

SPANISH 2

Course Description:

The world language program focuses on using languages in real-world situations.

National Standards: Communication, Culture, Connections, Comparisons, Communities
[ACTFL Language Connects](#)

State Standards: Communication, Culture, Connections, Comparisons, Communities

[TN_World_Language_Standards_Entire_Doc](#)
[TN_World_Language_Standards_Condensed](#)



Essential Knowledge and Skills:

At the end of Spanish 2 your student will be able to...

- Express needs and preferences
- Express feelings and emotions
- Give and follow simple directions
- Ask and answer simple questions about topics such as school, family, past experiences, future goals, special events, the community, daily activities, etc.
- Read and understand simple, level appropriate, authentic text
- Give brief, organized oral presentations with visual aids
- Write short, organized paragraphs about familiar topics
- Demonstrate greater understanding of the influence of geography on food, clothing, and other cultural aspects
- Compare and contrast with a deeper understanding of the cultural similarities and differences
- Compare and contrast the viewpoints of the target culture with their own
- Compare essential structures of the target language with their own
- Use simple sentences and phrases to narrate in the past about familiar topics
- Recognize the future tense
- Use level appropriate idiomatic expressions of the target language

Performance Expectations: Student Outcomes

Pre-Unit	Welcome back to language class!
<p>Suggested Targets:</p> <ul style="list-style-type: none"> ▪ I can understand the purpose and goals of proficiency and performance targets. ▪ I can explain what proficiency and performance are and how they affect my language learning. ▪ I can explain the difference between performance assessment and other sorts of assessment. ▪ I can explain the rules, procedures and expectations in our classroom. ▪ I can present a convincing argument for learning a target language including why they should learn this language. ▪ I can explain why learning another language is more than just learning to speak another language. ▪ I can understand where the target language is spoken and how it can be useful in my future. ▪ I can recognize that people speak with different accents. ▪ I can acknowledge that having an accent is part of the language learning process. 	

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- I can recognize the value of learning a new language in understanding a new culture and my own culture.

Sample Performance Assessment:

Presentational Writing

- Create a visual to encourage your peers to use the performance scale in the language classroom.

Interpersonal

- Discuss with a classmate what your proficiency goal is and how you can use performance tools to help you reach that goal.

Presentational Speaking

- Create a PSA on the importance of learning this target language specifically and how to become proficient speakers and writers.

First Nine Weeks

All About Me

Suggested Targets:

- I can introduce myself and tell basic information about my life, likes/dislikes, school, family, etc.
- I can ask/answer questions about myself (likes/dislikes, school, activities, family, etc).
- I can discuss similarities between my routines and those of students in the target language country.
- I can understand when a classmate talks about him/herself.
- I can understand an authentic message about personal descriptions.
- I can use culturally appropriate greetings and goodbyes.
- I can identify and explain common gestures in the target language country.
- I can describe the daily routines of teens in target language countries.
- I can identify and explain common gestures in the target language country.
- I can identify and name popular music/TV/technology in the target culture

Sample Performance Assessment:

Presentational Writing

- You are applying to study the target language as an exchange student in the spring semester. Part of your application involves writing a letter to the school where you would study in order to introduce yourself, describe your family, to describe what you like to do, what your life is like in your hometown, and what kinds of things you want to do in the target language country. Also be sure to ask some questions about what classes you need to take or what you should visit while there.

Interpersonal

- Your application for your study abroad program includes an interview. Working with a classmate you will perform an interview where you will both ask and answer questions about who you are, where you are from, what and where you study, what you do in your free time and your personality.

Presentational Speaking

- You are applying to a study abroad program in a target language country. As part of your application process you will need to prepare a personal introduction video. Be sure to greet your audience, give name, age, where you live, where you study, what you study, what you do outside of school, school and activity likes, dislikes, describe yourself physically, describe personality. Also, ask a minimum of 2 questions about the school or country where you'll study.

Second Nine Weeks**Suggested Targets:**

- I can ask and answer simple questions about daily routines, activities and day to day activities.
- I can talk about what I have to do at school, work and/or home on a regular basis.
- I can describe what I do daily in emails, texts, and conversations.
- I can describe my eating habits, including traditional foods
- I can express my dietary needs.
- I can give advice about healthy eating habits.
- I can talk about ingredients in a dish.
- I can understand simple news stories about food and health.
- I can use healthy eating guidelines from different countries to describe eating habits.
- I can describe traditional meals from different countries. (i.e. French cheese, ratatouille, gazpacho, paella, flan, etc.)
- I can read a menu and order at a restaurant.
- I can read a recipe and prepare the food in the recipe.
- I can create a simple menu for a restaurant.
- I can present information on the eating habits of people in other countries.

Sample Performance Assessment:**Presentational Writing**

- Your (TL) club has adopted a daycare near your school, because the children at the daycare are learning (TL). You have been asked to create a brochure about daily routines for the students at the daycare.
- You have recently been blogging with a group of target language-speaking teenagers to work on your language skills. They have all been describing the foods that they eat, talking about the ingredients and whether these foods are healthy or unhealthy. Write a blog post about the foods that you typically eat and describe them in detail.

Interpersonal

- You are going to go to (insert TC) for a summer exchange program. Your roommate is from (insert TC) and doesn't speak a lot of English. He sends you a message on Facebook asking you about a normal day in your life in the United States. Explain your normal routine to him from the time you wake up until you go to bed. Be sure to ask him about his normal routine!
- You and your friend are at the mall and decide to eat at the food court. You have become very health conscious, but your friend still prefers to eat junk food. Since you are both studying the target language and you don't want to embarrass your friend in public, you give her advice about food choices that are healthy and unhealthy and why certain food choices would be better.

Presentational Speaking

- You are going to visit the target language country over fall break and your host mother sent you an email asking about foods that you like and don't like so that she will know what to prepare when you are there. You call her Skype number and leave a voice message describing your eating habits and telling her what types of food you prefer to eat and why.
- You and a school friend that is from (insert TC here) have tickets to go to a concert this weekend. Your mother has told you that you cannot go until you finish all of your chores. There is no way that you can get all of your chores finished in time to leave for the concert. You call your friend to ask him to help you with your chores, but you don't want your mother to know that you are asking him for help, so you decide to speak in

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(insert TL) when you ask for his help. Tell him each of your specific chores and how to complete them.

Third Nine Weeks

It's Good to be Young / Places in the City

Suggested Targets:

- I can understand information about being healthy and/or recovering from illness/injury.
- I can explain what is wrong with me or someone else.
- I can ask about and tell what happened to me or someone else
- I can ask and answer basic personal questions needed for paper work at a hospital or doctor's office.
- I can understand and/or get clarification about a prescription or medical instructions.
- I can make an appointment to see the doctor when I am sick.
- I can tell the nurse what is wrong with me.
- I can tell you about my doctor's visit.
- I can describe places in a city.
- I can describe what I can do in different places in a city.
- I can ask, follow and give directions to get from one place to another.
- I can compare places in my city to places in another city.
- I can describe and express my opinion about places to visit and/or places to go in Clarksville/Tennessee.
- I can give recommendations about where to go in Clarksville and/or Tennessee and what to do there.

Sample Performance Assessment:

Presentational Writing

- You start feeling sick during the school day and need to go home. You know that you will miss a writing assessment in your Spanish class. You decide to write your teacher a note in Spanish explaining to her what happened to make you sick and that you are going home, hoping that you won't have to make up the writing assessment if you write your note to her in Spanish.
- Your next door neighbor works for a travel agency, and he has been asked by a tour group from the target language country to submit a proposal outlining places to go in Clarksville and in Tennessee. Since the tour group has asked for many proposals, your neighbor wants to impress the tour director by submitting his proposal in the target language. Since you are studying the target language, he has asked you to help. Describe what the tourists can do in various places in Clarksville, as well as across the state.

Interpersonal

- You are sitting in the waiting area of your doctor's office when a Spanish speaking person comes in. The two of you start talking in Spanish to pass the time while you are waiting to see the doctor. Explain to him what is wrong with you and why you need to see the doctor.
- One of your Twitter friends from the target language country is thinking about coming to Clarksville this summer with his family. He has sent you a message asking about places to go and things to do in Clarksville. Using your target language skills, you suggest three places to go and give your opinion about which place the tourists might prefer. Also tell them how to get there.

Presentational Speaking

- You are visiting a Spanish speaking country and get hurt on your first day there. You look up a doctor on the phone book and call to try to get an appointment. When the receptionist answers the phone, you explain your symptoms to her in Spanish and ask for an appointment.

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- You are working at a hotel in Clarksville, and a group of tourists from the target language country is staying at the hotel. Since you are studying the target language, you have been asked to speak to the group about places to go in Clarksville. Using your language skills, you suggest three places to go and give your opinion about which places the tourists might prefer. Also tell them how to get there.

Fourth Nine Weeks

Travel / Let's Celebrate

Suggested Targets:

- I can ask and answer questions about where one can go to do things in a city.
- I can understand the main idea when I hear people talking about places in a city and when and where events happen
- I can understand information about places in a city, such as maps, brochures, travel web sites, magazines, ads, etc
- I can find and use tourist information from city guides.
- I can understand a note from my friend about travel plans.
- I can read a travel brochure and determine if/when I want to visit that attraction.
- I can identify places around town and travel to them using a map.
- I can ask you what you want to do.
- I can tell you what I would like to do.
- I can write a travel brochure for a target language country.
- I can write a travel journal detailing a trip I took.
- I can ask and answer questions about celebrations.
- I can talk about celebrations in my community with someone from another culture.
- I can talk about a celebration (or celebrations) in which I participated.
- I can understand what I hear when someone describes what happened at a celebration.
- I can talk about a specific past celebration.
- I can compare celebrations in other countries with those in my community.
- I can invite someone to my party.
- I can accept or refuse an invitation to a party.
- I can write an invitation to a party.
- I can write a blog post about a party that I attended.

Sample Performance Assessment:

Presentational Writing

- Your aunt recently got married and you were part of the wedding party. Your e-pal from TC asks you about the wedding. Write your e-pal with as many details as possible about the wedding.

Interpersonal

- You are at a really terrific birthday party with your family, and you want to share every moment and every detail of the party with your friends who are not there. You want to keep everyone informed through Twitter. You don't want your parents to know what you are tweeting, so you decide to post your tweets in Spanish about the celebration.

Presentational Speaking

- Your best friend is having her Quinceañera and you have volunteered to be in charge of vlogging the entire event. You want all of her family members that live in Spanish speaking country to understand and experience the event as if they were there in person so you speak only Spanish in your vlog.

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Cross-content connections:

- World Geography
- World History
- Visual Art
- Music
- Health and Wellness/ PE
- English/Language Arts
- Humanities