

**Union County Educational Services Commission
High School Course Syllabus**

Title: Spanish II

Timeline: Full Year; 5 Credits

Course Description:

The second year expands the basic listening, speaking, reading and writing skills so that students can begin to create with the language. Students feel more at ease with simple conversations and brief written descriptions on familiar topics. Students also gain a deeper appreciation of, and sensitivity to, diverse cultures and customs of Latin America and Spain. Students will see that (a) Language reflects and is influenced by the culture in which it is found, (b) Cultural perspectives are gained by using the language and through experience with its products and practices, and that (c) Strategies for communication must go beyond vocabulary acquisition and that circumlocution is just as important as word retention in terms of making meaning.

Course Outline:

- I. School Life
- II. School/ Celebrations
- III. Family/ Traditions
- IV. Family / Food

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - World Languages

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

June 2024

**Union County Educational Services Commission
Curriculum Mapping – Spanish II**

Topics	UNIT 1 School life	UNIT 2 School/Celebrations	UNIT 3 Family/ Traditions	UNIT 4 Family / Food
Length of Unit	5 weeks	5 weeks	5 weeks	5 weeks
Essential Question(s) and/or Big Idea(s)	What is culture? Students reinforce and broaden their knowledge of other Spanish Cultures	What is Identity? What are some customs and traditions of Spanish-speaking countries?	What is family? What is the definition of family?	What is a traditional food? What are some customs and traditions of Spanish-speaking countries?
Topics / Reading Focus / Writing Focus	Speaking activities Writing activities Interpretive: Reading Activities Spanish Speaking countries Ask questions/provide answers Provide responses (ie. Self, writing dates, counting numbers) Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.	Reading/writing Holidays/Traditions Talk about different Holidays or Traditions Describe some Holidays or Traditions Reading about different traditions School subjects Classroom objects and furniture Ask questions and provide responses (ie. Self, dates, simple math)	Interpretive mode Compare and Contrast Spanish and US families Ask questions and provide responses (ie. Self, dates, simple math) Vocabulary “La Familia” Greeting and farewells within family members: Interpretive	Celebrations/ food Subject Pronouns “Verbs to be” Spanish Countries. Discusses cultural and intellectual developments by looking at the ways in which families were influenced by the cultural traditions and beliefs of the wider society. Speaking activities Introduction: Work in pairs to develop and/or practice conversations appropriate for a given

	Describing characters in different stories, using Spanish descriptions.	Interpretives		situation or theme. Describing characters in context TPR (Total Physical Response)
Target Standards (a)	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2 7.1.NH.B.3</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NH.A1 7.1.NH.A2 7.1.NH.A.1</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A2 7.1.NH.A.1 7.1.NH.B.3</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2 7.1.NM.B2</p>

	7.1.NH.A1	7.1.NH.B.3 7.1.NM.C.2	7.1.NM.B.4 7.1.NM.C.2	7.1.NM.C.2
Content or Skills	<p>Speaking activities</p> <p>Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Ask questions and provide responses (ie Self, dates, simple math)</p> <p>Vocabulary “Quien soy yo”</p> <p>“Verbs to be”</p> <p>Subject pronouns and adjectives</p>	<p>State basic school information</p> <p>Ask questions and provide responses</p> <p>Describe the classroom in Spanish</p> <p>Descriptions</p> <p>Describing characters in context</p> <p>Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning</p> <p>“Verbs to be”</p> <p>Descriptions</p> <p>Unit vocabulary.” La escuela”</p>	<p>Interpersonal Mode</p> <p>Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Perform a skit or short play for a class, the school, or the community.</p> <p>La Familia</p> <p>Writing about different Spanish families.</p> <p>Reading different Spanish stories and answering questions.</p>	<p>State basic family information</p> <p>Ask questions and provide responses</p> <p>Describe the family in Spanish</p> <p>Descriptions</p> <p>“Verbs to be”</p> <p>Descriptions</p> <p>Unit vocabulary.” La Familia”</p> <p>La Comida</p>
Assessment	<p>Day of the Dead</p> <p>Traditions Around the World</p>	<p>“Women’s History Month”</p>	<p>“La invitación a la fiesta”</p> <p>El Árbol de la Familia</p>	<p>“El Restaurante”</p>

	“Hispanic Heritage Month”	“Las mujeres en el poder” (Afro-Latina)		
	“Black History Month” (Afro-Latino)			