

**TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT**

WORLD LANGUAGE DEPARTMENT

**SPANISH II
2007**

Curriculum Writing Team:

Laura McNaughton

Carmen Castedo

Pablo Sevilla

Barbara Arango

Candy Perusi: Department Chairperson

Gary Kunschaft: Director of Curriculum

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The Trumbull Board of Education as a matter of policy, prohibits discrimination on the grounds of age, creed, religion, sex, color, disability, political affiliation, marital status, sexual preference, or national origin.

Introduction

The primary goal of this Spanish II program is to have students develop linguistic proficiency at this level and cultural sensitivity. The students will broaden their communication skills while simultaneously deepening their appreciation for Hispanic cultures.

The program is structured sequentially to help build skill development. Each unit is organized to address listening, speaking, reading, writing and culture as outlined in the National Standards for World Languages. The activities in this curriculum are aligned to communication, cultures, connections, comparisons, and communities as well. Each chapter includes assured experiences to form a firm foundation for each student as s/he builds upon these language skills, and assessments that continually monitor the students' progress.

This curriculum guide is provided as a framework to the language teacher. Although the program is comprehensive, it is not intended to limit the teacher's individual style and contribution. Teachers are encouraged to use outside sources, additional technology, realia, and personal experiences to enhance this curriculum and make it most relevant to the student.

World Language Philosophy

Space age technology has reduced the world to the size of a silicon chip. It has not increased our ability to communicate effectively with one another. To be able to communicate requires discipline, intelligence, cultural awareness and diplomacy. World language instruction needs to reach out and touch other people in an effort to understand not only the spoken word, but also the culture. It is our desire to impart a cultural awareness to our students through the spoken and written word. It is only the beginning, however, in strengthening the ties, which bind us all together in our world community.

Knowledge of a foreign language is essential in our economy and germane to our very existence. Being able to speak, read, and write a foreign language is no longer a luxury; it is a necessity. With this in mind, we should give our students in Trumbull the opportunity to learn at least one foreign language, and encourage them to learn others, so that America will remain a leader among nations. Leadership requires knowledge of other peoples' diverse values, of a multiplicity of cultures. It is our purpose, therefore, to enlighten, to instill, and to sustain a love of learning of world languages among students in the Trumbull Public Schools.

Mission Statement

Trumbull Public Schools educate students in a safe, inviting, student-centered community. We encourage academic achievement, extra-curricular participation, enthusiasm and self-confidence to foster independence and personal and social growth. We teach skills necessary for life-long learning. We hold our school community to the ethical conduct and social awareness necessary to live and participate in a democratic, diverse and global society.

Course Description

SPANISH II

This course is designed to help students further their degree of proficiency in the four basic skills—listening, speaking, reading and writing, and in the cultural applications of those skills. A focus on spontaneity in communicating ideas to others and responding to conversation stimuli will be paramount. The grammatical foundation will be strengthened and expanded, as new verb tenses will enable them to express themselves in different times of reference. Reading selections will be included to enhance cultural references and parallel cultures. Language lab activities will be used in order to develop oral and auditory proficiency in the target language. Group work and paired activities are highly encouraged. Oral presentations are also used throughout the course. Ancillary materials are used for further language development and independent practice.

Goals

The goals of the Spanish II program correspond to the World Languages National Standards identified as The Five C's of Foreign Language Education.

1. Students will communicate in Spanish at a novice/intermediate level.
2. Students will further study grammatical structures at the intermediate level to allow them to decode and use verbs and vocabulary at the novice/intermediate level.
3. Students will make connections to other disciplines through the usage of geographical research, music, art, Spanish history, and literature.
4. Students will use the Spanish language as a vehicle for gaining knowledge of the diverse cultures throughout the Hispanic world.
5. Students will gain a clear perspective of the Spanish culture through research projects and presentations, reading assignments, videos, guest speakers and on-line activities.

Prerequisites

Successful completion of Spanish I in grades 7 and 8 or at the high school level.

Credit

This course is a one-credit full year course at Trumbull High School.

Units/ Chapter Maps

National and state standards in World Language education have been revised to reflect specific standards by skills: listening, speaking, reading and writing. These standards will be incorporated in the curriculum, serve as a gauge for optimum results, and form the base of the World Language program.

COURSE: Spanish 2 CODE:
UNIT: Capítulo 1 Familiares y amigos MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME: New book; piloting the time frame for all chapters

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.1.0.1 Students will greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.
- 30.0.1.0.2 Students will describe various objects and people found at home and school.
- 30.0.7.0.2 Students will demonstrate an awareness of the target languages phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.
- 30.0.8.0.2 Students will demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
- 30.0.1.0.5 Students will describe their favorite activities at home and school.
- 30.0.4.0.1 Students will observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
- 30.0.2.0.1 Students will identify people and objects in their environments, based on oral and written descriptions.
- 30.0.2.0.2 Students will comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.
- 30.0.2.0.3 Students will comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.
- 30.0.2.0.5 Students will comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.
- 30.0.3.0.1 Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
- 30.0.3.0.3 Students will write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.
- 30.0.4.5.2 Students will identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance.
- 30.0.4.0.2 Students will identify and experience or read about expressive products of the target culture, such as children's songs, selections from children's literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture.

- 30.0.4.0.6 Students will recognize simple themes, ideas or perspectives of the target culture.
- 30.0.9.5.1 Students will discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.
- 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
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ESS/FOCUS QUESTIONS

Essential question:

How does one interact with family members and friends?

Focus questions:

- 1) How does one ask about people, routines and activities?
 - 2) How does one express likes and dislikes?
 - 3) How does one offer help and talk about chores?
 - 4) How does one talk about plans and places?
-

CONTENT

Introductory vocabulary:

- Describing people, routines and activities
- Expressing likes and dislikes
- Offering help and talking about chores
- Talking about plans and places
- "Prepárate: vocabulario" from Interactive Intermediate Reader Level 2, "Cuentos y cultura"

Introductory grammar:

- Review of nouns, adjectives and verb gustar
- Review of present tense
- Introduce reflexive verbs and pronouns (2007-2008 school year)
- Review of idioms with tener and verbs with infinitives
- Review of present progressive, ir a and direct object pronouns
- Review of informal commands

Culture:

- Geographic and cultural knowledge of Mexico City including celebrations, art, history and archeology.
 - A comparison between the foreign languages that are offered in schools in Mexico City and Puerto Rico with the schools of the United States.
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SKILLS

Reading: Students will identify the traits and roles of the characters in the picture narrative to understand their actions and words as the story unfolds.

Writing: Students will compare chores and preparations for a party using the verb tocar and indirect object pronouns in the form of a written dialogue.

Speaking: Students will identify characteristics and likes/dislikes of family members in a spoken dialogue gap activity.

Listening: Students will hone their listening skills spoken by native Mexican speakers heard in the video and the lab series. Students will listen for clues in the video novela in episodes to follow.

ASSURED EXPERIENCES

Students are assured one activity per chapter that corresponds with each of the language learning skills; reading, writing speaking and listening.

Reading: "Cuentos y cultura" pages 2-10

Writing: from the Cuaderno de Actividades page 9 actividad #15

Speaking: Activities for communication 1A and 1B.

Listening: Video Activities, Geovisión: Ciudad de México, and El relicario: video novela

Project: From the Exprésate textbook, page 3C:

Make a travel brochure, trifold. Students will need to use Microsoft Publisher.

ASSESSMENTS

Quizzes and tests located in the assessment book

OPTIONAL ACTIVITIES

Writing: from textbook page 33 "Amigos del campamento de verano"

Reading: from textbook pages 30-31 "Adivinanzas"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn

Holt, Rinehart and Winston

2008

ANCILLARY MATERIALS

-¡Exprésate! Spanish 2 Audio compact discs

-¡Exprésate! Spanish 2 Activities for Communication

-¡Exprésate! Spanish 2 Reading strategies and skills handbook

-¡Exprésate! Spanish 2 Independent Study guide

-¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática

-¡Exprésate! Spanish 2 Video Guide

-¡Exprésate! Spanish 2 DVD Video Program

-¡Exprésate! Spanish 2 One Stop Planner

COURSE: Spanish 2 CODE:
UNIT: Chapter 2 En el Vecindario MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.1.0.1 Students will greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.
 - 30.0.1.0.2 Students will describe various objects and people found at home and school.
 - 30.0.1.0.3 Students will give and follow simple instructions by participating in various games or other activities with partners or groups.
 - 30.0.4.5.2 Students will identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance.
 - 30.0.4.0.5 Students will use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture.
 - 30.0.4.0.6 Students will recognize simple themes, ideas or perspectives of the target culture.
 - 30.0.4.5.3 Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.
 - 30.0.4.5.4 Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.
 - 30.0.4.5.6 Students will identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.
 - 30.0.4.9.1 Students will identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.
 - 30.0.7.0.1 Students will give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.
 - 30.0.7.0.2 Students will demonstrate an awareness of the target languages phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.
 - 30.0.7.0.3 Students will develop listening and speaking skills on a range of topics to facilitate reading skills.
 - 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
 - 30.0.9.5.1 Students will discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.
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ESS/FOCUS QUESTIONS

Essential question:

- 1) What is the everyday life like in an average middle-class South American community?
- 2) How do life-changing decisions that affect the youth of Latin America differ from those in the United States?

Focus questions:

- 1) How does one talk about what people do for a living?
 - 2) How does one introduce people and respond to introductions?
 - 3) How does one describe a house?
 - 4) How does one say what needs to be done and complain?
-

CONTENT

Introductory vocabulary:

- Talking about what people do for a living
- Introducing people and responding to introductions
- Describing a house
- Saying what needs to be done and complaining

Introductory grammar:

- Indirect objects and indirect object pronouns
- Review of saber and conocer
- Review of ser and adjectives of nationality
- ser and estar
- Expressions followed by infinitives
- Review of -ar, -er and -ir verbs, hacer and ir

Culture:

- Geographic and cultural knowledge of Cuzco including celebrations, archeology, art, handmade crafts and agriculture
 - Comparison of professional preparation and employment in Lima, Perú and San José Costa Rica.
 - Bilingualism in the workplace
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SKILLS

Reading: Looking for key words and context clues to make predictions. Also analyze information and make inferences.

Writing: Describe one's family and neighborhood in the present tense focusing on subject verb agreement and adjective agreement. Students connect different activities and responsibilities with professions

Speaking: Students practice using direct and indirect object pronouns with verbs dar and decir in paired dialogues as well as conversing in an informal register in the preterit tense.

Listening: Identify the problem presented in the Chapter 2 episode of "El relicario" by listening and interpreting context clues.

ASSURED EXPERIENCES

Students are assured one activity per chapter that corresponds with each of the language learning skills; reading, writing speaking and listening.

Reading: Cuentos y cultura pages 23-28

Writing: Cuaderno de actividades page 19 all parts of activity 12

Speaking: Activities for communication pages 5-6 (1A and 1B)

Listening: Geocultura: Cuzco and the videonovela: El relicario episode 2

ASSESSMENTS

Quizzes and tests located in the assessment book.

OPTIONAL ACTIVITIES

Reading: from text book pages 70-71 ¿En busca de empleo?

Writing: from text book page 73 "Descripción del trabajo"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn

Holt, Rinehart and Winston

2008

ANCILLARY MATERIALS

-¡Exprésate! Spanish 2 Audio compact discs

-¡Exprésate! Spanish 2 Activities for Communication

-¡Exprésate! Spanish 2 Reading strategies and skills handbook

-¡Exprésate! Spanish 2 Independent Study guide

-¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática

-¡Exprésate! Spanish 2 Video Guide

-¡Exprésate! Spanish 2 DVD Video Program

-¡Exprésate! Spanish 2 One Stop Planner

-¡Exprésate! Spanish 2 Interactive Tutor on CD ROM

Interactive Intermediate Reader Level 2, "Cuentos y cultura"

COURSE: Spanish 2 CODE:
UNIT: Chapter 3 Pueblos y ciudades MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.1.0.1 Students will greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.
 - 30.0.2.0.2 Students will comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.
 - 30.0.3.0.1 Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
 - 30.0.4.0.1 Students will observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
 - 30.0.4.5.1 Students will identify authentic products, such as those found in the target cultures homes and communities, and discuss their significance.
 - 30.0.5.0.1 Students will use simple information learned in other subjects in their study of a world language.
 - 30.0.7.0.1 Students will give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.
 - 30.0.8.0.1 Students will identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
 - 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
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ESS/FOCUS QUESTIONS

ESSENTIAL QUESTION:

- 1) How does life differ from the city and small towns in Latin American countries?
- 2) What is the social behavior of your neighborhood, town or city?

FOCUS QUESTIONS:

- 1) How does one ask for and give information?
 - 2) How does one talk about where someone went and what he or she did?
 - 3) How does one ask for and give directions?
 - 4) How does one ask for clarification?
-

CONTENT

Introductory vocabulary:

- Asking for and giving information
- Talking about where someone went and what he or she did
- Asking for and giving directions
- Asking for clarification

Introductory grammar:

- Impersonal and passive se
- Preterite of -car, -gar and -zar verbs and the verb conocer
- irregular preterites
- Formal commands
- Irregular formal commands
- Commands with pronouns
- Review of informal commands

Culture:

- Geography and culture of Santo Domingo including its food, art, natural surroundings and history.
- Comparison of towns and cities in the United States as well as those of the Dominican Republic and Mexico.
- Comparison of the typical city design in which the plaza is the central focus to that of the United States.

SKILLS

Reading: Students look for the main idea and supporting details.

Writing: Describe the errands completed by family members preparing for a party using the irregular preterite tense.

Speaking: Students speak in the passive voice and give affirmative commands in the formal register.

Listening: Students gather information in regards to the last episode's problem from characters' conversations in "El relicario"

ASSURED EXPERIENCES

Reading: Cuentos y culturas pages 38-46

Writing: Cuaderno de actividades page 53 actividad 6

Speaking: Cuaderno de actividades pages 11-12 (2A and 2B)

Listening: Geovisión: Santo Domingo and the videonovela: "El relicario" episodio 3

Project: From Exprésate textbook, page 83C

- City Map. Students will create a map of an imaginary part of town including places they visit most often including but not limited to convenience stores, fast food restaurants, discos, schools, etc.

ASSESSMENTS

Quizzes and tests located in the assessment book

OPTIONAL ACTIVITIES

Reading: from text book pages 110-111 "El ratón del pueblo y el ratón de la ciudad"

Writing: from text book page 113 "¿Diste una vuelta por el centro?"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn

Holt, Rinehart and Winston

2008

ANCILLARY MATERIALS

-¡Exprésate! Spanish 2 Audio compact discs

-¡Exprésate! Spanish 2 Activities for Communication

-¡Exprésate! Spanish 2 Reading strategies and skills handbook

-¡Exprésate! Spanish 2 Independent Study guide

-¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática

-¡Exprésate! Spanish 2 Video Guide

-¡Exprésate! Spanish 2 DVD Video Program

-¡Exprésate! Spanish 2 One Stop Planner

-¡Exprésate! Spanish 2 Interactive Tutor on CD ROM

Interactive Intermediate Reader Level 2, "Cuentos y cultura"

COURSE: Spanish 2 CODE:
UNIT: Chapter 4 Mantente en forma MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.4.0.6 Students will recognize simple themes, ideas or perspectives of the target culture.
 - 30.0.2.0.2 Students will comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.
 - 30.0.3.0.1 Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
 - 30.0.4.0.1 Students will observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
 - 30.0.4.5.1 Students will identify authentic products, such as those found in the target cultures homes and communities, and discuss their significance.
 - 30.0.8.0.2 Students will demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
 - 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
 - 30.0.9.0.3 Students will review materials and/or media from the target language and culture for enjoyment and/or entertainment.
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ESS/FOCUS QUESTIONS

ESSENTIAL QUESTIONS:

- 1) How do people in the Hispanic population of Miami, Florida react to the outcome of important events?
- 2) How does the scholastic sports culture in your country differ from that of Latin American countries?

FOCUS QUESTIONS:

- 1) How does one talk about how something turned out?
 - 2) How does one talk about reacting to events?
 - 3) How does one talk about getting hurt?
 - 4) How does one ask for and give advice?
-

CONTENT

Introductory vocabulary:

- Talking about how something turned out
- Talking about reacting to events
- Talking about getting hurt
- Asking for and giving advice

Introductory grammar:

- Irregular preterites: ponerse and decir
- Preterite of -ir stem changing verbs
- Preterite of ser and estar

Culture:

- Geographic and cultural knowledge of Miami including the fine arts, celebrations, latin life, and sports
 - Comparison of popular sports in the United States to those of Spain.
 - Comparison of how sports are played in school communities in the United States to that of town and city leagues in Spain and Latin American countries.
-

SKILLS

Reading: Looking for visual clues in the illustrations and connecting with prior knowledge.

Writing: Using the preterite forms of reflexive verbs to summarize events in the past.

Speaking: Describe an injury and give advice in a dialogue.

Listening: Interpret information and formulate questions about characters in the story line of "El relicario."

ASSURED EXPERIENCES

Reading: Cuentos y cultura pages 56-64.

Writing: Cuaderno de actividades page 40 activity 15 (all).

Speaking: Activities for communication pages 15-16 (2A and 2B)

Listening: Geovisión: Miami and the Videonovela: "El relicario" episode 4

Group project: From Exprésate textbook, page 123C

- Make a fitness program for a fictitious health center that will include the following but not limited to: exercise program, nutritional guide, and at least two health seminars to be offered.
-

ASSESSMENTS

Quizzes and tests located in the assessment book

OPTIONAL ACTIVITIES

Reading: from text book pages 150-151 "Leyendas hispanas del mundo deportivo"

Writing: from text book page 153 "Yo le dije, 'Tómese dos aspirinas'"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn

Holt, Rinehart and Winston

2008

ANCILLARY MATERIALS

- ¡Exprésate! Spanish 2 Audio compact discs
 - ¡Exprésate! Spanish 2 Activities for Communication
 - ¡Exprésate! Spanish 2 Reading strategies and skills handbook
 - ¡Exprésate! Spanish 2 Independent Study guide
 - ¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática
 - ¡Exprésate! Spanish 2 Video Guide
 - ¡Exprésate! Spanish 2 DVD Video Program
 - ¡Exprésate! Spanish 2 One Stop Planner
 - ¡Exprésate! Spanish 2 Interactive Tutor on CD ROM
 - Interactive Intermediate Reader Level 2, "Cuentos y cultura"
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COURSE: Spanish 2 CODE:
UNIT: Chapter 5 Día a día MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.1.0.1 Students will greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.
 - 30.0.2.0.2 Students will comprehend short conversations among peers and familiar adults on well-known topics, including their favorite activities at home or school.
 - 30.0.3.0.1 Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
 - 30.0.4.0.1 Students will observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
 - 30.0.8.0.2 Students will demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
 - 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
 - 30.0.7.0.3 Students will develop listening and speaking skills on a range of topics to facilitate reading skills.
 - 30.0.7.0.4 Students will retell, summarize and give opinions on grade-appropriate texts read aloud by the teacher.
 - 30.0.6.9.2 Students will access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).
 - 30.0.4.5.3 Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.
-

ESS/FOCUS QUESTIONS

ESSENTIAL QUESTIONS

- 1) What is it like to be a teenager in Latin America?
- 2) How do party planning and attendance in your country differ from those in Latin America?

FOCUS QUESTIONS

- 1) How does one tell someone to hurry?
 - 2) How does one remind someone to do something?
 - 3) How does one express interest and disinterest?
 - 4) How does one talk about how long something has been going on?
-

CONTENT

Introductory vocabulary

- Telling someone to hurry
- Reminding someone to do something
- Expressing interest and disinterest
- Talking about how long something has been going on

Introductory Grammar

- Preterite of poder and traer
- Verbs with reflexive pronouns
- Possessive pronouns
- Review of negative expressions; ninguno(a)
- Hacer with time expressions
- Pero and sino

Culture

- Geographic and cultural knowledge of San José including museums, parks, festivals and the fine arts.
- Comparison of time frames in US culture to that of the "hora latina".

SKILLS

Reading: Drawing conclusions based on prior knowledge and experience.

Writing: Describe family members and family activities and expressing opinions of likes and dislikes using verbs like fascinar, interesar and molestar.

Speaking: Using the phrase "acordarse de" to remind or persuade one to complete an action. Ask and express dislikes and talk about how long something has been going on using "hace" with time expressions.

Listening: Listening for information and making inferences about family connections.

ASSURED EXPERIENCES

Reading: Cuentos y Cultura pages 74-82

Writing: Cuaderno de actividades page 50 actividad 15

Speaking: Activities for communication pages 17-18 (1A and 1B)

Listening: Geovisión: San José and videonovela: "El relicario" episode 5

ASSESSMENTS

Quizzes and tests located in the assessment book

OPTIONAL ACTIVITIES

Reading: from text book pages 190-191 "¿Televisión o internet?"

Writing: from text book page 193 "¡Es que se me olvidó!"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn
Holt, Rinehart and Winston

2008

ANCILLARY MATERIALS

- ¡Exprésate! Spanish 2 Audio compact discs
 - ¡Exprésate! Spanish 2 Activities for Communication
 - ¡Exprésate! Spanish 2 Reading strategies and skills handbook
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 - ¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática
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 - ¡Exprésate! Spanish 2 Interactive Tutor on CD ROM
 - Interactive Intermediate Reader Level 2, "Cuentos y cultura"
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COURSE: Spanish 2 CODE:
UNIT: Chapter 6 Recuerdos MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.1.0.5 Students will describe their favorite activities at home and school.
 - 30.0.1.0.6 Students will express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments.
 - 30.0.3.0.1 Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
 - 30.0.4.0.1 Students will observe and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods.
 - 30.0.5.0.1 Students will use simple information learned in other subjects in their study of a world language.
 - 30.0.8.0.2 Students will demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.
 - 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
 - 30.0.7.0.2 Students will demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language.
 - 30.0.7.0.1 Students will give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing.
 - 30.0.7.0.3 Students will develop listening and speaking skills on a range of topics to facilitate reading skills.
 - 30.0.8.0.1 Students will identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes.
 - 30.0.8.0.3 Students will identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.
-

ESS/FOCUS QUESTIONS

ESSENTIAL QUESTIONS:

- 1) How do people speak of past life experiences in the Spanish-speaking world?
- 2) What is it that you used to like and dislike when you were a child?

FOCUS QUESTIONS:

- 1) How does one talk about what he/she used to like and dislike?
 - 2) How does one talk about past habitual actions and what one wanted to be?
 - 3) How does one describe people and things in the past?
 - 4) How does one talk about an emotional reaction?
-

CONTENT

Introductory vocabulary:

- Talking about what you used to like and dislike
- Saying what you used to do and what you wanted to be
- Describing people and things in the past
- Talking about an emotional reaction

Introductory grammar:

- Imperfect of regular verbs
- Imperfect of ir and ver
- verbs with reciprocal actions
- Using the imperfect of ser and haber
- Preterite with mental and emotional states
- Creer, leer, construir, caerle a uno, oír

Culture:

- Geographic and cultural knowledge of Segovia, Spain including its history, architecture, and ancient coin production.
- Comparison of what adults in Madrid and Cuzco used to do as children with what adults used to do in the United States.

SKILLS

Reading: Understanding meaning through context; using a dictionary to verify the meaning of words.

Writing: Describing repeated past actions and mental and emotional states using appropriate grammatical structures of imperfect and preterite tenses.

Speaking: Interviewing others in the informal register about their childhoods.

Listening: Students will listen for the attitudes of different characters in the video novela and interpret their motives and actions.

ASSURED EXPERIENCES

Reading: Cuentos y Cultura pages 92-100.

Writing: Todo cambió cuando... text book page 233

Speaking: Activities for Communication pages 21-22 (1A and 1B)

Listening: Geovisión: Segovia and Video novela: "El relicario" episode 6.

Partner Project: Oral presentation with visual aids (power point presentation or students can bring in "props", make a poster, etc.)

- Students will create a presentation that compares what their parents' generation used to like when they were teens to that which teens like today. Include movies, music, clothing, etc.

ASSESSMENTS

Quizzes and tests located in the assessment book

OPTIONAL ACTIVITIES

Reading: from text book pages 230-232 "de 'A Margarita Debayle'"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn

Holt, Rinehart and Winston

2008

ANCILLARY MATERIALS

-¡Exprésate! Spanish 2 Audio compact discs

-¡Exprésate! Spanish 2 Activities for Communication

-¡Exprésate! Spanish 2 Reading strategies and skills handbook

-¡Exprésate! Spanish 2 Independent Study guide

-¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática

-¡Exprésate! Spanish 2 Video Guide

-¡Exprésate! Spanish 2 DVD Video Program

-¡Exprésate! Spanish 2 One Stop Planner

-¡Exprésate! Spanish 2 Interactive Tutor on CD ROM

Interactive Intermediate Reader Level 2, "Cuentos y cultura"

COURSE: Spanish 2 CODE:
UNIT: Chapter 7 Buen provecho MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.1.0.2 Students will describe various objects and people found at home and school.
- 30.0.1.0.4 Students will exchange basic information about events, such as classes, meetings and meals.
- 30.0.3.0.1 Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
- 30.0.4.5.1 Students will identify authentic products, such as those found in the target cultures homes and communities, and discuss their significance.
- 30.0.5.0.1 Students will use simple information learned in other subjects in their study of a world language.
- 30.0.8.0.2 Students will demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations.

30.0 WORLD LANGUAGE

- 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
 - 30.0.8.9.4 Students will use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).
 - 30.0.7.5.5 Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).
-

ESS/FOCUS QUESTIONS

ESSENTIAL QUESTIONS:

- 1) What is the experience like when going out to eat in the Hispanic world?
- 2) What festivities in your country are compatible to those of the Hispanic world?

FOCUS QUESTIONS:

- 1) How does one order in a restaurant?
 - 2) How does one talk about how food tastes?
 - 3) How does one talk about one's diet?
 - 4) How does one talk about the preparation of food?
-

CONTENT

Introductory vocabulary:

- Ordering in a restaurant
- Talking about how food tastes
- Talking about your diet
- Describing food preparation

Introductory grammar:

- double object pronouns
- commands with double object pronouns
- adverbs
- the imperfect
- past participles as adjectives

Culture:

- Geographic and cultural knowledge of San Juan including the cultural and contemporary life, architecture and history.
- Comparison of the celebrations in San Juan and Cuzco with those of the United States.
- Discussion of the Hispanic and Spanish influences in the culinary industry.

SKILLS

Reading: Taking notes from a reading by answering the questions, who? what? when? where? why? and how?

Writing: Making comparisons of present and past likes and dislikes. Describing past actions using the imperfect and preterite tenses in the same sentence.

Speaking: Ordering in a restaurant using formal register. Recommending food to a friend/family member. Describing preparation of food.

Listening: Identify subtext by listening to expressions of characters and making inferences.

ASSURED EXPERIENCES

Reading: Cuentos y Cultura pages 110-118

Writing: Cuaderno de actividades page 69 activities 15 and 16

Speaking: Activities for communication pages 25-26 (1A and 1B)

Listening: Geovisión: El viejo San Juan and video novela: "El relicario" episode 7

ASSESSMENTS

Quizzes and tests located in the assessment book

OPTIONAL ACTIVITIES

Reading: from text book pages 270-272 "El sabor de Puerto Rico"

Writing: from text book page 273 "Una cena inolvidable"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn
Holt, Rinehart and Winston

2008

ANCILLARY MATERIALS

- ¡Exprésate! Spanish 2 Audio compact discs
- ¡Exprésate! Spanish 2 Activities for Communication
- ¡Exprésate! Spanish 2 Reading strategies and skills handbook
- ¡Exprésate! Spanish 2 Independent Study guide
- ¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática
- ¡Exprésate! Spanish 2 Video Guide
- ¡Exprésate! Spanish 2 DVD Video Program
- ¡Exprésate! Spanish 2 One Stop Planner
- ¡Exprésate! Spanish 2 Interactive Tutor on CD ROM
- Interactive Intermediate Reader Level 2, "Cuentos y cultura"

COURSE: Spanish 2 CODE:
UNIT: Chapter 8 Tiendas y puestos MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.1.9.3 Students will participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.
 - 30.0.1.5.3 Students will acquire goods and/or services through basic negotiations and exchange of monies.
 - 30.0.3.0.1 Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
 - 30.0.4.5.1 Students will identify authentic products, such as those found in the target cultures homes and communities, and discuss their significance.
 - 30.0.5.0.1 Students will use simple information learned in other subjects in their study of a world language.
 - 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
 - 30.0.7.5.5 Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).
 - 30.0.8.0.4 Students will use new information and cultural awareness to recognize the similarities and differences across cultures.
 - 30.0.2.0.3 Students will comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.
 - 30.0.7.0.3 Students will develop listening and speaking skills on a range of topics to facilitate reading skills.
-

ESS/FOCUS QUESTIONS

ESSENTIAL QUESTIONS:

- 1) How do people shop in Latin America?
- 2) What occasions in your life are pertinent for dressing up and dressing down?

FOCUS QUESTIONS:

- 1) How does one talk about trying on clothes and how they fit?
 - 2) How does one talk about shopping for clothes?
 - 3) How does one bargain in a market?
 - 4) How does one state preferences?
-

CONTENT

Introductory vocabulary:

- Talking about trying on clothes and how they fit
- Talking about shopping for clothes
- Bargaining in a market
- Stating preferences

Introductory grammar:

- imperfect and preterite
- ir a + infinitive with the imperfect and preterite
- comparatives and superlatives
- por and para
- demonstrative adjectives; adverbs of place
- adjectives as nouns

Culture:

- Geographic and cultural knowledge of Santiago, Chile
 - Discussion of when dressing up is appropriate in Latin American culture.
-

SKILLS

Reading: making predictions

Writing: Compare and contrast art crafts using the target language. Students will also describe the bargaining strategies of Latin Americans.

Speaking: Give an opinion or advice about how clothing fits and bargain for clothing using the formal register. State preferences about items and clothing.

Listening: Identify key plots developments in past and current episodes of "El relicario"

ASSURED EXPERIENCES

Reading: Cuentos y cultura pages 128-136

Writing: Textbook page 313, Taller del escritor

Speaking: Activities for communication pages 29-30 (1A and 1B)

Listening: Geovisión: Santiago and video novela: "El relicario" episode 8

Group Project: From Exprésate text book, page 283 C

- International Clothing Chain presentation: Investigate the latest trends in teenage clothing in Spain and Latin America. As a group, prepare a fashion show for the rest of the class.
-

ASSESSMENTS

Quizzes and tests located in the assessment book

OPTIONAL ACTIVITIES

Reading: from text book pages 310-312 "¿Qué onda está de moda?"

Writing: from text book page 313 " En el mercado de artesanías"

Speaking: Activities for communication pages 31-32 (2A and 2B)

RESOURCES TEXTBOOK

¡Exprésate! Spanish 2
Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn
Holt, Rinehart and Winston
2008

ANCILLARY MATERIALS

- ¡Exprésate! Spanish 2 Audio compact discs
- ¡Exprésate! Spanish 2 Activities for Communication
- ¡Exprésate! Spanish 2 Reading strategies and skills handbook
- ¡Exprésate! Spanish 2 Independent Study guide
- ¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática
- ¡Exprésate! Spanish 2 Video Guide
- ¡Exprésate! Spanish 2 DVD Video Program
- ¡Exprésate! Spanish 2 One Stop Planner
- ¡Exprésate! Spanish 2 Interactive Tutor on CD ROM

Interactive Intermediate Reader Level 2, "Cuentos y cultura"

COURSE: Spanish 2 CODE:
UNIT: Chapter 9 A nuestro alrededor MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
- 30.0.7.5.5 Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).
- 30.0.1.9.4 Students will work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.
- 30.0.1.9.2 Students will exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.
- 30.0.1.0.3 Students will give and follow simple instructions by participating in various games or other activities with partners or groups.
- 30.0.1.9.1 Students will exchange information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.

30.0 WORLD LANGUAGE

- 30.0.2.0.5 Students will comprehend the main ideas and identify the principal characters when reading poems, short folk tales or illustrated stories.
 - 30.0.3.0.1 Students will give simple oral reports or presentations about family members and friends, objects, or common school and home activities in their everyday environments.
 - 30.0.3.9.1 Students will prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.
 - 30.0.8.0.3 Students will identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.
-

ESS/FOCUS QUESTIONS

ESSENTIAL QUESTIONS:

- 1) What outdoor activities are popular in different parts of the world?
- 2) How does the climate of a particular region determine one's options for outdoor recreation?

FOCUS QUESTIONS:

- 1) How does one talk about a place and its climate?
 - 2) How does one tell a story?
 - 3) How does one talk about what you and others will do?
 - 4) How does one wonder aloud?
-

CONTENT

Introductory Vocabulary:

- Talking about a place and its climate
- Telling a story
- Talking about what you and others will do
- Wondering out loud

Introductory Grammar:

- Comparatives with quantities; adjectives as nouns
- preterite and imperfect to tell a story
- Subjunctive mood for hopes and wishes
- Subjunctive of stem-changing -ir and irregular verbs
- Future tense

Culture:

- Geographic and cultural knowledge of El Paso including art, architecture, celebrations and the economy.
- How the geography of a region affects the way people live

SKILLS

Reading: Identifying cause and effect and making inferences using information from the text

Writing: Summarizing the results of their investigations on a country

Speaking: Expressing hopes and wishes in the present subjunctive

Listening: Making deductions from a description of past events and listening for clues

ASSURED EXPERIENCES

Reading: Cuentos y Cultura pages 146-154

Writing: Cuaderno de actividades page 90 activity 17

Speaking: Activities for communication pages 35-36 (2A-2B)

Listening: Geovisión: El Paso and video novela: "El relicario" episode 9

ASSESSMENTS

Quizzes and tests located in the assessment book.

OPTIONAL ACTIVITIES

Reading: from text book pages 350-352, de "La ciudad de las bestias"

Writing: from text book page 353 "En una noche fresca de octubre"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn

Holt, Rinehart and Winston
2008

ANCILLARY MATERIALS

- ¡Exprésate! Spanish 2 Audio compact discs
 - ¡Exprésate! Spanish 2 Activities for Communication
 - ¡Exprésate! Spanish 2 Reading strategies and skills handbook
 - ¡Exprésate! Spanish 2 Independent Study guide
 - ¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática
 - ¡Exprésate! Spanish 2 Video Guide
 - ¡Exprésate! Spanish 2 DVD Video Program
 - ¡Exprésate! Spanish 2 One Stop Planner
 - ¡Exprésate! Spanish 2 Interactive Tutor on CD ROM
 - Interactive Intermediate Reader Level 2, "Cuentos y cultura"
-

COURSE: Spanish 2 CODE:
UNIT: Chapter 10 De vacaciones MAP LEVEL:
CONTACT: GRADE: 9-10
TIME FRAME:

PERFORMANCE STANDARDS

30.0 WORLD LANGUAGE

- 30.0.7.5.5 Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).
- 30.0.9.0.2 Students will identify different types of employment in which target language skills are an asset.
- 30.0.4.5.4 Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.
- 30.0.4.5.5 Students will observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.
- 30.0.2.5.3 Students will work individually to collect data on familiar topics from various print, digital and electronic resources.
- 30.0.1.9.5 Students will exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

30.0 WORLD LANGUAGE

- 30.0.2.5.5 Students will comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.
 - 30.0.5.0.3 Students will use new information and interdisciplinary awareness gained through world language study to expand their personal knowledge.
-

ESS/FOCUS QUESTIONS

ESSENTIAL QUESTIONS:

- 1) What are some factors that people use to determine their travel plans?

FOCUS QUESTIONS:

- 1) How does one ask for and make recommendations?
 - 2) How does one ask for and give information?
 - 3) How does one talk about where one went and what one did?
 - 4) How does one talk about the latest news?
-

CONTENT

Introductory vocabulary:

- Asking for and making recommendations
- Asking for and giving information
- Talking about where you went and what you did
- Talking about the latest news

Introductory grammar:

- Present perfect and irregular past participles
- Subjunctive for giving advice and opinions
- Subjunctive of -car, -gar, -zar, -ger and -guir verbs

- Review of preterite, imperfect, present progressive, future and subjunctive

Culture:

- Geographic and cultural knowledge of Buenos Aires including famous people, customs, shopping and music
 - Comparisons of tourist attractions in Buenos Aires with El Paso, Texas and other North American communities
 - Discussion about speaking Spanish/multilingualism in the tourism industry
-

SKILLS

Reading: Determining the writer's purpose (explain, stir emotion, narrate or persuade)

Writing: Describe actions that have happened in the recent past using an informal register. Giving advice and opinions using the subjunctive tense.

Speaking: Asking for recommendations and information. Talking about the latest news.

Listening: Making connections from past experience and the last episode of the "El relicario" series and predict future actions of characters.

ASSURED EXPERIENCES

Reading: Cuentos y Cultura pages 164-172

Writing: Cuaderno de actividades page 110 activity 15

Speaking: Activities for communication pages 37-38 (1A and 1B)

Listening: Geovisión: Buenos Aires and video novela: "El relicario" episode 10

ASSESSMENTS

ASSESSMENTS

Quizzes and tests located in the assessment book.

OPTIONAL ACTIVITIES

Reading: from text book pages 390-392 "Kike"

Writing: from text book page 393 "El viaje de la clase de español a Argentina"

RESOURCES

TEXTBOOK

¡Exprésate! Spanish 2

Humbach, Nancy, Sylvia Madrigal Velasco, Stuart Smith, John McMinn

Holt, Rinehart and Winston

2008

ANCILLARY MATERIALS

- ¡Exprésate! Spanish 2 Audio compact discs
 - ¡Exprésate! Spanish 2 Activities for Communication
 - ¡Exprésate! Spanish 2 Reading strategies and skills handbook
 - ¡Exprésate! Spanish 2 Independent Study guide
 - ¡Exprésate! Spanish 2 Cuaderno de vocabulario y gramática
 - ¡Exprésate! Spanish 2 Video Guide
 - ¡Exprésate! Spanish 2 DVD Video Program
 - ¡Exprésate! Spanish 2 One Stop Planner
 - ¡Exprésate! Spanish 2 Interactive Tutor on CD ROM
 - Interactive Intermediate Reader Level 2, "Cuentos y cultura"
-

PRIMARY TEXT

¡Exprésate! , Holt, Rinehart & Winston

SUPPLEMENTARY MATERIALS/ RESOURCES

Supplementary materials/ resources may include but are not limited to:

DVD/ video per chapter

Other materials included in the ¡Exprésate! book series and instructor generated materials:

Listening Activities Workbook

Audio CD's

Activities for Communication Workbook

TPR storytelling book

Reading and Writing Skills:

Grammar Exercise Workbook

Grammar Tutor for students of Spanish

Reading Strategies and Skills Handbook

Cuentos y Cultura

Cuaderno de Actividades – Gramática y vocabulario

Technology:

On-line edition of ¡Exprésate!

Interactive CD-Rom Tutor

Video/ DVD Tutor

One Stop Planner CD Rom

THS Mini museum

WEB SITES

go.hrw.com

my.hrw.com

www.hrw.com

CNNenEspañol.com

Studyspanish.com

conjuguemos.com

www.colby.edu/~bknelson/exercises/index.html

practice activities

student edition online

teacher resources

current events

WORLD LANGUAGE DEPARTMENT SPANISH II SYLLABUS

Mission statement: Trumbull Public Schools educate students in a safe, inviting, student-centered community. We encourage academic achievement, extra-curricular participation, enthusiasm and self-confidence to foster independence and personal and social growth. We teach skills necessary for life-long learning. We hold our school community to the ethical conduct and social awareness necessary to live and participate in a democratic, diverse and global society.

Prerequisite: Successful completion of Spanish I

Texts: ¡Exprésate!

Supplementary Materials may include but is not limited to:

DVD/ video per chapter

Other materials included in the ¡Exprésate! book series and instructor generated materials:

- Listening Activities Workbook

- Audio CD's

- Activities for Communication Workbook

- TPR storytelling book

Reading and Writing Skills:

- Grammar exercises Workbook

- Grammar Tutor for students of Spanish

- Reading Strategies and Skills Handbook

- Cuaderno de Actividades

Technology:

- On-line edition of ¡Exprésate!

- Interactive CD-Rom Tutor

- Video/ DVD Tutor

- THS mini- museum

General Description of the Course

In compliance with Trumbull Public School's mission statement, the following course description applies.

This course is designed to help students further their degree of proficiency in the four basic skills—listening, speaking, reading and writing, and gain an understanding of culture through these skills. A focus on spontaneity in communicating ideas to others and responding to conversation stimuli will be paramount. The grammatical foundation will be strengthened and expanded, as new verb tenses will enable them to express themselves in different times of reference. Reading selections will be included to enhance cultural references and parallel cultures. Language lab activities will be used in order to develop oral and auditory proficiency in the target language. Group work and paired activities are highly encouraged. Oral presentations are expected throughout the course. Ancillary materials enhance further language development and independent practice.

The Spanish II course focus will be to attain the goals of the written curriculum.

Assessment:

Oral participation

Compositions

Tests

Presentations/Projects

Quizzes

Homework

Lab work

Tests

Performance based assessments

High School - Mid Term and Final Exams

WORLD LANGUAGE DEPARTMENT RUBRIC (Sample)

STUDENT NAME:

TARGET LEVEL/LANGUAGE:

TEACHER NAME:

DATE:

CHAPTER:

SPONTANEOUS COMMUNICATION

*Students are placed into pairs or small groups in order to discuss what they did over their vacation using the target language. They are given five minutes to speak with their partner. The past tenses should be used and any of the new vocabulary presented in the text.

1. FLUENCY	5	4	3	2	1
a. Intonation					
b. Gestures					
c. Pronunciation					
2. GRAMMAR	5	4	3	2	1
a. Tense					
b. Syntax					
c. Gender (agreement of)					
3. APPROPRIATE VOCABULARY/EXPRESSIONS	5	4	3	2	1
4. DEVELOPMENT OF THEME	5	4	3	2	1
5. EFFORT/PARTICIPATION WITHIN TIME FRAME	5	4	3	2	1

TOTAL: _____

WORLD LANGUAGE DEPARTMENT RUBRIC

STUDENT NAME:

TARGET LANGUAGE/LEVEL

TEACHER NAME:

CHAPTER/UNIT THEME:

PREPARED ORAL RUBRIC

1. ORGANIZATION/PREPARATION (Partners/group)	5	4	3	2	1
2. NOTIONS OF GRAMMAR Tense	5	4	3	2	1
Gender					
3. VOCABULARY USAGE	5	4	3	2	1
4. COMMUNICATIVE APPROACH	5	4	3	2	1
5. PRONUNCIATION	5	4	3	2	1

TOTAL _____

WORLD LANGUAGE DEPARTMENT RUBRIC

COMPOSITION /WRITING ACTIVITY

0=LOW (many ERRORS)

5=HIGH (few ERRORS)

1. Syntax (word order)	0	1	2	3	4	5	_____
2. Spelling	0	1	2	3	4	5	_____
3. Verb Tense	0	1	2	3	4	5	_____
4. Agreement (verb/ subject)	0	1	2	3	4	5	_____
5. Agreement gender/number nouns/adjectives	0	1	2	3	4	5	_____
6. Accent marks	0	1	2	3	4	5	_____
7. Missing words	0	1	2	3	4	5	_____
8. Extraneous words	0	1	2	3	4	5	_____
9. English/Spanish-French	0	1	2	3	4	5	_____
10. Organization	0	1	2	3	4	5	_____

TOTAL:_____

**WORLD LANGUAGE DEPARTMENT
EDITING /CORRECTION**

Symbols of Correction

A= accent mark

Ag= agreement

Art= article (definite vs. indefinite for example)

Aux= auxiliary or helping verb

C= comprehension (difficult for teacher to understand)

G= gender

Gr= grammar

M= mode (preterit instead of imperfect, for example)

N= noun

P= suggestion to begin a new paragraph

P.P.= past participle (most likely an irregular)

Prep= preposition

Pron= pronoun

T= time (tense, etc)

V= verb

S= syntax (word or sentence order)

----^-----= Word missing

^-----= Prepositional contraction

□-----□ = Change word order

The World Language Department Rubrics and Correction symbols may be used by any teacher in any language. Teachers may develop rubrics specific to a task within the curriculum. Those subjects having more than one teacher will allow for collaboration by the teachers on rubrics for particular activities.

Mid-term and Final Exams are not included in the curriculum nor on the curriculum maps, as they are a collaborative effort, re-evaluated each year for relevance, etc. and must be kept secure. Teachers work to create appropriate listening, speaking, reading and writing sections of each exam and the rubrics for assessing those sections. Specific portions or entire exams may be used for several years and all students enrolled in that course take the same exam and are assessed by the same rubrics.