

Milford Public Schools Curriculum



Department: World Language

Course Name: Spanish 2

Course Description

SPANISH 2

Grade 9,10,11,12 (1.0 Credits)

Levels: 1-751240, 2-752240

In Spanish 2, students continue to develop and improve upon their listening, speaking, reading, and writing skills in Spanish. Emphasis is placed on comprehension and production of the Spanish language through a variety of activities incorporating Spanish vocabulary and structures. In addition to traditional assessments, students are assessed in a variety of formats including: oral reports and dialogues, presentations, written compositions, and other teacher assignments. Students are expected to participate using the target language. *Prerequisite: Spanish 1.*

UNIT 1

Unit Title: Go-Go Spanish Go!

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a World Language in today's global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)
Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others.
Students will understand that becoming proficient in another language, in its earliest stages, open up doors to a multitude of life-enriching opportunities. (CEU)
Students will understand that it is important to engage in culturally appropriate interactions in order to make positive first impressions. (UEU)

Essential Question(s):

Why do I study a World Language? (DEQ)
How does learning a World Language improve my knowledge of people and places in the world? (CEQ)
How does cultural understanding affect person-to-person relations? (UEQ)

Content and Skills:

Greetings / salutations
-Expressions of courtesy
-Days, months
-Numbers 0–100
-Dates

Standards Addressed:

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

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

UNIT 2

Unit Title: Get your Serape on! (Shopping for clothing and accessories)

LEARNING GOALS

Enduring Understanding(s):

Students will understand that exposure to today’s global community leads to the recognition and identification of authentic cultural materials. (DEU)
Students will understand that listening, speaking, reading, and writing will enable them to apply, analyze, and reflect on the vocabulary and syntax of the target language independently.(CEU)
Students will understand the geography and culture of Spanish speaking countries and be able to compare it to their own. (UEU)

Essential Question(s):

How is my culture different than other cultures? (DEQ)
How does learning a world language improve my understanding of my own language?(CEQ)
How does learning a world language improve my knowledge of people?(UEQ)

Content and Skills:

Vocabulary related to clothing and shopping

- Adjectives
- numbers 100-1,000,000
- Interrogatives
- Articles
- Regular present tense verbs
- Gustar
- Irregular verbs
(ir, dar, estar, tener, ser, ver,)

Standards Addressed:

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

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

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

UNIT 3

Unit Title: What's up Doc?

LEARNING GOALS

Enduring Understanding(s):

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the target language. (DEU)
Students demonstrate understanding of the nature of Spanish through comparisons of the Spanish language and their own. (CEU)
Students will obtain and provide information and engage in conversations dealing with health and health services. (UEU)

Essential Question(s):

How do I, as a learner of a foreign language, express emotions and conditions in the target language? (DEQ)
How do I, as Spanish 2 student, express emotions and feelings in Spanish? (CEQ)
How do I describe symptoms of ailments and get a prescription at a pharmacy? (UEQ)

Content and Skills:

Health, symptoms, and sicknesses

Vocabulary related to doctor's office and the pharmacy

- Ser vs estar
- Describing people, feelings, emotions, and location
- Present progressive

Standards Addressed:

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

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

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

UNIT 4

Unit Title: Let's Play!

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a world language in today's global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU)
Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others. (CEU)
Students will understand the cultural significance of communicating about sports. (UEU)

Essential Question(s):

How do I apply my understanding of cultural differences to a new culture? (DEQ)
How will learning about customs and traditions help me communicate in Spanish? (CEQ)
What do sports teach us about other people? (UEQ)

Content and Skills:

Sports and leisure activities
-Vocabulary related to sport
-Stem-changing verbs (o-ue, e-ie, u-ue, e-i)
-Gustar and similar verbs
- saber/conocer
-go verbs

Standards Addressed:

Communication (1.1): students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Communication (1.3): students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Comparisons (4.2): students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

UNIT 5

Unit Title: Daily Routines

LEARNING GOALS

Enduring Understanding(s):

Students will understand that the study of a world

Why is it important to communicate in another language? (DEQ)

How will learning about customs and traditions help

<p>language in today’s global community results in proficiencies that enable students to: communicate, interpret authentic cultural materials, and demonstrate knowledge in a language other than their own. (DEU) Students will understand that listening, speaking, reading, and writing will enable them to recognize, identify, and demonstrate vocabulary and syntax of the target language with appropriate teacher assistance. (CEU) Students will understand that communication and cultural awareness of daily routines prepares them for a multitude of life-enriching opportunities. (UEU)</p>	<p>me communicate in Spanish? (CEQ) How does knowing Spanish help me when discussing daily routines in Spanish-speaking countries? (UEQ)</p>
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Content and Skills:

Vocabulary related to body parts, personal hygiene and daily routines
-Conjugations of reflexive verbs

Standards Addressed:

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

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

UNIT 6

Unit Title: A Blast from the Past!

LEARNING GOALS

Enduring Understanding(s):

Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others. (DEU)
Communication requires knowledge of culture,

Essential Question(s):

How do I apply my understanding of cultural differences to a new culture? (DEQ)
How will learning about customs and traditions help me communicate in Spanish? (CEQ)
How can my knowledge of the Spanish language and

<p>customs of people and language structure (CEU) Students will understand that increased language proficiency leads to the acquisition of skills that empowers them to be aware of the many benefits associated with world language study. (UEU)</p>	<p>customs help me to socialize with Spanish-speaking people and increase my circle of friends? (UEQ)</p>
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Content and Skills:

- Vocabulary related to travel
- Preterit conjugations of regular –ar
 - Verbs in the preterit with spelling changes (-car, -gar, --zar)
 - Ser and Ir in the preterit

Standards Addressed:

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Communication (1.2): Students understand and interpret written and spoken language on a variety of topics

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

UNIT 7

Unit Title: I Just Ate What?

LEARNING GOALS

Students will understand that learning about customs and traditions increases their awareness of perspectives within their culture and those of others. (DEU)
Communication requires knowledge of culture, customs of people and language structure. (CEU)
Students will understand that communication and cultural awareness of food and eating habits prepare them for a multitude of life-enriching opportunities.

How do I apply my understanding of cultural differences to a new culture? (DEQ)
How will learning about customs and traditions help me communicate in Spanish? (CEQ)
How does knowing Spanish help me when eating and/or drinking in Spanish-speaking countries? (UEQ)

(UEU)

Content and Skills:

Vocabulary related to food and restaurants

-Preterit for regular –ir & -er verbs

- Verbs in the preterit with double vowel spelling changes (leer, creer, caer, oír)

-Stem-changing verbs in the preterit tense

Communication (1.1): Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Communication (1.2): Students understand and interpret written and spoken language on a variety of topics.

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

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

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