

Seneca High School Curriculum Guide: SPANISH II

For the study of Foreign Language, Seneca High School has developed overarching core standards. These standards are derived from the ISBE Illinois State Standards and the Standards for Foreign Language Learning Preparing for the 21st Century. Each standard is also aligned with enduring understandings and essential questions related to the study of Foreign Language.

FOREIGN LANGUAGE Core Standards:

1. Communications
2. Cultures and Comparisons
3. Connections and Communities

Enduring Understandings and Essential Questions

The enduring understandings related to each standard are core concepts, principles and theories that serve as a focal point for instruction and assessment. The enduring understandings also help in the transferring of ideas to other relevant and related topics and inquiries in the study of Foreign Language.

The essential questions have been designed to assess student background knowledge, determine if students are mastering and applying the skills and core concepts related to the course and to promote further inquiry. The answers to these core questions should be supported with evidence from students through course content, classroom research, discussions, and experiences. These questions should be re-visited throughout the course to reinforce the key concepts and to help students develop a clear understanding of the topics.

Assessments

In addition to regular assessments related to the individual class, assessments will be given across the department to monitor student mastery of the basic skills for the study of each particular topic of study. Formative and Summative assessments will be given throughout the year checking on performance and also assessments checking appropriate use of the target language through project based oral performance presentations. Cumulative final exams will be given each semester in Spanish 2.

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Course of Study : Spanish Core Standard: Communication Level: 2

| Standards | Enduring Understandings | Essential Questions |
|---|---|---|
| 21 st Century 1.1, 1.2, 1.3 ISBE Goals: 28 A, B, C, D | <ul style="list-style-type: none"> •All of the following aspects of communication help to develop and reinforce an understanding and application of the target language: <ul style="list-style-type: none"> ●Oral and written conversation (Intrapersonal) ●Listening and reading to a variety of communication formats (Interpretive) ●Presenting information (Presentation) | <ul style="list-style-type: none"> • What are the benefits to being able to communicate in another language? • How are words, phrases & sentences different and similar in English and the target language? • How well can a person interact with a native speaker in the target language? • How does one express preferences, feelings, emotions, and opinions in detail in the target language? |

| Skills | Key Content |
|--|---|
| <ol style="list-style-type: none"> 1. The students will demonstrate a proficiency to communicate preferences, feelings, emotions and opinions in the foreign language. 2. The students will apply knowledge of the target language to conversations with others and to the exchange of ideas. 3. The students will be able to translate sentences and phrases from the foreign language to English and from English to the target language. 4. Students will compare similarities and differences between various grammar elements of English and the target language. | <ol style="list-style-type: none"> 1. Vocabulary knowledge over different topics. 2. Grammatical application of present, present progressive, imperfect progressive, preterite and imperfect tenses. 3. Translation from one language to another (orally and in writing) 4. Sentence and grammar structure orally, and in writing |

| Resources/Text Correlation | Instructional Strategies/Best Practices | Key Criteria/Benchmarks for Success |
|---|--|---|
| Realidades textbook, workbook, videos, Cds. Technology sites (Duolingo, Colby.edu etc.) Magazines, newspapers and other resources Videos through YouTube | <ol style="list-style-type: none"> 1. Students will do Activities from the book and workbooks. 2. They will write and answer questions out-loud and in writing. 3. They will compare and express preference about objects, activities and ideas in writing and out-loud. 4. They will translate out-loud the questions they make or their answers. 5. They will learn how to conjugate verbs. | Vocabulary, grammar and oral quizzes. Chapter Tests, and Final Exams. Special projects and presentations as assigned by the instructor. |

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Course of Study : Spanish

Core Standard: Cultures & Comparisons

Level: 2

| Standards | Enduring Understandings | Essential Questions |
|--|--|---|
| <p>21st Century: 2.1, 2.2, 4.1, 4.2</p> <p>ISBE Goals: 29 A, B, C, D, E</p> | <p>Cultural comparisons help one to understand the world by developing tolerance and appreciation of other cultures.</p> <p>Cultural comparisons help the students understand that language is a tool that can be used to communicate with others.</p> | <ol style="list-style-type: none"> 1. What is considered polite and/or impolite behavior in the two cultures? 2. What are typical pastimes in the foreign culture? How are they similar or different from those in America? 3. What celebrations do the two cultures share and which ones do they not share? What traditions have influenced the English-speaking world? 4. Are there settlements and geographical evidence in the U.S. that point to the foreign country? 5. How does the study of language help to improve global relations? |
| Skills | | Key Content |
| <ol style="list-style-type: none"> 1. The student will be able to use: greetings and farewells; and will be able to address people in the target language. 2. The student will be able to accept and/or decline an invitation; how to order at a restaurant; how to buy at a store or market; how to give orders in the target language. 3. The student will compare pastimes and leisure activities of the target language countries to those of the United States, 4. The student will compare celebrations in the target cultures to those in the United States 5. The student will realize that being able to communicate with others helps understanding them and their culture. This understanding will be conducive to the improvement of relations between cultures. 6. Students will analyze how various cultures have influenced different parts of the United States. 7. The students will evaluate how the study of a foreign language is beneficial to global relations. | | <ol style="list-style-type: none"> 1. Vocabulary associated with everyday activities. 2. Affirmative Regular and Irregular Tú commands 3. Readings about daily activities in the target language countries. 4. Discussions of influences of the target culture in different parts of the United States. 5. Study of different jobs where the target language is used (business, government, etc.) |
| Resources/Text Correlation | Instructional Strategies/Best Practices | Key Criteria/Benchmarks for Success |
| <p>Realidades textbooks, videos, workbooks, Cds.</p> <p>Technology internet sites, You tube videos</p> <p>Newspaper and magazine articles</p> | <ol style="list-style-type: none"> 1. Vocabulary associated with everyday activities. 2. Affirmative Regular and Irregular Tú commands 3. Readings about daily activities in the target language countries. 4. Discussions of influences of the target culture in different parts of the United States. 5. Study of different jobs where the target language is used (business, government, etc.) | <ol style="list-style-type: none"> 1. Quizzes, Chapter tests, Presentation Projects and Final Exams. |

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Course of Study: Spanish

Core Standard: Connections & Communities

Level: 2

| Standards | Enduring Understandings | Essential Questions | |
|---|---|--|--|
| 21 st Century: 3.1, 3.2, 5.1, 5. ISBE: 30 A, B | The study of language applies to many different content areas. | In what ways are the other subject areas in the curriculum affected by the study of a world language? What are some ways you can make connections between the target language and the other subject areas? | |
| Skills | | Key Content | |
| <p>The students will enhance, review or expand their knowledge in the following areas: English, Social Studies, Art, Technology, P.E., Math.</p> <p>In English, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language.</p> <p>In grammar -The students will learn about or review the parts of speech, the concept of reflexive verbs, the verb tenses.</p> <p>In writing, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions.</p> <p>In reading, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used.</p> <p>In literature, students will compare literary movements and literary figures in the target language to English. Social Studies - Students will examine the geography, history, civilization, culture, historical figures, and music of the target language and will compare it with their own.</p> <p>Art - Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture.</p> <p>Technology- Students will apply technology research skills to the study and review of the target language.</p> <p>Physical Education - Students will compare sports and recreation in other countries to their own. Mathematics - Students will know numbers 0 through the millions.</p> | | <ol style="list-style-type: none"> 1. Vocabulary associated with different subjects, Math, Science, Computer Technology, Medicine, Art etc. 2. Geographic knowledge of countries where the target language is spoken. 3. Famous Artists, their paintings and artistic styles (art movements such as cubism and Picasso, surrealism and Dali) 4. Study of history and famous people of the target language 5. Poems, short stories and readings of original works in the target language. 6. Study of Famous people and their accomplishments in other disciplines such as sports, government, etc. | |
| Resources/Text Correlation | Instructional Strategies/Best Practices | Key Criteria/Benchmarks for Success | |
| Realidades Level II- textbook, workbook, videos, CDs Technology Internet Sites, YouTube videos Newspaper articles, magazines and other outside resources | Have students learn vocabulary, read and write in the target language about the different disciplines. Have students listen to and read all numbers in the target language. Have students listen to songs in the target language. Have students develop assigned projects related to the topics that bring real life application using the target language. | Quizzes, Chapter tests, Presentation Projects and Final Exams. Special projects as assigned by the teacher | |

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| # OF DAYS | CHAPTER | OBJECTIVE | ESSENTIAL SKILLS/ KEY CONTENT |
|---|-----------------|--|---|
| 9-10 Combined with Chapter 1A | Para Empezar | 21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2 State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B | Alphabet Review Classroom Vocabulary Noun/Adjective agreement Present Tense and Ser Conjugation of Regular Verbs in the present tense and be able to write/express current actions Knowing how to form questions using the Spanish words: what, how, when, why, etc. Hispanic geography |
| | 1A | 21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2 State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B | Verbs with Irregular “Yo” forms Conjugation of Stem Changing Verbs in the present tense. Affirmative and Negative Words Tener review and yo form changers in present Classroom rules and Activities Vocabulary and Review from last year |
| 6-8 Days | 1B | 21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2 State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B | Verb “IR” in present tense Vocabulary associated with free time and Extracurricular Activities Comparisons Saber vs. Conocer Expressing how long something has been happening |

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| 6-8 Days | 2A | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>How to use an infinitive verb form after a conjugated verb.</p> <p>To know how to conjugate reflexive verbs and when to use them such as discussing daily routines.</p> <p>To understand the differences between Ser and Estar, and how to conjugate them in the present tense.</p> <p>To be able to use possessive adjectives and make them agree with the noun they are modifying.</p> <p>Be able to use body parts and clothing items in target language</p> <p>Understand some cultural differences in clothing items and dressing habits such as the use of the Poncho in some areas of Spanish speaking countries.</p> |
| 6-8 Days | 2B | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>Know how to count in Spanish into the millions if necessary</p> <p>Be able to express past actions using the regular preterite of AR,ER and IR verbs in written, oral and listening skills.</p> <p>Be able to conjugate and use the preterite “YO” form changers –CAR, -GAR, and –ZAR ending verbs.</p> <p>Be able to ask for assistance in shopping situations in the target language.</p> <p>Understand the three types of Demonstrative adjectives and how to make them agree with the noun they are modifying.</p> <p>Understand how to make an adjective become a pronoun by dropping the noun</p> <p>Knowing about products used in other countries and the U.S.</p> <p>Understand that languages have similarities and origins of words can come from other languages.</p> |

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| 6-8 Days | CHAPTER 3A | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>Students will be able to answer and ask questions using time vocabulary. Understand what the direct object pronouns are that relate to humans and objects (lo, la, los, and las) and how to express and write them in Spanish Know how to conjugate and express past actions using irregular preterite verbs. Read and understand short readings and poetry in Spanish Discuss hispanic holidays and compare/contrast them to ours. Understand differences in Spain and Latin American shopping as well as pharmacies and prescription requirements and why.</p> <p>Project: Famous latino appreciation project that incorporates all skills in Spanish and English.</p> |
| 1-2 days | FINAL | All Standards Addressed | Review & give Cumulative Final Exam |
| 6-8 Days | 3B | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>Review Present Tense verbs with irregular “yo” conjugations (-Go verbs) Understand the Direct Object Pronouns that only relate to humans Know how to give affirmative commands in the Tú familiar conjugations Understand the Present Progressive Tense in Spanish and compare it to the English construction Understand cultural issues in regard to transportation in the Spanish speaking world.</p> |

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| 6-8 Days | CHAPTER 4A | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>Know how to express diminutives and superlatives using Spanish suffixes.</p> <p>Understand how to conjugate the Imperfect Tense in Spanish and the basic differences with the Preterite Tense</p> <p>Understand what an Indirect Object Pronoun is in Spanish. Compare the Spanish sentence construction to the English sentence construction.</p> <p>Be able to speak, read, write and listen to vocabulary associated with childhood and to present basics about what their childhood was like.</p> <p>Have a basic understanding of some rhymes and songs that are part of the culture of the target language.</p> |
| 6-8 Days | CHAPTER 4B | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>Be able to communicate about family relations and holiday celebrations in the present and past tense as well as communicate and understand cultural differences in manners and greetings.</p> <p>Know how to express reciprocal actions using plural Reflexive pronouns</p> <p>Read about and understand about the different languages and dialects in Spain. Compare this to other countries that speak multiple languages.</p> <p>An understanding and appreciation for cultural diversity on holidays and special events that are celebrated in different areas of the target language.</p> |

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| 6-8 Days | CHAPTER 5A | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>Students should be able to use the vocabulary from the chapter in regard to disasters through spoken, written and listening.</p> <p>Students should be able to describe an event in the past tense that occurred using the target language.</p> <p>Read and discuss about holidays in the target culture. Compare the differences in the celebrations with our culture</p> <p>Understand the “tener” expressions and how they compare to the English equivalents “to be hungry, tired, etc.</p> <p>Understand how to conjugate the irregular orthographic spelling of Preterite verbs using “y” (double vowel changes in preterite)</p> <p>Students should have a basic understanding of hardships associated with natural disasters and tragedies in various cultures as well as how legends can be formed out of these natural environment changes.</p> |
| 6-8 Days | CHAPTER 5B | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>Students can describe an injury and or the scene of an accident in the past tense using the target language in a variety of ways.</p> <p>Students should now know almost all of the major body parts in the target language vocabulary.</p> <p>Conjugate Irregular Preterite Verbs</p> <p>Understand the Imperfect Progressive Tense, how it compares to the English Imperfect Progressive, and how to use it as background description with an interrupting action expressed in the Preterite tense.</p> |

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| 6-8 Days | CHAPTER 6A | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A, B, C, D, E 30 A, B</p> | <p>Students are able to discuss television shows and movies in the target language in a variety of ways.</p> <p>Understand the cultural perspectives in regard to television and movies in the Spanish speaking world.</p> <p>Understand the verb constructions using Indirect Object Pronouns (Like gustar, encantar). Students should understand the difference when translating “I like...”. Conjugate and understand the IR stem changing verbs in the Preterite tense. Learn how to express the idea “to get” or “to become” using the Reflexive verb construction.</p> |
| 6-8 Days | CHAPTER 6B | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A, B, C, D, E 30 A, B</p> | <p>Be able to use the target language in a variety of ways in reference to movie plots, characters, and opinions.</p> <p>Learn how to conjugate and express the Present Perfect tense. Compare the verb construction to the English equivalent.</p> <p>Students will gain a better understanding of the use of indirect object pronouns in the target language.</p> <p>Basic understanding of the cultural aspects in regard to cinema in the Spanish speaking world.</p> |

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| 2-3 Days | Chapter 7A | <p>21st Century 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2</p> <p>State: 28 A, B, C, D 29 A,B, C, D, E 30 A, B</p> | <p>This chapter will not be completed but information and objectives will be covered but not necessarily mastered.</p> <p>Students will review and cover new yo form changing verbs in the present tense.</p> <p>Students will review and cover new vocabulary dealing with foods, beverages and cooking for all the meals of the day.</p> <p>Students will be able to express negative tu commands in telling people what not to do in the target language.</p> <p>Students will understand the cultural perspectives on recipes and food preparation in the Spanish speaking world.</p> |
| 1-2 Days | Repaso/ Exam | All Standards Addressed | Review & give Cumulative Final Exam |

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ILLINOIS ISBE STANDARDS FOR FOREIGN LANGUAGES

COMMUNICATION

COMPETENCY GOAL 28: Use the target language to communicate within and beyond the classroom setting.

- A) Understand oral communications in the target language
- B) Interact in the target language in various settings
- C) Understand written passages in the target language
- D) Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

CULTURE AND GEOGRAPHY

COMPETENCY GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

- A) Understand manners and customs of various target language societies.
- B) Understand music, dance, folk art, visual art, drama, and architecture related to the target language societies.
- C) Understand literature and various media of target language societies.
- D) Understand history of areas the target language is spoken.
- E) Understand geography of the various target language societies.

CONNECTIONS AND APPLICATION

COMPETENCY GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

- A) Use the target language to reinforce and further knowledge of other disciplines.
- B) Use the target language to demonstrate knowledge and understanding of a variety of career options.

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STANDARDS FOR FOREIGN LANGUAGE LEARNING: Preparing for the 21st Century

COMMUNICATION: Communicate in Languages Other than English

Standard 1.1: Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own.

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COMMUNITIES: *Participate in Multilingual Communities at Home & Around the World*

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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