



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

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| Course Title: Spanish 2 Grade Level(s): 9-12 Units of Credit: 1 Classification: Elective | Length of Course: 30 cycles Periods Per Cycle: 6 single Length of Period: 43 minutes Total Instructional Time: 129 hours |
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Course Description

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. These aspects of the language will be expanded as the students will continue to develop communication skills through vocabulary dealing with daily situations. Proper pronunciation and intonation will also be stressed.

Instructional Strategies, Learning Practices, Activities, and Experiences

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| vText/eBook Maps Songs Vocabulary Technology | Communication Activities Games Discussion SuperSite Access Via Internet | Videos Listening Activities Question/Answer White Boards iPads |
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Assessments

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| Self-Directed Class Activities Quizzes Class Participation | Group Activities Tests Verbal Communication Activities | Homework Projects Written Communication Activities |
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Materials/Resources

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| Primary Source: <u>Senderos 2</u> , Vista Higher Learning c.2018 | Ancillary Source: <u>Senderos 2 SuperSite</u> , Vista Higher Learning c.2018 | Technology: Audio Recordings, Interactive Online Assessments, Authentic Videos, Online Partner Chats |
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Adopted: 01/27/1988

Revised: 09/03/1991, 07/21/1999, 08/17/05, 5/21/18

| Lesson: Daily Routine | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>The students will be able to:</p> <ul style="list-style-type: none"> • Talk about their daily routine. • Describe personal hygiene. • Express time in a variety of ways. • Talk about past actions (ser and ir). • Express their likes and dislikes. • Describe actions done to self. • Explain differences between indefinite and negative words. • Predict the content of a text from its title. • Explain the content of an email exchange between Spanish speakers. • Use adverbs of time to create smooth writing transitions. • Write an essay in Spanish with a clear introduction, body, and conclusion. • Explain the concept of 'tapas' and their origin. • Identify and discuss aspects of Peru's geography, history, and culture. | <p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

| Lesson: Food | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize, classify, and describe a variety of foods. • Order food in Spanish in a restaurant. • Talk about past actions (stem-changing verbs in the preterit). • Make comparisons in Spanish. • Use the superlative in Spanish. • Identify the main idea of a reading. • Write a review in Spanish providing opinions, using specific details, and using other forms of evidence. • Identify and discuss aspects of Guatemala's geography, history, and culture. | <p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

| Lesson: Parties and Celebrations | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize words and expressions related to parties and celebrations. • Describe the stages of life. • Talk about personal relationships. • Talk about past actions (irregular verbs in the preterit; verbs that change meaning in the preterit. • Make questions using <i>¿Qué?</i> And <i>¿Cuál?</i> Appropriately. • Use a Venn diagram to compare and contrast information. • Write a comparative analysis in Spanish. • Identify and discuss aspects of Chile's geography, history, and culture. | <p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES 1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING 2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS 3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE 4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD 5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

| Lesson: Health | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>The students will be able to:</p> <ul style="list-style-type: none"> • Name parts of the body. • Talk about illnesses and accidents. • Describe a visit to a medical office. • Talk about past actions that are not completed (imperfect). • Express actions that are completed in the past (preterit). • Use what they already know about a familiar topic to better understand a reading selection. • Create a campaign to persuade an audience. • Identify and discuss aspects of Costa Rica’s geography, history, and culture. | <p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p> <p>5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |

| Lesson: Technology | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>The students will be able to:</p> <ul style="list-style-type: none"> Recognize words and expressions about technology, electronics, and the Internet. Describe cars and their accessories. Give instructions to a friend (familiar commands). Understand and respond to orders or advice. Express possession. Explain the differences between <i>por</i> and <i>para</i>. Use words borrowed from familiar languages to better understand a reading. Make a list of key words to organize their writing. Identify and discuss aspects of Argentina's geography, history, and culture. | <p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES 1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 ~ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING 2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS 3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE 4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 ~ Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>COMMUNITIES COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD 5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> |