

Course Title: Spanish Two

Department: World Languages

Grades: 9-12 Credits: 1

Course Overview/Description

In this course, our goal will be to acquire the Spanish language. When you learned how to speak your first language, you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. We will not be solely memorizing verb charts and vocabulary lists to regurgitate on a test, but actually using Spanish. Therefore, much of our class time will be spent using Spanish--not using English to talk about Spanish--and the focus will be on listening and reading more than speaking and writing. Those skills will come naturally as you take in more and more Spanish by listening and reading. This Spanish course is a Comprehensible Input Spanish course, and we will use methods and strategies that are based on Dr. Stephen Krashen's Input Hypothesis. In particular, we will use the TPRS (Teaching Proficiency through Reading and Storytelling) method of language instruction that was developed by Blaine Ray and based on the work of Dr. James Asher and also The Natural Approach developed by Tina Haardgarden and Ben Slavic. We will also read novels and work toward an intermediate low proficiency in interpretive skills and novice high proficiency in production skills.

Essential Standards

Due to the nature of the course, the essential standards are recycled in nearly every unit of study. [Click here](#) to access all essential standards for Spanish Two.

Scope and Sequence

Timeframe	Unit	Key Structures & Other Instructional Topics
Week 1-3	SOMOS 1 Unit 11: Los Deportes (for link to Somos curriculum unit overview, click here)	quiere jugar, juega un deporte, eres Sports in the Spanish-speaking world, basic sports vocabulary
Week 4-6	SOMOS 1 Unit 12: El Cortejo (for link to Somos curriculum unit overview, click here)	no conoce a nadie, sale de, agarra la mano Dating customs in the Spanish-speaking world, social life, etc.
Week 6-9	Día de los Muertos/Coco Unit	Use cultural readings as well as the popular movie Coco to reinforce student understanding of typical traditions, products, and attitudes of the holiday.
Week 9-11	SOMOS 1 Unit 13: Los Piropos (for link to Somos curriculum unit overview, click here)	el hombre, una mujer, piensa que, bonita, quieres salir, conmigo Compliments vs. flirting vs.

		harassment, sexism
Weeks 11-13	Selena	Selena – Movie and novel can be used
Week 15-16	Festival de videos & Navidad culture - Loteria de Navidad	Use authentic commercials from the Spanish-speaking world as insight to typical traditions, products, and attitudes of the holiday season
Week 17-18	SOMOS 1 Unit 14: Los Niños Prisioneros de Bolivia (for link to Somos curriculum unit overview, click here)	no debes, hace, el niño, escucha, lo que Imprisoned children in Bolivia, human rights
Weeks 18-19	Grammar and vocabulary boot camp	Intensive review of regular and irregular verb conjugation in the present tense, introduction to stem-changing verbs Intensive review of key structures from semester one
Week 1-3	SOMOS 1 Unit 15: La Guerra Sucia (for link to Somos curriculum unit overview, click here)	una mujer vieja, su hijo, desaparece, guerra Argentina's Guerra Sucia (Dirty War), Madres del Plaza de Mayo
Week 3-6	SOMOS 1 Unit 16: El Gaucho Argentino (for link to Somos curriculum unit overview, click here)	trabaja, vive solo, necesita The tango, Gaucho culture
Week 7-8	Locura de marzo (March Madness)	Use authentic music videos from the Spanish-speaking world as insight to typical traditions, products, and attitudes Compare and contrast culturally diverse music selections to students' own musical tastes
Week 9-11	SOMOS 1 Unit 17: La inmigración indocumentada (for link to Somos curriculum unit overview, click here)	llega, un país, regresa, allí, lleva Immigration: causes and effects, challenged faced

		Immigration in Spain Under the Same Moon movie
Week 11-13	Class Novel (Esperanza)	Basic reading strategies for novice readers Guatemalan culture, political oppression, forming perspective/empathy for immigrants
Week 14-16	SOMOS 1 Unit 19: El Biblioburro (for link to Somos curriculum unit overview, click here)	pone, encima de, viene, un pueblo, toda la gente, libros, lee, biblioteca Biblioburro/access to books in rural areas, Washington Santiago, education in the Spanish-speaking world
Week 17-18	Grammar and vocabulary boot camp	Intensive review of regular and irregular verb conjugation in the present tense, including stem-changing verbs Intensive review of key structures from semester two

Learning Targets

Unidad 11: Los Deportes en el Mundo Hispano

- I can begin to identify Unit 11 key structures in Spanish.
- I can interpret basic strings of sentences in Spanish as I read or listen.
- I can recall Unit 11 key structures in Spanish.
- I can demonstrate strong speaking and listening habits by engaging in our class story activity.
- I can demonstrate strong writing habits by engaging in today's free write activity.
- I can demonstrate strong reading habits by engaging in my free choice novel.
- I can demonstrate strong reading, writing, speaking, and listening habits by engaging in review station activities.
- I can begin to employ Unit 11 key structures as I write or speak.
- I can communicate in simple sentences in Spanish as I speak.
- I can employ Unit 11 key structures as I write or speak.
- I can recall basic sports vocabulary in Spanish.

Unidad 12: El Cortejo

- I can begin to identify Unit 12 key structures in Spanish.
- I can interpret basic strings of sentences in Spanish as I read or listen.

I can recall Unit 12 key structures in Spanish.
I can demonstrate strong speaking and listening habits by engaging in our class story activity.
I can demonstrate strong writing habits by engaging in today's free write activity.
I can demonstrate strong reading habits by engaging in my free choice novel.
I can demonstrate strong reading, writing, speaking, and listening habits by engaging in review station activities.
I can begin to employ Unit 12 key structures as I write or speak.
I can communicate in simple sentences in Spanish as I speak.
I can employ Unit 12 key structures as I write or speak.
I can compare and contrast common dating customs between my own and that of the Spanish-speaking world.

Día de los Muertos/Coco

I can explore, understand, and appreciate products, practices, and perspectives of diverse cultures and global communities.
I can interpret the main points of strings of simple sentences in the target language by reading.
I can demonstrate strong reading habits in Spanish class by reading cultural texts.
I can interpret strings of sentences in Spanish while listening.
I can explain what Día de los Muertos celebrates and how it is different from Halloween.
I can describe some traditional components of a Día de los Muertos celebration.

Unidad 13: Los Piropos

I can begin to identify Unit 13 key structures in Spanish.
I can interpret basic strings of sentences in Spanish as I read or listen.
I can recall Unit 13 key structures in Spanish.
I can demonstrate strong speaking and listening habits by engaging in our class story activity.
I can demonstrate strong writing habits by engaging in today's free write activity.
I can demonstrate strong reading habits by engaging in my free choice novel.
I can demonstrate strong reading, writing, speaking, and listening habits by engaging in review station activities.
I can begin to employ Unit 13 key structures as I write or speak.
I can communicate in simple sentences in Spanish as I speak.
I can employ Unit 13 key structures as I write or speak.
I can differentiate between compliments, flirting, and harassment.

Unidad 14: Los Niños Prisioneros de Bolivia

I can begin to identify Unit 14 key structures in Spanish.
I can interpret basic strings of sentences in Spanish as I read or listen.
I can recall Unit 14 key structures in Spanish.
I can demonstrate strong speaking and listening habits by engaging in our class story activity.
I can demonstrate strong writing habits by engaging in today's free write activity.
I can demonstrate strong reading habits by engaging in my free choice novel.
I can demonstrate strong reading, writing, speaking, and listening habits by engaging in review station activities.
I can begin to employ Unit 14 key structures as I write or speak.
I can communicate in simple sentences in Spanish as I speak.
I can employ Unit 14 key structures as I write or speak.
I can compare and contrast the prison systems of the US and Bolivia.
I can express my opinion in simple sentences in Spanish.

Unidad 15: El Guerra Sucia

I can begin to identify Unit 15 key structures in Spanish.
I can interpret basic strings of sentences in Spanish as I read or listen.
I can recall Unit 15 key structures in Spanish.
I can demonstrate strong speaking and listening habits by engaging in our class story activity.

I can demonstrate strong writing habits by engaging in today's free write activity.
I can demonstrate strong reading habits by engaging in my free choice novel.
I can demonstrate strong reading, writing, speaking, and listening habits by engaging in review station activities.
I can begin to employ Unit 15 key structures as I write or speak.
I can communicate in simple sentences in Spanish as I speak.
I can employ Unit 15 key structures as I write or speak.
I can describe the basic conflict within Argentina's "Dirty War".

Unidad 16: El Gaucho Argentino

I can begin to identify Unit 16 key structures in Spanish.
I can interpret basic strings of sentences in Spanish as I read or listen.
I can recall Unit 16 key structures in Spanish.
I can demonstrate strong speaking and listening habits by engaging in our class story activity.
I can demonstrate strong writing habits by engaging in today's free write activity.
I can demonstrate strong reading habits by engaging in my free choice novel.
I can demonstrate strong reading, writing, speaking, and listening habits by engaging in review station activities.
I can begin to employ Unit 16 key structures as I write or speak.
I can communicate in simple sentences in Spanish as I speak.
I can employ Unit 16 key structures as I write or speak.
I can compare and contrast cowboys vs. gauchos.
I can appreciate and describe the Argentine tango.

Unidad 17: La Inmigración Indocumentada

I can begin to identify Unit 17 key structures in Spanish.
I can interpret basic strings of sentences in Spanish as I read or listen.
I can recall Unit 17 key structures in Spanish.
I can demonstrate strong speaking and listening habits by engaging in our class story activity.
I can demonstrate strong writing habits by engaging in today's free write activity.
I can demonstrate strong reading habits by engaging in my free choice novel.
I can demonstrate strong reading, writing, speaking, and listening habits by engaging in review station activities.
I can begin to employ Unit 17 key structures as I write or speak.
I can communicate in simple sentences in Spanish as I speak.
I can employ Unit 17 key structures as I write or speak.
I can describe some of the factors that cause people to immigrate.
I can describe some of the effects of immigration on a society.
I can describe some challenges that face illegal immigrants.

Class Novel: Esperanza

I can interpret simple strings of sentences as I read and listen.
I can demonstrate strong reading and listening habits by engaging in today's novel activities.
I can describe what a typical home/neighborhood is like in Guatemala.
I can retell parts of a story in Spanish using simple sentences.
I can explore, understand, and appreciate products, practices, and perspectives of diverse cultures and global communities.
I can explain what a union is as well as what special challenges are faced in Guatemala's workers' unions.
I can describe some of the factors that cause people to immigrate, including political oppression.
I can describe some challenges that face illegal immigrants.

Locura de Marzo/Festival de Música

I can appreciate music from the Spanish-speaking world and compare its beats, rhythm, tone, themes, and videos to my own musical tastes.
I can interpret basic sentences in Spanish as I read or listen to music/lyrics.

I can express my opinions and describe music in Spanish using simple words or phrases.

Unidad 19: El Biblioburro

I can begin to identify Unit 19 key structures in Spanish.

I can interpret basic strings of sentences in Spanish as I read or listen.

I can recall Unit 19 key structures in Spanish.

I can demonstrate strong speaking and listening habits by engaging in our class story activity.

I can demonstrate strong writing habits by engaging in today's free write activity.

I can demonstrate strong reading habits by engaging in my free choice novel.

I can demonstrate strong reading, writing, speaking, and listening habits by engaging in review station activities.

I can begin to employ Unit 19 key structures as I write or speak.

I can communicate in simple sentences in Spanish as I speak.

I can employ Unit 19 key structures as I write or speak.

Grammar/Vocabulary Bootcamp

I can conjugate verbs in the present tense in Spanish.

I can identify and employ key structures from Spanish 2A/2B.