

NORTH
SMITHFIELD
AND
BURRILLVILLE
SCHOOL
DEPARTMENTS

WORLD LANGUAGE CURRICULUM

SPANISH II

Curriculum Writers: Roberta Palumbo and Debra Simone

SPANISH II CURRICULUM Grades9-12

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T North Smithfield and Burrillville World Language Curriculum for Spanish and French was completed in January 2015 by a team of teachers. The team, identified as the World Language Curriculum Writers referenced extensive resources to design the document that included but are not limited to:

- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Classroom Instruction That Works*
- *NEW National Standards for Learning Languages*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*
- *Differentiated Instructional Strategies*
- Educational websites
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano*
- Webb's Depth of Knowledge

Mission Statement

Our mission is to provide the opportunity for all students to engage in a comprehensive and rigorous World Language curriculum which prepares students linguistically and culturally to communicate in a global society.

The World Language Curriculum identifies what all students should know and be able to do in Spanish and French. Each grade or course includes *NEW National Standards for Learning Languages* and the *Common Core State Standards for English Language Arts*, research-based instructional strategies, resources, map (or suggested timeline), unit chart, rubrics, and checklists.

The curriculum provides learners with a sequential comprehensive education through the study of World Languages from *NEW National Standards for Learning Languages* that includes:

- Communication
- Cultures
- Connections
- Comparisons
- Communities

STANDARDS FOR WORLD LANGUAGES

- Define what students should know and be able to do in Spanish and French.

RESEARCH-BASED INSTRUCTIONAL

The curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate, e.g.

- Employ strategies of “**best practice**” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).
- Use **Classroom Instruction That Works Strategies**:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
- Provide opportunities for independent, partner and collaborative group work
- **Differentiate instruction** by varying the content, process, and product and implementing
- Analyze **formative assessment** to direct instruction.
- Provide **sample indicators and rubrics**.
- Address **multiple intelligences** and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist).
- Provide opportunities for **higher level thinking**:
 - **Bloom's Taxonomy**, e.g. analyzing, synthesizing, predicting, evaluating, creating, etc.
 - **Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Model the use of **graphic organizers**:

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- Categorize/classify organizers (categories, tree)
- Compare/contrast organizers (Venn diagrams, comparison charts)
- Concept development (mind map)
- Evaluation organizers (charts, scales)
- Organizers (word web, concept map) (NS)
- Relational organizers (fish bone, pie chart) (NS)
- Sequence organizers (chains, cycle) (NS)
- Employ **World Language best practices** e.g.,
 - facilitating paired dialogues
 - modeling accurate language
 - providing authentic models
 - critiquing & correcting
 - creating opportunities for peer and self-assessment
 - facilitating an environment conducive to risk taking
 - engendering curiosity
 - providing opportunities for simple dictation
 - providing opportunities for choral repetition
 - modeling the alphabet and accurate sound system
 - providing appropriate materials
 - modeling appropriate translation techniques

COMMON and SUGGESTED ASSESSMENTS

The World Languages Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common asks/performance-based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
 - Mid-term exam (HS)
 - Final exam (HS)
 - Common Task (HS)
- **Common Instructional Assessments (I)** - used by teachers and students during instruction
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking assessments
 - teacher and student use to make decisions about what actions to take to promote further learning
 - on-going, dynamic process that involves far more frequent testing
 - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
 - make some sort of judgment, e.g. what grade
 - program effectiveness
 - e.g. state assessments (AYP), mid-year and final exams
- Additional assessments may include:
 - Anecdotal records
 - Conferencing
 - Constructed responses
 - Exhibits
 - Interviews
 - Graphic organizers
 - Journals
 - Modeling
 - Multiple Intelligences assessments, e.g.
 - Role playing - bodily kinesthetic
 - Graphic organizing - visual
 - Collaboration - interpersonal
 - Research
 - Oral presentations
 - Problem/Performance based/common tasks
 - RAISE
 - Rubrics/checklists
 - Tests and quizzes
 - Technology
 - Think-alouds
 - Writing genres
 - Argument
 - Informative
 - Narrative

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RESOURCES

Textbook

- *iBuen Viaje !, Glencoe Spanish 2*
- *¡As í se dice! 2 (Repaso – Chapter 6)*

Supplementary Books, Teacher (T) Student (S)

- Children’s books in target language
- *El viaje de su vida(NS)*
- *Casi se Muere*
- Spanish novel and CD (NS)
- Amsco workbooks “Exploring Spanish workbooks (NS)
- Exploring Spanish workbook (NS)
- Text cassettes and videos (NS)

Technology

- Computers/laptops
- LCD projectors
- Tablet language apps
- Phone or headphones with microphones

Websites

- www.actfl.org
- www.corestandards.org
- www.ride.ri.gov
- <http://coshoctonfip.wikispaces.com>
(instructional strategies)
- www.conjuguemos.com
- www.quia.com
- www.wordreference.com
- www.studyspanish.com
- www.pandora.com target language station
(and other Internet radio stations)
- www.discoverychannel.com

Audio/video

- Ancillary textbook materials: CD programs, DVD program
- Music CD’s and digital files of popular music
- Educational You tube for music videos in target language, commercials, video clips of realia, learning for beginners
- Films in target language
- Voice memo recorder on i-phone to create audio books and audio vocabulary lists (NS)
- Language lab activities and assessments (NS)

Materials

- Flashcards
- Sentence strips
- Calendars and clocks
- Realia, e.g. currency, posters, menus
- Vocabulary books
- Foldables

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.1 Interpersonal Communication</p>		<p>Learners</p> <p>1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Essential Knowledge and Skills</p> <p>1.1.1 Use accurate pronunciation.</p> <p>1.1.2 Employ formal/informal greetings and introductions.</p> <p>1.1.3 Apply numbers (1-1,000,000) to a variety of situations, e.g. currency/weather/ measurement conversions, math problems, time, etc.</p> <p>1.1.4 Uses adjective agreement to describe people, places, situations, and objects.</p> <p>1.1.5 Construct questions and answers involving the core vocabulary and related ideas</p> <ul style="list-style-type: none"> • adverbs • agreeing/disagreeing/opinions • ailments • art and culture • body parts • childhood activities • clothing • comparative adjectives/ superlative adjectives • daily routine • holidays • idiomatic expressions • interrogatives • likes/dislikes • meals/food/restaurants/table setting • nature • past times (NS) • personal/physical characteristics (adjectives) • places in town • prepositions • quantities • shopping • sports/leisure activities • technology/telecommunications • travel/ airport/train <p>1.1.6 Demonstrate mastery of sentence structure in order to sustain a conversation and/or presentation in Spanish.</p> <p>1.1.7 Follow directions, commands and</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<p>instructions in Spanish related to daily classroom activities.</p> <p>1.1.8 Exchange information In the target language.</p> <p>1.1.9 Engage in Spanish role-playing situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food.</p> <p>1.1.10 Share opinions, preferences, and feelings in Spanish with classmates.</p> <p>1.1.11 Present information on a variety of topics.</p> <p>1.1.12 Engage effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure in the present and past tenses.</p> <p>1.1.13 Prepare and deliver short presentations in Spanish on a variety of topics, e.g. personal experiences, school happenings, and current and past events.</p> <p>1.1.14 Prepare, illustrate, and present materials in Spanish e.g. advertisements, posters, menus, and fashion shows .</p> <p>1.1.15 Apply all the benchmarks from Spanish I in greater depth, content, and complexity.</p> <p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.8.1) • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> ○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a) <p><u>Sample Progress Indicators</u></p> <ul style="list-style-type: none"> • Extend, accept, and refuse invitations, formal and informal, oral and written, using expressions and behavior appropriate to varied situations. • Use expressions for managing conversations—that is, they can show interest in what others say (<i>¡Qué interesante!; Yo digo que...</i>); and ask for help or check <p><u>Websites</u></p> <ul style="list-style-type: none"> • www.conjuguemos.com • www.glencoe.com • www.quia.com • www.studyspanish.com • www.wordreference.com • youtube videos (educational) 			

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		<p>comprehension (<i>¿Cómo se dice...?; ¿Comprende/s; yo pienso que... creo que...</i>)</p> <ul style="list-style-type: none"> Exchange information about personal events, memorable experiences, and other school subjects with classmates. They then use these data to compare, contrast, and express opinions and preferences. Use Spanish to acquire goods, services, or information orally and/or in writing. 			
<p>1. COMMUNICATION Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p> <p>1.2 Interpretive Communication</p>		<p>Learners</p> <p>1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Essential Knowledge and Skills</p> <p>1.2.1 Utilize alphabet, sound/letter relationships (i.e., consonants, vowels, blends, and accent marks).</p> <p>1.2.2 Distinguish number and gender of nouns, adjectives, and articles.</p> <p>1.2.3 Follow verbal instructions to perform specific tasks and to answer questions.</p> <p>1.2.4 Recognize and use:</p> <ul style="list-style-type: none"> infinitives subject pronouns present tense regular and irregular verbs stem changing verbs preterite tense <ul style="list-style-type: none"> AR/ER/IR verbs -car, -gar, -zar verbs Y spelling change ir stem change irregular <ul style="list-style-type: none"> j group (decir, traer...) u group (tener, poner, querer, poder) l group (venir, hacer) ser and ir verbs that change meaning (saber, etc.) imperfect tense <ul style="list-style-type: none"> all regular verbs irregulars (ser, ir, ver) introduction to preterite vs. imperfect present progressive direct and indirect pronouns reflexive verbs (present and past) subject/verb agreement <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> demonstrate distinguish identify imperfect tense intonation present progressive preterite tense recognize reflexive verbs utilize 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • saber and conocer • verbs like gustar • ser vs. estar <p>1.2.5 Infer meaning via situational, context clues, and cognates.</p> <p>1.2.6 Understand and follows oral and written directions in Spanish related to daily classroom activities.</p> <p>1.2.7 Understand spoken and written messages in Spanish on topics of personal interest, such as family life, leisure, sports, school activities, everyday occurrences, and current events.</p> <p>1.2.8 Demonstrate comprehension of information from and accessible Spanish-language materials.</p> <p>1.2.9 Identify components of visual texts, e.g. travel schedules, menus, advertisements, etc.</p> <p>1.2.10 Identify main ideas of familiar texts and dialogues, e.g. literary, cultural, informational and visual.</p> <p>1.2.11 Employ appropriate intonation and syllabic stress.</p> <p>1.2.12 Recognize that regional differences in pronunciation and vocabulary exist.</p> <p>1.2.13 Distinguish between ser/estar</p> <p>1.2.14 Employ reading strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.</p> <p>1.2.15 Read for a variety of purposes to:</p> <ul style="list-style-type: none"> • increase and reinforce vocabulary • expand knowledge and cultural awareness • reinforce the conventions of the language <ul style="list-style-type: none"> ○ <i>El viaje de su vida(NS)</i> ○ <i>Casi se muere</i> ○ <i>El viaje perdido (NS)</i> <p>1.2.16 Follow written instructions in Spanish.</p> <p>1.2.17 Read a variety of narrative and informational texts.</p> <p><u>Common Core State Standards</u></p> <ul style="list-style-type: none"> • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.. <i>(RI.6.7)</i> • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <i>(RI.5.9)</i> • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>(RI.4.1)</i> 			

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> • Determine a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RL.6.2) • Use knowledge of language and its conventions when writing, <ul style="list-style-type: none"> speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> ○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a) • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3) <ul style="list-style-type: none"> ○ Uses target language effectively <ul style="list-style-type: none"> ▪ negation ▪ direct/indirect object pronouns ▪ present participles with “estar” ▪ por and para ▪ preterite vs. imperfect <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Identify the principal characters and comprehend the main ideas and themes in age-appropriate Spanish language literary texts. • Understand the main themes and significant details of writings on various topics and products of the cultures as found in magazines, e-mail, the Internet, or other printed sources in Spanish. • Use knowledge acquired to comprehend spoken and written messages in Spanish, such as using the metric system or understanding time expressed using the 24-hour clock. <p>Websites</p> <ul style="list-style-type: none"> • www.conjuguemos.com • www.glencoe.com • www.quia.com • www.studyspanish.com • www.wordreference.com • youtube videos (educational) 			
<p>1. COMMUNICATION</p> <p>Communicate in more than one language in order to function in a variety of situations and for multiple purposes</p>		<p>Learners</p> <p>1.3 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>Essential Knowledge and Skills</p> <p style="text-align: right;">Academic vocabulary</p>	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p style="color: red;">REQUIRED</p>

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1.3 Presentational Communication		<p>1.3.1 Write on a variety of informational topics to increase and reinforce cultural awareness and to reinforce the conventions of the language .</p> <p>1.3.2 Present information on a variety of topics demonstrating speaking skills at grade level.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2 <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3 <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. • With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5) • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5) 	<ul style="list-style-type: none"> • claim • develop • engage • integrate • perform • prepare • provide • support 	<ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	WEBSITES	<p>COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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		<ul style="list-style-type: none"> Demonstrates command of the conventions of the target language capitalization, punctuation, and spelling when writing. (L.7.2) Uses knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Perform short plays and skits in the classroom setting or sing songs for peers, faculty and administration. Prepare tape or video recorded messages on topics of personal interest to share with school peers, using culturally appropriate behavior or typical gestures. Prepare stories or brief written reports about Hispanic sports or political figures in the media, their own personal experiences, or their other school subjects to share with classmates. <p>Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.studyspanish.com www.wordreference.com youtube videos (educational) www.google.com 			
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.1 Relating Cultural Practices to Perspectives</p>		<p>Learners</p> <p>2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.1.1 Identify the location of the Spanish- speaking countries.</p> <p>2.1.2 Explore the unique social customs and traditions of the Spanish- speaking cultures.</p> <p>2.1.3 Explore the dance and music of different countries.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI. 5.9) Determine a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RI.6.2) <p>Academic vocabulary</p> <ul style="list-style-type: none"> analyze customs and traditions explore identify observe participate 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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		<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Learn about and participate in age-appropriate cultural practices such as leading games, taking turns, playing sports, and attending musical, dance, and dramatic performances. Participate in real or simulated age-appropriate cultural occurrences related to special events or personal occasions, such as saint’s days and birthday celebrations, and graduation exercises within the context of Hispanic cultures. Observe, analyze, and discuss patterns of behavior, such as going out in groups instead of in couples, that are typical of their peer group within the Hispanic communities. <p>Websites</p> <ul style="list-style-type: none"> www.dayofthedead.com www.google.com 			
<p>2. CULTURES Interact with cultural competence and understanding</p> <p>2.2 Relating Cultural Practices to Perspectives</p>		<p>Learners</p> <p>2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Essential Knowledge and Skills</p> <p>2.2.1 Explore the products and perspectives that define the Spanish-speaking cultures (e.g.art museums, monuments, foods and cultural icons).</p> <p>2.2.2 Listen to music and watches Spanish-language film or television (NS) programs that are popular with young people in various parts of the world.</p> <p>2.2.3 Learn about and recognize artistic contributions from Spanish-speaking cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p>2.2.4 Recognize the differences and similarities that distinguish Spanish-speaking cultures from each other.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Integrate information presented in different media or formats (e.g., visually, quantitatively)as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Experience (read, listen to, observe, perform) expressive products of Spanish-speakers, such as stories, poetry, music, paintings, dance, and drama. Identify and discuss major themes, ideas, and perspectives <p>Academic vocabulary</p> <ul style="list-style-type: none"> explore listen perspectives and products recognize Spanish-speaking cultures watch <p>Websites</p> <ul style="list-style-type: none"> www.comidamexicana.com www.google.com 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		related to the products being studied (for example, for Peru, arpilleras and weavings made from the wool of the alpaca).			
<p>3. 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</p>		<p>Students</p> <p>3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Essential Knowledge and Skills</p> <p>3.1.1 Recognize and utilize appropriate mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> • 24-hour clock • currency • decimal usage • metric system • temperature <p>as used in the Spanish-speaking world.</p> <p>3.1.2 Identify and utilize parts of speech that include</p> <ul style="list-style-type: none"> • nouns • verbs • adverbs • gerunds • subjects • adjectives • pronouns • interrogatives • prepositions • contractions <p>3.1.3 Strengthen oral presentation skills in target language and English through</p> <ul style="list-style-type: none"> • presentations • dialogues • role playing • communication activities, etc. <p>3.1.4 Incorporate technology skills such as:</p> <ul style="list-style-type: none"> • Internet research • Power Point™ <p>to demonstrate understanding of the target language.</p> <p>3.1.5 Explore basic</p> <ul style="list-style-type: none"> • arts <ul style="list-style-type: none"> ○ dance ○ music 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

SPANISH II CURRICULUM Grades9-12

Curriculum Writers: Roberta Palumbo and Debra Simone

GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> ○ artists and their work ● geography of the Spanish speaking world <ul style="list-style-type: none"> ○ climate ○ continents ○ bodies of water ● technology <ul style="list-style-type: none"> ○ research ○ Power point ™ <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.. (SL.9-10.5) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> ● Through research projects, students expand on topics learned in other school subjects as they relate to the Spanish-speaking world, such as geographical information, historical facts and concepts, and ecological developments. ● Comprehend articles or short videos in Spanish on topics being studied in other classes, such as current sports events, natural disasters, and national patriotic celebrations (e.g., independence day in various countries). ● Present oral or written reports in Spanish on topics being studied in other classes as they relate to the Spanish-speaking world. <p>Websites</p> <ul style="list-style-type: none"> ● www.conjuguemos.com ● www.glencoe.com ● www.quia.com ● www.studyspanish.com ● www.wordreference.com ● youtube videos (educational) 			
<p>3. CONNECTIONS</p> <p>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>3.2 Acquiring Information and Diverse Perspectives</p>		<p>Learners</p> <p>3.2 Access and evaluate information and diverse perspectives that are available.</p> <p>Essential Knowledge and Skills</p> <p>3.2.1 Utilize a variety of research strategies (e.g. summarizing, utilizing graphic organizers, note-taking).</p> <p>3.2.2 Employ appropriate reading strategies e.g. summarizing and jigsaw reading, read-aloud, determine meaning from context.</p> <p>3.2.3 Self-assess world views by comparing/contrasting his/her culture to others’.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language tú vs. Ud.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> ● Conduct short as well as more sustained research projects <p>Academic vocabulary</p> <ul style="list-style-type: none"> ● compare ● contrast ● nuances ● self-assess ● summarize ● utilize 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> ● facilitating paired dialogues ● modeling accurate language ● providing authentic models ● critiquing & correcting ● creating opportunities for peer and self-assessment ● facilitating an environment conducive to risk taking ● engendering curiosity ● providing opportunities for simple dictation ● providing opportunities for choral 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> ● Mid-term exam (HS) ● Final exam (HS) ● Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9-10.7)</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L5.3) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Use sources intended for same-age speakers of Spanish to prepare reports on topics of personal interest, or those with which they have limited previous experience. For example, a tennis enthusiast, does research on Roger Federer. • Use sources about the United States intended for same-age speakers of Spanish and analyze different perspectives on contemporary issues of concern and/or interest (e.g., articles on U.S. celebrities and famous persons from Hispanic countries in the United States; news reports on current events in the United States; television commercials that advertise U.S.-made products for local consumption in other countries) <p>Websites</p> <ul style="list-style-type: none"> • www.conjuguemos.com • www.glencoe.com • www.quia.com • www.studyspanish.com • www.wordreference.com • youtube videos 	<p>repetition</p> <ul style="list-style-type: none"> • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 		
<p>4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.1 Language Comparisons:</p>		<p>Learners</p> <p>4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>Essential Knowledge and Skills</p> <p>4.1.1 Compare and contrast grammar and structure between Spanish and English.</p> <p>4.1.2 Recognize and use cognates/false cognates and derivatives.</p> <p>4.1.4 Predict the meaning of words based on prior knowledge.</p> <p>4.1.5 Compare and contrast the construction of negatives between Spanish and English.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • cognates/false cognates • compare • contrast • identify • interpret • negatives • predict • syntax 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS	
		<p>4.1.7 Identify differences in pronunciation systems between Spanish and English</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.8.5) <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Reinforce the relationship between English and Spanish based on their awareness of cognates (<i>la reata - lariat; montaña - mountain; educación - education; universidad - university; estudiante - student</i>). • Demonstrate proficiency in expressing respect and communicating status differences in their own language and in Spanish, such as <i>señor, señorita, señora - Mr., Miss, Mrs., Ms./Sir, Ma'am; Maestra/Maestro</i>; and the familiar and formal forms of verbs. • Demonstrate knowledge that English and Spanish have sound distinctions that they must master to communicate meaning (<i>pero-perro; continuo-continúo-continuó</i>). 	<ul style="list-style-type: none"> • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 			
<p>4. COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p> <p>4.2 Cultural Comparisons</p>		<p>Learners</p> <p>4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Essential Knowledge and Skills</p> <p>4.2.1 Discuss the differences and similarities between American and Spanish-speaking cultures.</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compare cultural products and practices, e.g. sports, holidays, traditions, and foods.</p> <p>4.2.4 Compare social structures, e.g. families and school.</p> <p>4.2.5 Identify elements of various Spanish-speaking cultures.</p> <p>4.2.6 Compare dance and music of Spanish-speaking countries to each other and to those of the US.</p>	<p>Academic vocabulary</p> <ul style="list-style-type: none"> • compare • explore • identify <p>Websites</p> <ul style="list-style-type: none"> • www.conjuguemos.com • www.glencoe.com • www.guia.com • www.studyspanish.com • www.wordreference.com • youtube videos (educational) 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>4.2.7 Compare and explore various Spanish-speaking cultures.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9.7 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5 <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Contrast verbal and non-verbal behavior within particular activities in Hispanic cultures and their own, such as table manners and saying “<i>Buen provecho</i>”; and behavior for private parties (time of arrival, how long to stay, hostess gifts). Demonstrate an awareness that they, too, have a culture, by comparing sample daily activities in Hispanic cultures and their own (e.g., mealtimes as family events including <i>sobremesa</i>; <i>dating</i> customs in both cultures; the influence of sports heroes and other cultural icons on aspects of daily life in the United States). Speculate on why certain products are important to cultures by analyzing selected products from Hispanic cultures and their own (<i>calaveras</i> - jack-o-lanterns; <i>tortilleras</i> - bread machines; <i>colectivos, busetas</i> - buses vs. automobiles). Hypothesize about the relationship between cultural perspectives and expressive products such as music, visual arts, performing arts, and appropriate forms of literature by analyzing selected products from Hispanic cultures and their own (<i>artesanías</i>; folk songs and dances; Becquer’s <i>Rimas</i>). <p style="text-align: right;">Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.studyspanish.com www.wordreference.com youtube videos (educational) 	<p>dictation</p> <ul style="list-style-type: none"> providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 		
<p>5. COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>		<p>Learners</p> <p>5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Essential Knowledge and Skills</p> <p>5.1.1 Share knowledge of the target language and culture with others.</p> <p style="text-align: right;">Academic vocabulary</p> <ul style="list-style-type: none"> access bilingualism 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p>	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED</p>

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
5.1 School and Global Communities		<p>5.1.2 Access international media and the arts, e.g. Museum of Fine Arts and local museums. • interact • reflect</p> <p>5.1.3 Use the target language in the school community, e.g.</p> <ul style="list-style-type: none"> • greeting one another in hallways in target language • giving a weather report in the target language • writing a letter in the target language <p>5.1.4 Begin to understand authentic language and culture through access to native speakers (NS) and authentic reading materials.</p> <p>5.1.5 Reflect on and discuss careers promoting bilingualism.</p> <p><u>Common Core State Standards – ELA</u></p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.9.2 • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9.5 • Conduct short as well as more sustained research projects 	<ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	WEBSITES	<p><u>COMMON ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Mid-term exam (HS) • Final exam (HS) • Common Task (HS)

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS		
		<p>to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9.7</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Talk about favorite activities (<i>deportes, pasatiempos, música</i>) in Spanish with peers in the Spanish-speaking community. </td> <td style="width: 50%; vertical-align: top;"> <p>Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.studyspanish.com www.wordreference.com youtube videos (educational) </td> </tr> </table>	<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Talk about favorite activities (<i>deportes, pasatiempos, música</i>) in Spanish with peers in the Spanish-speaking community. 	<p>Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.studyspanish.com www.wordreference.com youtube videos (educational) 			
<p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Talk about favorite activities (<i>deportes, pasatiempos, música</i>) in Spanish with peers in the Spanish-speaking community. 	<p>Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.studyspanish.com www.wordreference.com youtube videos (educational) 						
<p>5. COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p> <p>5.2 Lifelong Learning:</p>		<p>Learners</p> <p>5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement</p> <p>Essential Knowledge and Skills</p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.</p> <p>5.2.2 Display interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.</p> <p>5.2.3 Listen and sing along to music in the target language.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> Participates in discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, <p>Academic vocabulary</p> <ul style="list-style-type: none"> enrichment interpersonal reflect 	<p>TEACHER NOTES</p> <p>See instructional strategies in the introduction and personalize for this standard</p> <p>Provide world languages best practices opportunities such as:</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>RESOURCE NOTES</p> <p>See resources in the introduction and personalize for this standard</p> <p>WEBSITES</p>	<p>ASSESSMENT NOTES</p> <p>See assessments in the introduction and personalize for this standard</p> <p>REQUIRED COMMON ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam (HS) Final exam (HS) Common Task (HS) 		

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GOAL AREAS	Unit	STANDARDS	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Read authentic materials (<i>Tú</i> magazine, <i>microcuentos y leyendas</i>, teen novels like <i>Hermanas</i>) for personal enjoyment. • Listen to, sing, and play music from Spanish-speaking countries for personal entertainment. • Participate in Spanish Club activities. <p>Websites</p> <ul style="list-style-type: none"> • www.conjuguemos.com • www.glencoe.com • www.quia.com • www.studyspanish.com • www.wordreference.com • youtube videos (educational) 			