



**VALWOOD**

*GO BEYOND*

**Spanish II Curriculum**

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## Spanish II Course Overview

Course Description		Topics at a Glance	
<p>Students continue building the language skills developed in Spanish I. The language should become more refined, more complex, and hopefully more comfortable. Grammar study is much more intensive; students will be able to narrate and describe in the past, present, future, and command form. Creative writing and individual expression are encouraged at this level.</p>		<ul style="list-style-type: none"> <li>• Body Parts, Health &amp; Fitness</li> <li>• Daily Routines</li> <li>• More descriptive words for people/things</li> <li>• Geography/Culture/Capitals of Spanish speaking countries</li> <li>• Dining Out</li> <li>• Directions</li> <li>• Leisure Time</li> <li>• Shopping</li> <li>• Sports</li> <li>• Travel &amp; Transportation</li> <li>• <b>Plus Expansion of Level I Topics</b></li> </ul>	
Assessments			
<p>Assessments are standards-based. Students are assessed on the <b>Communication</b> standard in three modes: <b>interpretive</b> (reading, listening), <b>interpersonal</b> (spontaneous listening/speaking or reading/writing) and <b>presentational</b> (formal speaking/writing). When applicable, <b>Culture, Connections</b> and <b>Comparisons</b> are embedded in assessments of the <b>Communication</b> standard.</p>			
Standards			
<ol style="list-style-type: none"> <li>1. <b>Communication</b> in languages other than English, using <b>interpretive, interpersonal</b> and <b>presentational modes</b>.</li> <li>2. Knowledge and understanding of other <b>Cultures</b>.</li> <li>3. <b>Connections</b> with other disciplines and information acquisition.</li> <li>4. <b>Comparisons</b> to develop insight into the nature of language and culture.</li> </ol>			
Course Beliefs	Key Concepts & Structures	Instructional Strategies	
<p>We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:</p> <ul style="list-style-type: none"> <li>▪ <b>Lifelong Learning</b> –The skills required to acquire a World Language are basic to the learning process.</li> <li>▪ <b>Higher Achievement</b> – A higher level of skill is demanded of all workers in a global community.</li> <li>▪ <b>Economic Necessity</b> – In order to ensure our own future, we must be able to communicate with the rest of the world.</li> <li>▪ <b>Multicultural Perspective</b> – World Languages open doors not only to other languages, but also to other cultures, people and lands.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Adjectives</b> <ul style="list-style-type: none"> <li>▫ Comparative</li> <li>▫ Demonstrative</li> <li>▫ Possessive</li> <li>▫ Superlative</li> </ul> </li> <li>▪ <b>Adverbs</b> <ul style="list-style-type: none"> <li>▫ Created from adjectives</li> </ul> </li> <li>▪ <b>Idiomatic Structures</b> <ul style="list-style-type: none"> <li>▫ <i>Hace ... que</i></li> <li>▫ <i>Habia una vez</i></li> </ul> </li> <li>▪ <b>Negative</b> <ul style="list-style-type: none"> <li>▫ <i>Ningun/o</i></li> </ul> </li> <li>▪ <b>Pronouns</b> <ul style="list-style-type: none"> <li>▫ Demonstrative</li> <li>▫ Direct object</li> <li>▫ Indirect object</li> <li>▫ Object of a preposition</li> <li>▫ Possessive</li> </ul> </li> <li>▪ <b>Verbs</b> <ul style="list-style-type: none"> <li>▫ Imperfect, regular &amp; irregular</li> <li>▫ Preterite, regular &amp; irregular</li> <li>▫ Commands (formal/informal)</li> <li>▫ Reflexive</li> </ul> </li> <li>▪ <b>Plus Expansion of Level I Key Concepts &amp; Structures</b> <ul style="list-style-type: none"> <li>▪ Saber &amp; Conocer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessments: formative &amp; summative</li> <li>▪ Cooperative learning groups</li> <li>▪ Cues, questions &amp; advance organizers</li> <li>▪ Feedback: frequent &amp; systematic</li> <li>▪ Graphic organizers</li> <li>▪ Homework &amp; guided practice</li> <li>▪ Hypotheses: generate &amp; test</li> <li>▪ Nonlinguistic representations</li> <li>▪ Positive reinforcement &amp; recognition of student effort</li> <li>▪ Similarities &amp; differences</li> <li>▪ Summarizing &amp; notetaking</li> </ul>	

## Spanish II

### 1. Communication in Languages Other Than English

The educated American of the 21<sup>st</sup> century needs to be conversant in at least one language in addition to his/her native language. Colorado's continued positional leadership is going to rely heavily on its capacity to communicate across borders. Communication is the heart and soul of any culture, but learning another language builds a bridge that helps Americans relate to people of other nations and cultures. Students acquire the communication strategies that will aid them in bridging communication gaps that result from differences of language and culture.

In the 21<sup>st</sup> century students speak, read, and comprehend both spoken and written languages other than English to participate effectively in personal interactions with members of other cultures. Students interpret the concepts, ideas, and opinions expressed by members of these cultures through their media and literature. As students learn the languages and cultures that they may encounter in their personal lives and careers in the future, communication strategies that empower students include the ability to guess intelligently; to derive meaning from context; to understand, interpret, and produce gestures effectively; to ask for and provide clarification; to make and check hypotheses; to make inferences, predictions, and generalizations; to reflect on the nature of interaction; and to draw informed conclusions and maintain a healthy sense of humor, patience, and tenacity in the communication process. Strong, confident communicative command in a language other than English gives students excellent skill and knowledge for success in the workforce of the 21<sup>st</sup> century.

Real-world communication occurs in a variety of ways. It may be **interpersonal**, in which culturally appropriate listening, reading, viewing, speaking, and writing occur as a shared activity among language users. It may be **interpretive**, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational**, in which speaking and writing occur in culturally appropriate ways.

#### Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### Valwood Graduate Competencies in the 1. Communication in Languages Other Than English Standard are:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)
- Understand and interpret written and spoken language on a variety of topics (interpretive mode)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Valwood Graduates:**

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

1. Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode)

**Evidence Outcomes**

**Students can:**

- a. Use basic greetings and expressions of courtesy
- b. Express feelings, basic needs, emotions, or opinions
- c. Ask and answer questions using high-frequency and learned phrases
- d. State and follow simple oral or written requests or directions

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?
2. How do people use body language and gestures to communicate more effectively?
3. What is the importance of the use of expressions of courtesy in communication with speakers of another language?

**Relevance and Application:**

1. Simple surveys and instructions in videos and on websites appear in multiple languages.
2. Exchanging basic information with people from different cultures creates positive personal connections around the world.

**Nature of World Languages:**

1. Language learners practice and repeat what they hear in the target language.
2. Language learners practice social courtesies.

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Valwood Graduates:**

- Understand and interpret written and spoken language on a variety of topics (interpretive mode)

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

2. Comprehend short exchanges (written or oral) that use learned vocabulary and grammatical structures on familiar topics (interpretive mode)

**Evidence Outcomes**

**Students can:**

- Identify main ideas from oral, visual, or written sources
- Respond appropriately to simple directions
- Recognize meaning from cognates and context, intonation and visual cues
- Demonstrate comprehension of a listening activity or reading selection

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?
2. What can people do to better understand language?
3. What is the value of a guess?

**Relevance and Application:**

1. Labels, lists, and simple instructions on web pages and in videos are available in multiple languages.
2. Determining meaning in short stories and informational documents from different cultures helps create positive personal connections around the world.

**Nature of World Languages:**

1. Language learners use background knowledge.
2. Language learners follow directions.

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Valwood Graduates:**

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

- 3. Present using learned and simple phrases or expressions (written or oral) on very familiar topics (presentational mode)

**Evidence Outcomes**

**Students can:**

- a. Write and speak using a variety of visual cues
- b. Share information about personal interests
- c. Produce and share basic communication
- d. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

- 1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?
- 2. How do visual cues enhance a presentation?
- 3. What is the importance of pronunciation and intonation?

**Relevance and Application:**

- 1. Record and play back verbal role-playing, and brainstorm ideas using a tape recorder.
- 2. Bilingual or multilingual workers at schools and in stores can provide information to people who speak a variety of languages.

**Nature of World Languages:**

- 1. Language learners practice and present.
- 2. Language learners tell stories.

## **2. Knowledge and Understanding of Other Cultures**

Today's increasingly global society requires a better understanding of cultures. To communicate successfully in another language, students must not only develop facility with the language but they should also develop familiarity with the cultures that use the languages and an awareness of how language and culture interact in society. Only those who possess knowledge of both can then realize the unique and significant connections between the culture that is lived and the language that is spoken. Students apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures.

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie these products and practices. Students must acquire the ability to interact appropriately with target culture members to communicate successfully. This category allows students to connect and compare languages and cultures.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the 2. Knowledge and Understanding of Other Cultures Standard are:**

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

**Content Area: World Languages**

**Standard: 2. Knowledge and Understanding of Other Cultures**

**Valwood Graduates:**

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

1. Reproduce common practices of the cultures studied

**Evidence Outcomes**

**Students can:**

- a. Initiate greetings and use appropriate gestures with support
- b. Imitate some common social practices
- c. Describe some major traditions and celebrations

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
2. How does body language impact spoken language, and how does spoken language impact body language?
3. Why does every culture have its own traditions and celebrations?

**Relevance and Application:**

1. Websites and video clips provide information on communicative gestures, traditions, and celebrations in other cultures.
2. Understanding cultural diversity helps people to connect across cultures.
3. Studying other cultures enhances a student’s understanding of interpersonal and societal relationships.

**Nature of World Languages:**

1. Language learners are curious about practices and perspectives.
2. Language learners acknowledge that cultural similarities and differences exist.

**Content Area: World Languages**

**Standard: 2. Knowledge and Understanding of Other Cultures**

**Valwood Graduates:**

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

- 2. Describe familiar products of the cultures studied

**Evidence Outcomes**

**Students can:**

- a. Examine the use and relevance of common daily products (such as food, clothes, and transportation)
- b. Compare similarities and differences of common expressive products between the native and target cultures (songs, artwork, crafts, etc.)

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

- 1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
- 2. What insights can be made about a culture by looking at its products?
- 3. What can be inferred about a culture through its expressive products?
- 4. What purposes do expressive products serve since they are not critical to daily functioning?

**Relevance and Application:**

- 1. Musicians' performances and costumes reflect elements of their culture.
- 2. Tangible and expressive products are tools for understanding other cultures.

**Nature of World Languages:**

- 1. Language learners enjoy learning about cultural products.
- 2. Language learners are curious about cultural products.

### **3. Connections with Other Disciplines and Information Acquisition**

Learning is interdisciplinary. Students bring a wealth of experience and knowledge of the world around them to the language classroom. Connecting the foreign language curriculum to what students already know from other parts of their academic lives opens doors to information and experiences that can enrich their entire school and life experience. The connections that flow from other areas to the foreign language classroom can add unique experiences and insights into the rest of the school's curriculum. Students use their developing language skills to pursue topics of personal interest, unrelated to the limits of academic life, and as a result nurture and strengthen their lifelong learning skills and lifelong language-using skills.

#### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

**Valwood Graduate Competencies in the 3. Connections with Other Disciplines and Information Acquisition Standard are:**

- Reinforce and further knowledge of other disciplines through the foreign language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Content Area: World Languages**

**Standard: 3. Connections with Other Disciplines and Information Acquisition**

**Valwood Graduates:**

- Reinforce and further their knowledge of other disciplines through the foreign language

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

1. Summarize information gathered from target language resources connected to other content areas

**Evidence Outcomes**

**Students can:**

- a. Locate and identify resources connected to other content areas in the target language (daily practices in other countries like schedules, transportation, and cuisine)
- b. Recognize some commonalities of structures, information, and vocabulary between the target language resources connected to other content areas

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. How does an understanding of another language and culture increase people’s ability to function in a variety of content areas in an interdisciplinary manner?
2. What does studying a language have in common with the study of other subjects?
3. What study skills from world languages transfer and are applicable to other content areas?

**Relevance and Application:**

1. Websites provide information on transportation methods, routes, and schedules for cities and countries around the world.
2. Studying another language will increase the understanding of language commonalities and differences.

**Nature of World Languages:**

1. Language learners are able to compare and contrast basic information about topics for which they have some previous knowledge.

**Content Area: World Languages**

**Standard: 3. Connections with Other Disciplines and Information Acquisition**

**Valwood Graduates:**

- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

- 2. Organize information acquired from authentic resources

**Evidence Outcomes**

**Students can:**

- a. Extract main ideas and supporting details from authentic resources
- b. Use obtained knowledge to expand awareness about relevant topics

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

- 1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints?
- 2. How can a student rely on previous understandings and experiences to evaluate and interpret new information?
- 3. What are ways to organize information?

**Relevance and Application:**

- 1. Language learning enhances brain development.
- 2. Language learners build greater awareness of world cultures through use of the Internet.

**Nature of World Languages:**

- 1. Language learners develop the ability to extract basic information from authentic resources.

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The study of a language other than English (a second language) fosters the development of a greater understanding of not only the language and culture being studied, but of an individual's own language and culture. The resulting linguistic and intercultural explorations expand a learner's view of the world. Students gain insights into the nature of language in society in culturally appropriate ways. The study fosters an awareness of alternative views of other cultures by comparing the student's own culture with another culture, including the relationship between accepted practices, products and perspectives.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

**Valwood Graduate Competencies in the 4. Comparisons to Develop Insight into the Nature of Language and Culture Standard are:**

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

**Content Area: World Languages**

**Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture**

**Valwood Graduates:**

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

1. Expand knowledge of similarities and differences of basic structural patterns of language through comparisons of the student’s own language and the language studied

**Evidence Outcomes**

**Students can:**

- a. Identify structural patterns in both the native language and their own language to make comparisons
- b. Describe the relationship between languages based on grammatical structures
- c. Recognize differing pronunciation and intonation patterns
- d. Identify features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. How does knowledge of another language enhance people’s understanding of the essentials of language in general?
2. How does a student improve language accuracy by identifying grammatical accuracy?
3. How does the study of another language develop an individual’s ability to organize critical thinking skills?

**Relevance and Application:**

1. Linguists use voice recording instruments and computer programs to analyze sounds and sound systems in a variety of languages.
2. Sociolinguists study how words from one language are introduced and used in another language.

**Nature of World Languages:**

1. Language learners become aware of how long it takes to learn a language.
2. Language learners explore opportunities to communicate with speakers of the target language.

**Content Area: World Languages**

**Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture**

**Valwood Graduates:**

- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

**Range Level Expectation: Novice-Mid**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-high expectations.

**Concepts and skills students master:**

- 2. Investigate the nature of culture through comparisons of the target culture(s) and the student’s own culture and how the two cultures interact

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Research the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own</li><li>b. Begin to apply an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own</li><li>c. Describe and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own</li><li>d. Identify the contributions of the target cultures to the student’s culture and vice versa</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How does knowledge of another language enhance people’s understanding and appreciation of culture and society in general?</li><li>2. How can the identification of diverse cultures cultivate an understanding and appreciation of the multilingual world?</li><li>3. How does language study develop a student's understanding and appreciation of his/her own culture?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Understanding different ideas about food and eating practices can help people working or traveling in other cultures to behave politely and helpfully.</li><li>2. People who send products to other countries for charity or business need to understand differences and similarities in products and perspectives between cultures.</li></ul>
	<p><b>Nature of World Languages:</b></p> <ul style="list-style-type: none"><li>1. Language learners describe a variety of cultural differences.</li><li>2. Language learners research and report on cultural differences.</li></ul>