



Curriculum Guide

Department: World Languages

Course Name: Spanish 2 Honors

Instruction will focus on novice vocabulary and grammar concepts. Students will explore units designed around (but not limited to) : vacations and travel, weather, shopping, daily routines, food and holidays/festivals. In all courses, students are required to do oral presentations and cultural projects.

Spanish II is designed for those students who have a strong interest and an exceptional ability in Spanish. The course covers most of the same material as academic Spanish II but in more depth and at a more rapid pace. The text is supplemented with skill building materials that emphasize the four basic skills of reading, writing, listening, and speaking. A study of the Spanish speaking countries and their cultures is an integral part of this course. Students will read a Spanish novella, present orally, and write in the target language in an effort to meet the standard.

Full Year, 1 Credit

Prerequisite: Teacher Recommendation and level 1 completion with 85 or above.

Maine Learning Results - World Languages

RSU14 staff use the Maine State Learning Results to craft each course of study. The below standards and targets are aligned and are updated when changes are made at the state level.

Graduation Standards for course:

INTERPERSONAL COMMUNICATION:

- ☐ Engage in conversations and informal written correspondence on a variety of topics.
 - ☐ Ask and respond to questions about familiar topics based on their own lives and interests.
 - ☐ Express and elicit feelings and emotions in the target language.
 - ☐ Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.
 - ☐ Provide and exchange detailed information on familiar topics in formal and informal social situations.

I can statements

Unit 5: I can discuss vacations and the weather.

Unit 6: I can talk about shopping and clothing.

Unit 7: I can talk about my daily routine.

Unit 8: I can order food at a restaurant.

Unit 9: I can talk about personal relationships and stages of life.

INTERPRETIVE COMMUNICATION:

- ☐ Understand and interpret written and spoken language on a variety of topics.
 - ☐ Identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.
 - ☐ Apply comprehension strategies to interpret text.
 - ☐ Classical languages only - Provide literal translations of Latin and ancient Greek texts.

I can statements

Unit 5: I can read and understand Spanish weather reports.

Unit 6: I can understand advertisements from Spanish-speaking countries.

Unit 7: I can read about different daily routines in different countries.

Unit 8: I can understand the menu in a Spanish restaurant

Unit 9: I can recognize root words to understand context and improve comprehension.

PRESENTATIONAL COMMUNICATION:

- ☐ Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.
 - ☐ Read authentic passages aloud with appropriate pronunciation, phrasing and intonation.
 - ☐ Narrate stories about experiences or events familiar to them orally or in sign language.*
 - ☐ Write narrative and expository/ informational compositions in the target language.
 - ☐ Deliver oral/signed presentations related to the culture in which the target language is spoken.

I can statements

Unit 5: I can explain the weather forecast.

Unit 6: I can describe what people are wearing

Unit 7: I can speak about my own daily routine.

Unit 8: I can write a review about a local Latino restaurant.

Unit 9: I can write about holidays in Latino countries.

COMPARISON OF PRACTICES, PRODUCTS, AND PERSPECTIVES:

- ☐ Compare the nature of language and the culture(s) of the target language with one's own.
 - ☐ Compare the target language with English to better understand language systems.
 - ☐ Describe practices and perspectives of a culture(s) in which the target language is spoken.
 - ☐ Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.
 - ☐ Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.

- ☐ Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives

I can statements

Unit 5: I can form and use the verbs ser and estar.

Unit 6: I can conjugate into the past tense and I can form and use saber and conocer.

Unit 7: I conjugate reflexive verbs and use verbs like gustar.

Unit 8: I can use the structures for comparatives and superlatives.

Unit 9: I can conjugate the irregular preterite forms.

COMMUNITIES:

- ☐ Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning.
 - ☐ Identify connections between target language and another content area using either English or the target language.
 - ☐ Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study.
 - ☐ Explain the importance of culture and language acquisition in a 21st century global economy.
 - ☐ Use language within and beyond the school setting.

I can statements

Unit 5: I can understand how the seasons and weather vary among the Spanish-speaking countries.

Unit 6: I can identify Spanish in clothing labels at the store

Unit 7: I can understand the importance of Siesta in the Latino culture

Unit 8: I can appreciate the difference in the diet between some Spanish speaking countries

Unit 9: I can identify and appreciate Latino fiestas such as La quinceañera, Semana Santa, and Dia de los muertos for personal enjoyment.

21st Century Skills/Guiding Principles for course:

A Clear and Effective Communicator who:

- ☐ Demonstrates organized and purposeful communication in English and at least one other language.

- ☐ Uses evidence and logic appropriately in communication.
- ☐ Use a variety of modes of communication to create and share ideas.

A Self-Directed and Lifelong Learner who:

- ☐ Locate and evaluate resources to conduct valid and reliable research, investigations, and inquiry, build strong content knowledge and apply across disciplines.
- ☐ Applies knowledge, sets goals and makes informed decisions (in familiar and new contexts to real world situations.)

An Integrative and Informed Thinker who:

- ☐ Gain and apply knowledge across the disciplines, learning contexts, and to real world situations.

Curriculum Activities/ Units may include:

Website activities (these are just a few samples)
> Grammar “stations”
> Journal writing
> Paired conversations

Curriculum Materials may include:

Websites: Vista Higher Learning, Conjuguemos, This is Language, Quizlet
Readers: La Gran Aventura de Alejandro, Esperanza