

## Curriculum Framework for Spanish 2

School: Delaware Met

Curricular Tool: N/A

Course: Level H2/ Novice Mid

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<b>Unit One: Mis amigos y yo</b> <b>Timeline : 5 weeks</b>			
<p><b>1.1 Interpersonal Communication</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.2 Interpretive Communication</b> -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.3 Presentational Communication</b> - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.2 Cultural Products</b> -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>3.2 Access to Information</b> Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p><b>4.1 Language Comparisons</b>- -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p>	<p><b>Concepts:</b>            Definite and indefinite articles            Subject pronouns            Adjective agreement            Present tense of regular and stem-changing verbs as well as <i>ser, estar, ir, tener, and gustar.</i>            Vocabulary related to greetings, daily activities and hobbies, city destinations, personality, and state of being.</p> <p><b>Big Ideas:</b>            Although differences exist due to culture and geography, teenagers across the world share many commonalities in their relationships with friends.</p>	<p><b>Essential Questions:</b>            What is my high school experience?             What is high school like for students in other cultures?             How does your daily schedule compare with that of other teenagers from Spanish-speaking countries?             What do you like to do and how does that compare to students from other cultures?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Write about products and practices of the target culture.</li> <li>• Create visual aids to assist in delivering messages pertaining to the American and Spanish Culture.</li> </ul>	<p><b>Suggested Formative Assessments</b>            Interactive Word Wall            Questioning            Journaling            Observation of oral discourse</p> <p><b>Suggested Summative Assessment</b>            Vocabulary quizzes            Oral Presentation            Rubrics            Self Assessment            GRASP task</p>

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<p><b>4.2 Cultural Comparisons</b> -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>			
<p><b>Unit Two: Vamos de viaje (Model Unit- Un viaje)</b> <b>Timeline: 5 weeks</b></p>			
<p><b>1.1 Interpersonal Communication</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.2 Interpretive Communication</b> -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.3 Presentational Communication</b>- - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.1 Cultural Practices and Perspectives</b> - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>3.1 Connections to Other Disciplines</b>--Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms</p>	<p><b>Concepts:</b> Location prepositions direct and indirect object pronouns preterit of regular –ar verbs, <i>ir, ser, hacer, ver and dar.</i> Costa Rican national parks and ecosystems. Vocabulary related to airplane travel, lodging and vacation; giving and receiving directions</p> <p><b>Big Ideas:</b> The concept of travel connotes different meaning to people according to their needs, resources, and experiences</p> <p>Travel provides opportunities to gain new insight about self and the world.</p> <p>Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.</p> <p>The study of world language enables individuals to participate in</p>	<p><b>Essential Questions:</b> How are my travel needs similar to and different from those from other cultures?  What information do I need to know in order to plan a trip to a foreign country?  What is my definition of a vacation and how does that differ from someone’s from another culture?  How do I describe and use different forms of transportation to get around?  What information do I need to plan a vacation in a foreign country?  What do I need to obtain a driver’s license in a Spanish-speaking country?  What are the most visited points of interest in Venezuela and Colombia?</p>	<p><b>Suggested Formative Assessments</b> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><b>Suggested Summative Assessment</b> Vocabulary quizzes Oral Presentation Rubrics Self Assessment Performance task</p>

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<p>and scientific information.</p> <p><b>3.2 Access to Information</b> -Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</p> <p><b>4.1 Language Comparisons</b> -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>4.2 Cultural Comparisons</b> Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p><b>5.1 Transfer to Communities</b>--Students contact local agencies to secure information regarding products or practices of target-language cultures.</p>	<p>multiple communities and enriches their experiences.</p>	<p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Identify five tourist points of interest, and state (write and speak) why one should visit.</li> <li>• Identify (list) the parts of a car in Spanish.</li> <li>• Use affirmative and negative commands correctly in Spanish.</li> <li>• Pronounce B and V correctly when speaking Spanish.</li> <li>• Obtain a driver’s license in a Spanish-speaking country.</li> </ul>	
<p><b>Unit Three: Somos saludables</b> <b>Timeline: 7 weeks</b></p>			
<p><b>1.1 Interpersonal Communication</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.2 Interpretive Communication</b> -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.3 Presentational Communication</b> - Students</p>	<p><b><u>Concepts:</u></b> Vocabulary related to sports, healthy habits, daily routine, body parts, and personal care items. Sequencing of events adverbs (<i>-mente</i>) reflexive verbs and pronouns present progressive demonstrative adjectives and pronouns plans with <i>pensar</i> preterit of regular –er and –ir verbs</p>	<p><b><u>Essential Questions:</u></b> What is your daily routine and how does that compare with that of a student from another culture?  What is your definition of nutrition?  How do you maintain your health?  <b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Identify daily routines and compare and contrast them</li> </ul>	<p><b><u>Suggested Formative Assessments</u></b> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><b><u>Suggested Summative Assessment</u></b> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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<p>write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.1 Cultural Practices and Perspectives -</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.2 Cultural Products -</b>Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>3.1 Connections to other Disciplines-</b> Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p><b>3.2 Access to Information -</b>Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p><b>4.1 Language Comparisons-</b> -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>4.2 Cultural Comparisons--</b>Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>	<p><b>Big Ideas:</b> The definition of a nutritious, healthy lifestyle varies from culture to culture.</p>	<p>with a “day in the life” of a Spanish speaking student</p> <ul style="list-style-type: none"> <li>• Create a “menu” from a typical day of an American teenager and a Spanish teenager</li> </ul>	

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<p><b>5.2 Enjoyment/Lifelong Learning</b> -Students use various media from the language and culture for entertainment or personal pleasure.</p>			
<p><b>Unit Four: Al centro comercial</b> <b>Timeline: 7 weeks</b></p>			
<p><b>1.1 Interpersonal Communication</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.2 Interpretive Communication</b> -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.3 Presentational Communication</b> - - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.2 Cultural Products</b>--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>3.1 Connections to Other Disciplines</b>- - Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p><b>4.1 Language Comparisons</b>--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p>	<p><b>Concepts:</b> Vocabulary related to clothing and fit, personal needs, stores, materials, crafts, and recommendations. Verbs: <i>gustar: encantar, interesar, importar, quedar</i> Present tense irregular <i>yo</i> verbs Prepositions and pronouns Time expressions with <i>hace</i> Irregular preterit verbs: u stems, uv stems, i stems Stem-changing –ir verbs in the preterit Converting money and exchange rates. Spanish-speaking countries in the Caribbean; art, handicrafts, and markets.</p> <p><b>Big Ideas</b> People shop out of necessity and for fun, whether it be for food, clothing or for gifts.</p>	<p><b>Essential Questions:</b> How do your clothes and style compare to that of someone from another culture?  Where do you shop?  How is commerce different in Spanish-speaking countries?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast fashion trends between your own and the Spanish culture.</li> <li>• Accurately exchange given amounts of money</li> <li>• Appropriately use verb forms</li> </ul>	<p><b>Suggested Formative Assessments</b> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><b>Suggested Summative Assessment</b> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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<p><b>4.2 Cultural Comparisons</b>--Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>			
<p><b>Unit Five: A comer</b> <b>Timeline: 5 weeks</b></p>			
<p><b>1.1 Interpersonal Communication</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.2 Interpretive Communication</b> -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.3 Presentational Communication</b> - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.1 Cultural Practices and Perspectives</b> - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.2 Cultural Products</b>--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>3.1 Connections to Other Disciplines</b>--Students demonstrate an understanding of the concepts</p>	<p><b>Concepts:</b> Vocabulary related to food and food preparation, place settings, restaurant dishes and ordering Ud. and Uds. commands extremes (-isimo) affirmative and negative expressions</p> <p><b>Big Ideas:</b> Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.</p>	<p><b>Essential Questions:</b> How do your favorite foods compare with those of someone from another culture?  How do you order in a restaurant?  How do you prepare foods from another culture?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Write and act out a skit of a scene in a restaurant</li> <li>• Accurately use affirmative and negative expression</li> </ul>	<p><b>Suggested Formative Assessments</b> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><b>Suggested Summative Assessment</b> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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<p>learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p><b>4.1 Language Comparisons</b> -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>4.2 Cultural Comparisons</b>-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>			
<p><b>Unit Six: El arte y las películas</b> <b>Timeline: 5 weeks</b></p>			
<p><b>1.1 Interpersonal Communication</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.2 Interpretive Communication</b> -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.3 Presentational Communication</b>- - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.1 Cultural Practices and Perspectives</b> - Students write or tell about products or practices of their own culture or the target-language</p>	<p><b>Concepts:</b> Vocabulary related to movies and to movie making, technology negative <i>tu</i> commands making and accepting invitations irregular preterit imperfect preterit vs. imperfect past participles as adjectives</p> <p><b>Big Ideas:</b> Entertainment like film and cinema play a valuable role in leisure time, as well as in teaching about a people’s culture.</p>	<p><b>Essential Questions:</b> What effects do Hispanics have on the film industry?  How do you express your feelings about movies and technology?  What do you learn from films?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Extend and accept invitations in role play situations</li> <li>• Accurately use the preterit and imperfect tenses in speech.</li> </ul>	<p><b>Suggested Formative Assessments</b> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><b>Suggested Summative Assessment</b> Compare film awards Read and respond to an excerpt from <i>La casa de los espíritus</i>. Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

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<p>cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.2 Cultural Products</b> -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>3.1 Connections to other Disciplines-</b> -Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p><b>4.1 Language Comparisons</b> -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>4.2 Cultural Comparisons</b> -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>			