices of their own culture or the target-language</p>	<p>Concepts: Vocabulary related to movies and to movie making, technology negative <i>tu</i> commands making and accepting invitations irregular preterit imperfect preterit vs. imperfect past participles as adjectives</p> <p>Big Ideas: Entertainment like film and cinema play a valuable role in leisure time, as well as in teaching about a people's culture.</p>	<p>Essential Questions: What effects do Hispanics have on the film industry?</p> <p>How do you express your feelings about movies and technology?</p> <p>What do you learn from films?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Extend and accept invitations in role play situations Accurately use the preterit and imperfect tenses in speech. 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment Compare film awards Read and respond to an excerpt from <i>La casa de los espíritus</i>. Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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<p>cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2 Cultural Products -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1 Connections to other Disciplines- -Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2 Cultural Comparisons -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>			