

## HS Spanish II

### Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

#### Course Description

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. The course exemplifies a marriage of the best in language learning pedagogy and online learning. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Course length:** Two semesters

**Materials:** *Vox Everyday Spanish and English Dictionary*

**Prerequisites:** WLG100: Spanish I, Middle School Spanish 1 and 2, or equivalent

#### Overall Course Objectives

**The High School Spanish II course helps students:**

- Engage in language learning
- Master common and some specialized vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to increasingly nuanced conversational prompts
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns
- Read, write, speak, and listen for meaning in Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

## Recurring Content

- **Vocabulary Theme**

Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**

Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**

A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Diglot Weave™ Story**

Each week students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more Spanish woven in. (Diglot comes from the roots "di" meaning *two* and "glot" meaning *language*. These stories weave together the students' native language and the target language.) These stories provide students a fun and linguistically-rich context for optimal comprehension.
- **“Stretch” Activities**

Each week students work through an inventive and challenging activity to comprehend involved passages in Spanish, or to generate their own sentences in Spanish. Stretch activities include zany performances, core content-based instruction, familiar folktales presented in Spanish, simple narratives that students string together from basic building blocks, and many more. These activities help students work creatively in Spanish to communicate and make meaning.
- **Presentation of Culture through CultureGrams™ and Culture Videos**

Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.
- **“Gameshow” Review**

Each week students review material from the week’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the week’s material. The burden of review for the weekly assessment is thus transformed to a fun and engaging game.
- **“Out of Seat” Activities**

Several times during the year, students are given opportunities to use the language “outside” the course. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.

- **Realia**

Approximately every other week, students work to decipher the key messages and significant details in Realias. In Realias, students confront authentic or semi-authentic texts in real-world, everyday situations. These encounters are neither trivial, nor far beyond a student's comprehension level, but are texts to which students can respond and that move them to a deeper understanding of the target language and culture at the same time. Sample texts include menus, cinema marquees, student class schedule, etc.

- **Simulated Conversation Practice**

Several times during the year, students participate in a simulated conversation. Students listen to a series of everyday conversational prompts and are guided to respond to each prompt and/or to ask further questions to continue the conversation.

- **Oral and Written Activities**

Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.

- **Listening and Reading Comprehension Activities**

Each week contains either a focused listening or a focused reading comprehension practice. These practices help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that week, and follow up assessments challenge students to identify the main ideas and significant details of texts based on everyday communicative situations.

- **Assessments**

- Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they follow along.
- Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- End-of-week quizzes assess students' mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
- Midterm and Semester Exams assess students' mastery of the semester's contents up to their current place on the calendar, and include oral and written assessments.

## Course Scope and Sequence

### Semester 1

|         | Vocabulary Topic                            | Grammar Pattern  | “Stretch” Activity*                       | Culture     |
|---------|---|--|---|-------------|
| Week 1  | Verb Review                                 | Review of Present Tense  | In the Aquarium                           | Ecuador     |
| Week 2  | Verb Review                                 | Review of Preterite Tense  | A Small Child Answers the Phone           | Ecuador     |
| Week 3  | Numbers Review<br>Ordinal Numbers<br>Review | Review of Object Pronouns  | Focus on the Language:<br>Object Pronouns | Ecuador     |
| Week 4  | Food  | Irregular Preterite -<br>hacer, ir, ser, dar, decir,<br>pedir, tener, estar            | Chatter at a Royal Ball                   | Ecuador     |
| Week 5  | Health                                      | Irregular Preterite<br>(spelling changes)<br>Irregular Preterite (-car,<br>-gar, -zar) | The Farmer and the Turnip                 | Puerto Rico |
| Week 6  | Family                                      | Review of Present<br>Progressive   | A Spanish Lesson                          | Puerto Rico |
| Week 7  | Professions                                 | Present vs. Preterite  | Focus on a Scene                          | Puerto Rico |
| Week 8  | Descriptions                                | Review of Ser vs. Estar  | The Story of the Three Bears              | Puerto Rico |
| Week 9  | <b>Midterm Review and Test - no topics</b>  |  |   |             |
| Week 10 | Pastimes                                    | Imperfect  | Chatter at a Royal Ball                   | Uruguay     |
| Week 11 | Body  | Irregular Imperfect  | A Geography Lesson                        | Uruguay     |
| Week 12 | Holidays/Special<br>Celebrations            | Preterite vs. Imperfect  | A Geometry Lesson                         | Uruguay     |
| Week 13 | At Home                                     | Preterite and Imperfect<br>Meaning Changes   | Questions From a Child                    | Uruguay     |
| Week 14 | At School                                   | Hay vs. Había/Hubo   | Focus on Scene                            | El Salvador |
| Week 15 | Car   | Hacer and Time<br>Expressions  | Openers and Rejoinders                    | El Salvador |
| Week 16 | In the City                                 | Reflexive Usage -<br>review and expansion  | A Geography Lesson                        | El Salvador |
| Week 17 | Spanish Expressions                         | Verbs like Gustar  | Story Time: Little Red Riding<br>Hood     | El Salvador |
| Week 18 | <b>Final Review and Test- no topics</b>     |  |   |             |

## Semester 2

|         | Vocabulary Topic                           | Grammar Pattern   | "Stretch" Activity*                        | Culture   |
|---------|--|---|--|-----------|
| Week 1  | Verb Review                                | Future  | <i>The Story of the Three Billy Goats</i>  | Peru      |
| Week 2  | False Cognates                             | Irregular Future  | <i>Chatter at a Royal Ball</i>             | Peru      |
| Week 3  | Nature                                     | Conditional   | <i>Focus on the Language</i>               | Peru      |
| Week 4  | Vacation                                   | Irregular Conditional   | <i>A Hungry Giant</i>                      | Peru      |
| Week 5  | Music                                      | Review of<br>Comparatives<br>Superlatives                             | <i>Observing Closely How Spanish Works</i> | Colombia  |
| Week 6  | Technology                                 | Review of Possessive<br>Adjectives<br>Possessive Pronouns             | <i>The Skillful Calculator</i>             | Colombia  |
| Week 7  | Measurements                               | Review of<br>Demonstrative<br>Adjectives<br>Demonstrative<br>Pronouns | <i>Focus on the Language</i>               | Colombia  |
| Week 8  | Clothing                                   | Verbs Followed by<br>Prepositions                                     | <i>Dream of a Little Girl</i>              | Colombia  |
| Week 9  | <b>Midterm Review and Test - no topics</b> |   |  |           |
| Week 10 | Work                                       | Review of Commands -<br>tú  | <i>A Spanish Lesson</i>                    | Argentina |
| Week 11 | Shopping<br>Money                          | Commands - Ud. -<br>affirmative and<br>negative                       | <i>Focus on Action</i>                     | Argentina |
| Week 12 | Por and Para<br>Expressions                | Introduction to "por vs.<br>para"                                     | <i>The Arab and His Camel</i>              | Argentina |
| Week 13 | Love and Dating 1                          | Present Perfect   | <i>The Critical Mother</i>                 | Argentina |
| Week 14 | Love and Dating 2                          | Irregular Present<br>Perfect  | <i>Chicken Little</i>                      | Bolivia   |
| Week 15 | Societal Issues 1                          | Introduction to<br>Subjunctive Mood                                   | <i>A Spanish Lesson</i>                    | Bolivia   |
| Week 16 | Societal Issues 2                          | Subjunctive Forms   | <i>A Little Boy and a Flower</i>           | Bolivia   |
| Week 17 | Slang                                      | Integration of All Tenses   | <i>A Spanish Lesson</i>                    | Bolivia   |
| Week 18 | <b>Final Review and Test- no topics</b>    |   |  |           |

\*For a general description of "Stretch" Activities, see heading under Recurring Content