

Masconomet Regional High School Curriculum Guide

Course Title: **Spanish II CP**

Course Number: **4311**

Department: **Foreign Languages**

Grade Level and Phase: **9 College Prep**

Length of Course: **Year**

Course Description:

In Spanish II CP, students further develop their communicative skills as the foreign language becomes the language of instruction and classroom discussion. They complete their study of the basic elements of grammar and structure and continue to develop a rich, practical vocabulary. Students are expected to use the foreign language in class discussions. Cultural exploration continues through readings, videos, technology and authentic material.

Objectives:

Spanish II CP students will be able to:

- A. Ask and answer questions, make and respond to requests (1.3, 1.4)
- B. Express likes and dislikes, needs and emotions (1.6, 1.7)
- C. Read and interpret signs, simple stories, poems, and informational texts, obtain information and knowledge, understand some ideas and familiar details (2.2, 2.3, 2.4)
- D. Write simple paragraphs, lists, and short notes and describe people, places or things (3.4, 3.5, 3.8)
- E. Communicate with classmates and the teacher only in Spanish, except where a concept must be clarified in English.
- F. Identify historical and cultural figures from Hispanic and Spanish cultures as well as distinctive aspects of Spanish and Hispanic cultures and compare and contrast the target culture with native culture. (4.10, 4.11, 6.5)
- G. Understand the complex relationship between Spanish and English (5.5, 5.6, 5.7, 5.9)
- H. Use technology and other opportunities to explore the language beyond the classroom setting (8.2)
- I. Understand and use the following indicative tenses: present, present progressive, simple future, preterit and imperfect.

These objectives support the following Learning Expectations from the Masconomet High School Mission Statement: A1, A3, A4, S1, C2

Materials and Activities:

- A. *Exprésate 2*. Holt. This is the primary text. (Chapters 1-5) Ancillary material included:
 - A1. Grammar and Vocabulary Workbook
 - A2. Transparencies
 - A3. Video set (cultural videos, telenovela)
 - A4. Audio set (listening comprehension)
 - A5. Reader (authentic and adapted poems, stories and articles)
 - A6. Grammar tutor
- B. Teacher presentations are used to present vocabulary, grammar, and cultural information.
- C. Interactive whiteboard (mimio) activities.
- D. Activities that reinforce writing, listening and reading (from authentic and adapted sources).
- E. Daily conversation and classroom discussion in Spanish.
- F. Language lab activities such as (but not limited to):
 - F1. Interactive activities (interpersonal communication)
 - F2. Investigative activities (interpretive communication)
- G. Study of one film, such as *El Bola*.

- H. Research projects.
- I. Projects that use technology to enhance learning.
- j. Other projects and activities.
- J. Games that promote learning.

Scope and Sequence:

This curriculum is a continuation of Spanish I CP and thus the unit numbers begin where Spanish I ends.

Semester 1; Quarter 1

Unit 1: Familiares y Amigos (Chapter 1)

Essential questions:

- ¿Cómo eres tú? ¿Cómo son? *What are you like? What are they like?*
- ¿Qué haces los fines de semana? ¿Qué te gusta hacer? *What did do on the weekends? What do you like to do?*
- ¿Qué hacen? ¿Qué les gusta hacer? *What do they do or like to do?*

Unit 1-1: Actividades de familiares y amigos

Students will be able to

- Ask about people, routines, and activities
- Express likes and dislikes they will need to:
 - understand and express themselves in the **present** tense
 - review nouns, adjectives, gustar and reflexive verbs

Unit 1-2: Descripciones de deberes

Students will be able to

- offer help and talk about chores.
- talk about plans and places.

to do this, they will need to:

- review the **simple future** and **verbs with infinitives**, and the **present progressive**.
- learn the **informal commands**

Also in unit 1:

Students will

- learn about **La ciudad de México, México**.
- watch episode 1 of El Relicario.

Quarter 2

Unit 2: En el vecindario (Chapter 2)

Essential questions:

- ¿A qué se dedica? *How do you order in a restaurant?*
- ¿Cómo se llama? *Who is he/she? (introductions)*
- ¿De dónde son? *Where are they from?*

- ¿Dónde están ____ en la casa? Where is ____ in the house?

Unit 2-1: En el vecindario

Students will be able to

- Introduce people and respond to introductions
- talk about what people do for a living

to do this, they will need to:

- learn **saber** and **conocer**.
- review **ser** and adjectives or nationality
- learn about **dar** and **decir** with **indirect object pronouns**

Unit 2-2: En la casa

Students will be able to

- describe a house
- say what needs to be done and complain

to do this, they will need to:

- review **ser** vs. **estar** and **tener que**.
- learn the **regular preterit** and the **irregular** forms of **ir** and **hacer**.

Also in unit 2:

Students will

- learn about **Cuzco, Perú**.
- watch episode 2 of El Relicario.

Unit 3: Pueblos y ciudades (Chapter 3)

Essential questions:

- ¿Qué hicieron? *What did they do?*
- ¿Dónde se vende? *Where do they sell?*
- ¿Dónde está...Cómo puede llegar a...? *Where is the....How do I get to...?*

Unit 3-1: En el pueblo

Students will be able to

- Ask and give information
- talk about where someone went and what he or she did.

to do this, they will need to:

- learn to use the **impersonal** and **passive se**
- learn more **irregular preterit**

Semester 2; Quarter 3

Unit 3-2: En la ciudad

Students will be able to

- ask for and give directions
- ask for clarification

to do this, they will need to:

- understand regular and irregular **formal commands**.
- learn the **commands** with **pronouns**.

Also in unit 3:

Students will

- learn about **Santo Domingo, La República Dominicana**.
- watch episode 3 of El Relicario.

Unit 4: ¡Mantente en forma! (Chapter 4)

Essential questions:

- ¿Cómo salió, Cómo te fue, Qué tal estuvo? *How did _____ go?*
- ¿Qué te pasó? *What happened to you?*
- ¿Qué tienes? *What is wrong?*

Unit 4-1: Los deportes y actividades extracurriculares

Students will be able to

- Talk about how something turned out
- Talk about reacting to events.

to do this, they will need to:

- Continue learning the irregular **preterit**
- Learn when to use **ser** vs. **estar** in the **preterit**

Unit 4-2: Vacaciones en el futuro

Students will be able to

- talk about getting hurt.
- Ask for and give advice

to do this, they will need to:

- learn the **past participles** with adjectives to express injuries
- review **reflexive verbs** and how they work in the preterit.

Also in unit 4:

Students will

- learn about **Miami**, United States.
- watch episode 4 of El Relicario.

Quarter 4

Unit 5: Día a día (Chapter 5)

Essential questions:

- ¿Qué haces por la mañana? *What do you do in the morning?*
- ¿De quién es? *Whose is this?*
- ¿Te interesa....? *Are you interested in?*
- ¿Cuánto tiempo hace que...? *How long have you....?*

Unit 5-1: Por la mañana

Students will be able to

- Describe their morning routine
- Describe ownership

to do this, they will need to:

- review **present reflexive** routine verbs
- use the **possessive pronouns** to show ownership

Small Movie Unit: El Bola

Unit 5-2: Los pasatiempos

Students will be able to

- express interest and disinterest
- talk about how long something has been going on

to do this, they will need to:

- learn the **hace que** expressions
- review **negative expressions** and **pero** and **sino**

Also in unit 5:

Students will

- learn about **San José**, Costa Rica.
- watch episode 5 of El Relicario.

Assessment:

Students will demonstrate knowledge and understanding through a variety of assessments:

- Daily:
 - Homework
 - Class participation
 - Class assignments and activities
 - Language lab activities
- Formal:
 - Vocabulary quizzes
 - Unit and chapter tests and quizzes which may include reading comprehension, short essays, listening comprehension and oral questions.
 - Midterm and final exams
- Learning by doing:
 - Group and collaborative projects
 - Oral presentations
 - Essays
 - Informal writing