

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**World Language**

**Spanish 2 & Honors Spanish 2**

## Course Description

This is a continuation of Spanish 1 for students who have successfully mastered the vocabulary and structures presented in Spanish 1 at the high school or two years of middle school Spanish. Students are introduced to additional language structures. Students listen to authentic listening exercises of native speakers; develop writing skills through daily homework assignments and written/creative paragraphs; foster reading skills through short readings; increase speaking skills through classroom discussions, group and pair work. Students will read a book, *Alejandro*, which increases the students' cultural knowledge and literacy in Spanish. There is a specific emphasis on improving pronunciation and proficiency in Spanish. This course is taught primarily in Spanish for exposure to the language, and at times in English to clarify some of the more difficult concepts. Students in Honors Spanish 2 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate

## Practice Standards

Speakers at the Intermediate Low sublevel are able to handle a limited number of uncomplicated communicative tasks in straightforward social situations. Conversation is limited to concrete exchanges and predictable topics related to basic personal information, e.g., self and family/friends, daily activities and personal preferences, and to some immediate needs, e.g. ordering food and making purchases. Speakers are also able to ask appropriate questions to obtain information. Speakers can combine and recombine what they know and what they hear into short statements and discrete sentences. Responses sometimes show hesitancy and inaccuracies; speech is characterized by frequent pauses and self-corrections. In spite of some misunderstandings that may require repetition or rephrasing, intermediate low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-native speakers.

Writers can formulate questions and write and combine short sentences with basic word order, written principally in present and past tenses. Writing at first tends to consist of simple sentences, often with repetitive structure. Topics are tied to predictable content areas and personal information. Vocabulary is adequate to express elementary needs in a variety of topics. There may be basic errors in grammar, word choice, punctuation, and spelling. Writing can be understood by native speakers used to the writing of non-natives.

Listeners are able to understand information from sentence-length speech and conversation in basic personal and social contexts, although comprehension is often uneven.

Readers are able to understand simple texts and stories although there may be misunderstandings.

## Student Skills

- The student can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.
- The student can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- The student can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken and written language.
- In one's own and other cultures, the student can identify products and practices to help one understand perspectives.
- The student can interact at a survival level in some familiar everyday contexts.



<b>Concepts</b>	<b>Essential Questions</b>	<b>Key Activities May Include:</b>
<b>Describing Oneself and Others</b>	<ul style="list-style-type: none"> <li>· How do we greet and say goodbye to others?</li> <li>· How do I introduce myself to others?</li> <li>· How can I describe myself and others?</li> </ul>	<p>Write and videotape biographies of a friend, favorite places, etc.</p> <p>Introduce themselves and others</p> <p>Play charades.</p> <p>Identify nationalities and Spanish-speaking countries on a map.</p> <p>Silla caliente with personal questions</p>
<b>Describing Surroundings and Expressing Feelings/Asking for Help</b>	<ul style="list-style-type: none"> <li>· How can we express our feelings and how do we respond to the feelings of others?</li> <li>· How can we talk about things we have already done in the past?</li> <li>-How do we talk about preparing for a trip?</li> <li>· How can we ask for or offer help to others?</li> <li>· How would you describe your city or town and what is the weather like there?</li> </ul>	<p>Make their own study abroad program on Prezi, including all of the essential questions (where will travel?, what the weather there?, how are they feeling?, etc.)</p> <p>Create a diorama of a tourist destination</p>
<b>Talking about Daily Routines, Chores, and Activities in the Present and Past</b>	<ul style="list-style-type: none"> <li>· What is your daily routine like? (using the reflexive)</li> <li>· What are your responsibilities/chores at home?</li> <li>· What are your complaints about your chores?</li> <li>· What are your hobbies and pastimes and for how long?</li> <li>· What you have done in the past ?</li> </ul>	<p>Journal about their daily routine and hobbies.</p> <p>Create a skit about family responsibilities.</p> <p>Narrate their past activities</p>
<b>Asking for Opinions and Giving Advice/Making Comparisons</b>	<ul style="list-style-type: none"> <li>· How would you ask for opinions and give advice regarding school and class work?</li> <li>· How would you speak about people you know and make comparisons about their character?</li> <li>· How does one make plans with a friend?</li> </ul>	<p>Interview others and create written/oral reports</p> <p>Skits and walk arounds to practice emotions and descriptions</p> <p>Comparing characters in videos</p>



<b>Concepts</b>	<b>Essential Questions</b>	<b>Key Activities May Include:</b>
<p><i>La gran aventura de Alejandro</i> (<i>The Incredible Adventures of Alejandro</i>)</p>	<ul style="list-style-type: none"> <li>• What are the magical adventures in Alejandro</li> <li>• What happens in the story?</li> <li>• What cultural places did he visit and historical/literary characters did he meet?</li> </ul>	<p>Dramatize 2 chapters in the book with costumes.</p> <p>Make a comic strip</p> <p>Retell story in their own words</p> <p>Summarize events using visuals.</p>
<p><b>Health and Exercise</b></p>	<ul style="list-style-type: none"> <li>· How does one stay fit and healthy?</li> <li>· How can we tell someone what to do and what not to do regarding their health and fitness?</li> <li>· How can we give explanations for sports injuries and reasons for not showing up to an activity.</li> </ul>	<p>Create a week-long fitness camp for students describing daily activities, telling what one should do and not do, diet in that area, sites to visit, etc.</p> <p>Create a radio commercial publicizing their camp</p> <p>Skits of injury, athletics, trainers.</p>
<p><b>What was life in the past?</b></p>	<ul style="list-style-type: none"> <li>· How does one relate a story in the past?</li> <li>· What did you used to do and used to like and dislike as a child?</li> <li>· What were things, places and people like in a past time?</li> <li>· What are some comparisons describing people using similes and metaphors.</li> </ul>	<p>Create a childhood picture with an essay describing events and themselves in the past.</p> <p>Describe their town and investigate the history and differences that have occurred</p> <p>Find town historical information to compare the past and present</p>
<p><b>Telling Stories</b></p>	<ul style="list-style-type: none"> <li>·How do we set the scene for a story?</li> <li>·How do we narrate in the past?</li> <li>·How do we respond and react to news stories and unexpected events?</li> </ul>	<p>Read and react to current events</p> <p>Write their own story (fairy tale or science fiction)</p>

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## Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

### Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

### Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

### Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

### Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

### Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.

