

## **FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

### **HONORS SPANISH 2**

**Date: March 2016**

**Proposed Grade Level(s): 9-12**

**Grading: A-F and 1-7 (MYP)**

**CTE Sector / Pathway: N/A**

**Course Length: 1 year**

**Subject Area: World Languages**

**Credits: 5/semester**

**Articulation Units: N/A**

**Specialized Program: IB/MYP**

**Prerequisite(s): Completion of Spanish 1 with consistent scores of 6 and above on IB MYP criterion rubrics, a B grade or better in Spanish 1 course, and teacher recommendation.**

**Intent to Pursue ‘A-G’ College Prep Status: Yes**

#### **COURSE DESCRIPTION:**

Honors Spanish 2 is a combination of the Spanish 2 curriculum and a more advanced level of study designed to prepare students who intend to take the Diploma Programme Spanish courses in the 11<sup>th</sup> and 12<sup>th</sup> grade. The course completes the introduction begun in Spanish 1 to the language and culture of the Spanish-speaking world and emphasizes the four skills of the language learning: listening, reading, speaking, and writing. The course is conducted in Spanish using the immersion method. Through the use of a text, video, audio, and workbook program, each student has the opportunity to gain mastery of everyday Spanish and to learn skills that will enable him/her to function in a Spanish-speaking environment. While enrolling in Honors Spanish 2 does not guarantee admission into the IB Diploma Programme, the more rigorous pacing and training in the target language will prepare students for the more advanced curriculum at the DP level.

#### **GENERAL GOALS/ESSENTIAL QUESTIONS:**

The Honors Spanish 2 class will primarily focus on building fluency and the four languages skills, speaking, listening, reading and writing. The course will cover the same units as Spanish 2, as well as two additional units, and will go more in depth in grammar and structure to better prepare students for the IB Diploma Programme course in their junior year.

The selected resources support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success.
- Providing a framework for students to see writing as a process with the end goal of articulating their ideas into words.
- Developing literacy strategies that can be applied to Spanish and English literature and expository works.
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating strategies that help students “learn how to learn”.

According to the writing strand in the Common Core Standards for English Language Arts, Literacy in

History/ Social Studies, Science and Technical Subjects, students should demonstrate increasing sophistication in all aspects of Language use, from vocabulary to syntax to the development and organization of ideas.

Upon successful completion of this course, the student will be able to discuss and describe:

1. *What is the purpose of leisure activities in a country's culture, and how are our leisure activities an expression of ourselves?*
2. *How is daily routine affected by other cultural, environmental, or social factors?*
3. *What are the different forms of commands in order to deliver messages appropriately, depending on the cultural context?*
4. *How do our childhood experiences shape our identity as unique individuals?*
5. *How do our past experiences affect our daily life?*
6. *To what extent is culture reflected through food and drink?*
7. *How do people stay informed?*
8. *What makes a place home?*

### **COMMON CORE STATE STANDARD READING COMPONENT:**

Reading is an active skill. Students must take an active role in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Students will read more complex texts written by native speakers. As students progress, readings come from original texts, such as realia, ads, poetry, and narratives that are introduced with reading strategies and are combined with achievable comprehension tasks.

CCSS ELA standards supported by this course include:

#### **Reading Comprehension:**

Students will:

- Create pertinent questions related to level-appropriate text;
- Demonstrate an ability to comprehend and interpret informational text, such as expository passages, persuasive essays, and written instructions;
- Be able to critique the internal logic of a text and evaluate the credibility of an author's arguments
- Prepare a bibliography for a report using a variety of sources;
- Synthesize content from several sources or works by a single author and be able to paraphrase ideas and connect them to other sources;
- Extend ideas presented in primary or secondary sources;
- Demonstrate use of more sophisticated learning tools by following technical directions.

#### **Literary Response and Analysis:**

Students will:

- Articulate relationship between expressed purpose and characteristics of form in literature;
- Determine character traits;
- Study universal themes by comparing different works and be able to support ideas expressed in such works;
- Analyze author's development of time and sequence, including use of such literary devices as foreshadowing and flashback;
- Recognize and understand the significance of various literary devices, including imagery, symbolism, and allegory;

- Interpret and evaluate impact of ambiguities, contradictions, ironies, and incongruities, voice and persona, and the function of dialogue, soliloquies, and other dramatic devices in literary works;
- Analyze relation of literary themes to issues of an historical period.

### **COMMON CORE STATE STANDARD WRITING COMPONENT:**

Writing assignments in Honors Spanish 2 course are designed to increase the student's literacy and to guide students carefully through the pre-writing, writing, and editing processes. The aim of writing assignments is to facilitate proficient use of vocabulary and grammatical structures in a personalized context.

The primary text, the *¡Que Chevere!* program contains a writing program that engages students with written and oral activities specifically geared toward Spanish learners. These writing skills practices allow students to make connections between English and Spanish writing, thus transferring their Spanish writing abilities into English classes. This transfer of writing skills prepares students to meet, if not exceed, the writing performance expectations outlined in the writing strand of the CCSS (as follows):

Students will:

- Combine the narrative, expository, persuasive, and descriptive styles to produce texts of at least 300-400 words in length;
- Create documents that provide clear information, use appropriate vocabulary, and follow conventional style;
- Write documents that report information logically and accurately;
- Demonstrate a command of standard Spanish;
- Demonstrate knowledge of organizational, research, and drafting strategies.

### **CCSS Written Conventions:**

Students will:

- Correctly identify and use clauses, phrases, and the mechanics of punctuation;
- Show knowledge of proper Spanish usage, including grammar, paragraph, and sentence structure, and diction;
- Use correct manuscript format that includes page presentation, pagination, spacing, and margins.

### **COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:**

Oral proficiency activities combine all of the main elements in the units of study; functions, topics, vocabulary, and structures; in the context of role-playing, discussion, debate, partner work and group activities. These activities give students a chance to integrate what they have learned into real communication with others, and to improve their abilities to clearly communicate their thoughts and opinions. *¡Qué Chevere!*, contains a sophisticated progression of oral literacy specifically for Spanish learners and multimedia skills designed to develop students' ability to speak, listen, and collaborate with others as they make meaning from, create and present texts in a variety of media.

### **CCSS Listening and Speaking Strategies**

Students will:

- Be able to recognize and utilize elements of a variety speeches, reports, and other audio sources;
- Use clear and appropriate evidence in proof of thesis for oral presentations;
- Use props, visual aids, and electronic media to enhance presentation appeal;
- Analyze arguments and be able to identify specific strategies within them.

## Speaking Applications

Students will:

- Deliver narrative, expository, and/or descriptive presentations;
- Deliver persuasive arguments;
- Prepare relevant questions and make notes of responses;
- Respond correctly and effectively to questions of both a recall and analytical nature;
- Use accurate descriptions of appearance, concrete detail, sensory detail, and shifting perspectives and points of view.

## CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:

Not Applicable

## DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP).

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Unit Title	Global Context	Inquiry Questions	Contents
U1  <b>Personal profile</b>	Personal and cultural expression	<p>What structures do we use and what word choices do we make to describe ourselves, our family and communicate what we do in our free time?</p> <p>How do your interests compare to those of a Spanish-speaking teenager?</p> <p>What is the purpose of leisure activities in a country's culture, and how are our leisure activities an expression of ourselves?</p>	<p>Objectives</p> <ul style="list-style-type: none"><li>• Discuss technology</li><li>• Talk about everyday activities</li><li>• Seek and provide personal information</li><li>• Talk about the past events</li></ul> <p>Structure</p> <ul style="list-style-type: none"><li>• Preset tense (review)</li><li>• Preterit tense (regular form review and irregular)</li><li>• Direct Object Pronouns (review)</li><li>• Indirect Object Pronouns</li><li>• Double Object Pronouns</li></ul> <p>Vocabulary</p> <ul style="list-style-type: none"><li>• Everyday activity</li><li>• Technology</li><li>• Vacations</li></ul> <p>Culture</p> <ul style="list-style-type: none"><li>• Life of teenagers in Spanish</li></ul>

			speaking country <ul style="list-style-type: none"> <li>● School program Spanish speaking country</li> </ul>
U2  <b>Daily Routine</b>	Personal and cultural expression	What idioms are used to describe daily routines and activities?  How does your daily routine compare to that of teens in the target culture?  How is daily routine affected by other cultural, environmental, or social factors?	Objectives <ul style="list-style-type: none"> <li>● Discuss daily routine</li> <li>● Discuss personal grooming</li> <li>● Seek and provide personal information</li> <li>● Discuss health</li> </ul> Structure <ul style="list-style-type: none"> <li>● Reflexive verbs (present and preterit)</li> <li>● Demonstrative adjectives and pronouns</li> <li>● Gustar et al</li> </ul> Vocabulary <ul style="list-style-type: none"> <li>● Daily routine</li> <li>● Parts of body</li> <li>● Activity and health</li> </ul> Culture <ul style="list-style-type: none"> <li>● Highlight of the major cities in Spanish speaking country</li> <li>● Healthcare</li> </ul>
U3  <b>Giving and Following Directions</b>	Identities and relationships	In order to deliver a message appropriately, what command forms do we need to know in Spanish?  What factors must we considering when choosing the correct command forms in Spanish?  How do relationships (for example between the speaker and the listener) affect the choice of command forms?	Objectives <ul style="list-style-type: none"> <li>● Talk about places in a city</li> <li>● ask for and give directions to different audience</li> <li>● Tell others what to do or not to do</li> <li>● Chores</li> <li>● Discuss what is sold in specific store</li> <li>● Tell how to make dishes</li> </ul> Structure <ul style="list-style-type: none"> <li>● Affirmative command</li> <li>● negative command</li> <li>● command with pronouns</li> <li>● conocer vs saber</li> </ul> Vocabulary <ul style="list-style-type: none"> <li>● Places in the city</li> <li>● stores</li> <li>● directions</li> <li>● Chores</li> <li>● food, utensils, recipes</li> </ul> Culture <ul style="list-style-type: none"> <li>● Cuisine from Spanish speaking countries</li> </ul>

			<ul style="list-style-type: none"> <li>● Cities in Spanish speaking countries</li> </ul>
<p>U4</p> <p><b>Childhood - Imperfect Tense</b></p>	Orientation in Space and Time	<p>What language structures are needed to describe people and events in the past?</p> <p>How is the function of the imperfect tense similar and/or different than the past tense in English?</p> <p>How do our childhood experiences shape our identity as unique individuals?</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>● Discuss activities at a special event</li> <li>● Describe events and people in the past</li> <li>● Discuss details about the past</li> <li>● Express past intentions</li> <li>● indicate possession</li> <li>● Talk about nationality</li> </ul> <p>Structure</p> <ul style="list-style-type: none"> <li>● Imperfect (regular and irregular forms)</li> <li>● Adjectives of nationality</li> <li>● Possessive adjectives long form</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Amusement park</li> <li>● zoo</li> <li>● nationality</li> <li>● wild and farm animals</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● Education and Leisure activities of teenagers</li> <li>● Endangered animals</li> </ul>
<p>U5</p> <p><b>Vacation</b></p>	Orientation in Space and Time	<p>What structures do students use to talk about specific things that happened in the past?</p> <p>How do students determine preterit forms that are used when talking about things in the past?</p> <p>How do our past experiences affect our daily life?</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>● Talk about specific things in past</li> <li>● Talk about vacations in past</li> <li>● Talk about what has/had happened</li> </ul> <p>Structure</p> <ul style="list-style-type: none"> <li>● All preterit forms</li> <li>● Comparisons and superlatives</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Vacations/travel agencies, food</li> <li>● Airport/hotel</li> <li>● Time expressions - 24hr clock</li> <li>● Activities during vacations</li> <li>● Beaches</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● What do people in Spanish speaking countries do during vacations</li> </ul>

<p>U6</p> <p><b>Food and Drink (Imperfect vs Preterit)</b></p>	<p>Personal and cultural expression</p>	<p>How do we know when to use the imperfect vs the preterit tense?</p> <p>What is the difference in use between the imperfect and preterit tense?</p> <p>To what extent is culture reflected through food and drink?</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>● Narrate events in past</li> <li>● State what was happening at a specific time.</li> <li>● Describe how things were done.</li> <li>● Express length of time</li> </ul> <p>Structure</p> <ul style="list-style-type: none"> <li>● Preterit vs Imperfect</li> <li>● Past progressive</li> <li>● Hacer + time + que</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Supermarket (food)</li> <li>● Menu</li> <li>● Clothing</li> <li>● Everyday activity</li> <li>● Food and drink</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● What do people in the target culture eat typically</li> <li>● How do people in the target culture dress typically</li> </ul>
<p>U7</p> <p><b>Past and current news</b></p>	<p>Orientation in Space and Time</p>	<p>How do people stay informed?</p> <p>What is the difference in use between the present and past perfect forms?</p> <p>How do past events influence people's lives?</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>● Say what has happened</li> <li>● Discuss the news</li> <li>● Talk about a television/radio broadcast</li> <li>● Describe people and objects</li> <li>● Identify sections of newspapers and magazines</li> <li>● Relate two events in the past</li> </ul> <p>Structure</p> <ul style="list-style-type: none"> <li>● Present perfect</li> <li>● Past perfect</li> <li>● Preterit/imperfect review</li> <li>● Passive voice</li> </ul> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>● News and television programs</li> <li>● Everyday activities</li> <li>● News papers</li> <li>● Radio broadcast</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● What are TV/radio broadcasts like in the target culture?</li> <li>● Past events that are significant in people's lives</li> </ul>
<p>U8</p>	<p>Identities and relationships</p>	<p>What makes a place home?</p> <p>What language forms can</p>	<p>Objectives</p> <ul style="list-style-type: none"> <li>● Describe a future house</li> <li>● Talk about family</li> </ul>

Home		<p>we use to express future events?</p> <p>How do we set goals and predict the future?</p>	<ul style="list-style-type: none"> <li>● State what is probable</li> <li>● Talk about hopes and dreams</li> </ul> <p>Structure</p> <ul style="list-style-type: none"> <li>● Review future with <i>ir a</i></li> <li>● Future tense</li> <li>● Conditional tense vocabulary</li> <li>● Home and family</li> <li>● Household items / appliances and everyday activities</li> <li>● Household chores (review)</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>● How do people in Spanish speaking countries live?</li> <li>● Buildings in target culture</li> </ul>
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### **TEXTBOOKS AND RESOURCE MATERIALS:**

#### Textbooks

Bonilla, Alejandro. *¡Qué Chevere!.* Saint Paul: EMC Publishing, LLC, 2015.Print.

#### Resources

Teacher selected texts, poems, artworks, realia etc. for any unit (may vary by teacher, year, class based on student and teacher interest and focus).

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

The *World Language Content Standards* encompass the knowledge, skills, and abilities that all learners should acquire in a world language in the California public school system, within the Language Learning Continuum.

The *Language Learning Continuum*, a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency in the four stages of language learning.

- Stage I (Formulaic): Learners understand and produce signs, words, and phrases.
- Stage II (Created): Learners understand and produce sentences and strings of sentences.
- Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

Within each stage, the standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings.

**Content:** Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

**Communication:** Real-world communication takes place in a variety of ways. It may be interpersonal.



**Cultures:** Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

**Structures:** The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in American Sign Language; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

#### *MYP Language Acquisition:*

Within this IB MYP Language Acquisition course, students will be assessed on the 4 MYP Criterion as follows:

- Criteria A: Comprehending spoken and visual text
- Criteria B: Comprehending written and visual text
- Criteria C: Communicating in response to spoken written visual text
- Criteria D: Using language in spoken and written form

#### **DISTRICT ESLRS TO BE ADDRESSED:**

**Students will be:**

- **Self-Directed Learners:** who take responsibility for their learning as they master the target language.
- **Effective Communicators:** who speak, write, and read and listen in the target language.
- **Constructive Thinkers:** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers:** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers:** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens:** who attend class regularly in order to contribute to not only their own, but also their peers' learning of the target language.

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