

Español II
Course Plan for 2008/2009
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Student and teacher effort in learning Spanish is focused on the development of proficiency in the four skill areas; listening, speaking, reading and writing, and in cultural awareness. Following are the Helena School District #1 goals and standards of student learning in Spanish II.

COMMUNICATION

GOAL ONE: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

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

CULTURES

GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

Standard 2.1 Students demonstrate knowledge and understanding of the traditions, ideas and perspectives, the literary and artistic expressions, and other components of the cultures being studied.

CONNECTIONS

GOAL THREE: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

GOAL FOUR: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE & CULTURE

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of cultures through comparisons of the cultures studied and their own.

COMMUNITIES

GOAL FIVE: PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

Standard 5.1 Students use the language both within and beyond the school setting.

Standard 5.2 Students show evidences of becoming life-long learners by using the language for personal enjoyment and enrichment.

Curricular Materials

Realidades 2, Prentice Hall, 2004

Various Readers that are in Spanish or deal with Hispanic Culture

Media Presentations or Realia Materials that are in Spanish or deal with Hispanic Culture such as Movies, Documentaries and Slide Presentations

All class-related activities, including student assessment, are intended to provide practice and further **Communication** in Spanish. Students and parents should be aware that at the end of the second year of Spanish, students are still considered to be at the high novice level. Though second year students add 400-600 words to their Spanish vocabulary, it takes the full sequence (four years/AP) of yearlong offerings to move into the mid to high intermediate level.

Advancement depends principally on the individual student's efforts. The key variables in successful student progress are attitude, motivation and practice. Students need to take an active role in their learning. **Class attendance, Class Participation** (in-class practice time) and **Homework Completion** (out-of-class practice time) are very important and expected student behaviors. **Repetition** and **Studying Outloud** are two study techniques that students can use outside of class to improve their performance in class. Taking advantage of all **Listening Opportunities** in class, including listening when other students speak, will aid student success. Students are expected to **practice their Spanish out-of-class at every opportunity**. This means watching movies in Spanish and conversing with other Spanish speakers they may meet in venues in and out of school.

Student assessment consists of meeting teacher or student-teacher pre-established criteria for various evaluative activities. These include paper/pencil tests of discrete point items, writing assignments, research projects, individual oral presentations to the class, group situational conversations and conversational dialogues. These may be in the form of daily assignments, quarterly projects, videotaping, audio taping, and in our out-of-class written or oral quizzes and tests; announced and unannounced.

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Each student has a copy of assessment criteria that describe student performance or the grades earned by the student in Spanish II.

Class Rules

Students are expected to:

- Come to class with all necessary materials (including a Spanish/English dictionary and completed homework)
- Show thoughtfulness and common courtesy in your relationships with your teacher and fellow classmates
- Speak Spanish as much as possible and participate fully in all class activities
- Make up absences by scheduling a meeting outside of regular class period with the instructor. jjamruszkawilson@helena.k12.mt.us School: 324-2527

Materials Students Need for Class

Students are expected to have: A three-ring binder, notebook paper, and pens or pencils.

Enduring Understandings – Lifetime Goals

- Language connects people.
- Knowing diverse cultures cultivates an understanding and appreciation of the world. Language and culture are inextricably linked.
- Language requires you to solve problems.
- Learning a second language will open doors for you both professionally and personally.
- The main goal is effective communication not word-for-word translation.
- Speaking is not the only form of communication.
- Learning a language is an on-going process and refinement comes from practice.
- Accuracy is the result of experience (deliberate speaking and listening) and self-reflection.
- Conversations are more than questions and answers.
- You are judged by what you say and how you say it.

Essential Questions - Important to Know and Be Able to Do

- **Why learn another language?**
 - What are my motivations and expectations about learning another language?
 - How will learning a language enhance my life?
- **What is communication?**
 - In what ways do languages convey meaning?
 - Why don't I have to translate everything?
 - How does language change in different situations?
 - What strategies can I use to communicate more effectively?
 - What can I do when I do not have the words to say what I am thinking?
 - How do I keep a conversation going?
 - What are the benefits of taking a chance in language?...the risks?
 - What mistakes are worth making?
 - How would communication be different (or limited) without tenses?
- **What is culture?**
 - How can I explore other cultures without stereotyping?
 - How does language shape culture? How does culture shape language?
 - How are language and culture linked?
 - How can I enhance my connections with people through language?
 - What can I learn about my own language and culture from the study of others?
- **How do you learn Spanish?**
 - What language learning skills do I already have?
 - How can I use my existing communication skills to learn a new language?
 - What are different language learning styles?
 - What strategies and resources will help me learn another language?
 - What qualities do I need to learn a second language?
 - How do I express complex ideas using simple terms?
 - How do I figure out meaning when words are not understood?
 - What do I do when I am stuck?
 - What do I hear when I listen?

TOPICS – Español II Curricular Units and Lesson Plans

1. Tú, La Escuela, y Los Pasatiempos

- ¿Quién eres? ¿Cómo eres?
- ¿Qué haces a la escuela? ¿Cómo es el colegio? ¿Hay muchas reglas?
- ¿Qué te gusta hacer en tu tiempo libre ?

2. La Rutina Diaria, Preparándose Para Eventos Especiales

- ¿Cuál ropa debes comprar para estar de moda?
- ¿Cuáles marcas, colores y telas de ropa prefieres?
- ¿Cuál número de zapatos o talla de ropa necesitas?
- ¿Te gusta ir de compras? ¿Cómo pagas para las cosas que compras?

3. Los Recados, Los Sitios De Negocios, y Preguntando El Camino

- ¿Adónde vas al centro para llevar a cabo los recados?
- ¿Cómo se va a estos sitios si necesitas preguntar direcciones?
- ¿Manejas o caminas? ¿Cuáles son los señales que tienes que obedecer?

4. Los Recuerdos De Tu Niñez, Las Celebraciones De Días Festivos y Fechas Importantes, y Los Buenos Modales

- ¿Cuáles juegos y juguetes eran tus favoritos cuando eras niño?
- ¿Cuáles días festivos celebrabas cuando eras niño?
- ¿Conoces días festivos de otras culturas?
- ¿Cómo te comportas durante los eventos especiales?

5. Actos Heroicos, Desastres Naturales, Accidentes y Hospitales

- ¿Quiénes son héroes o heroínas según tí?
- ¿Cómo se comportan los héroes?
- ¿Cuáles son las características de un héroe o una heroína?
- ¿Has tenido un accidente en lo cual tenías que ir al hospital?
- ¿Has estado en un desastre natural?
- ¿Has oído un noticiero del tiempo o un desastre natural?
- ¿Has leído un noticiero del tiempo o un desastre natural?

6. La Televisión y El Cine

- ¿Te gusta mirar la tele?
- ¿Cuáles programas te gustan?
- ¿Cuál tipo de películas te gustan? ¿Por qué?
- ¿Cómo son diferentes las películas americanos y las de otros países?

7. La Comida y Su Preparación

- ¿Cuál influencia tienen la geografía y la cultura sobre el escogimiento de comida?
- ¿Cuál tipo de comida prefieres? ¿Por qué?
- ¿Cocinas? ¿Cuáles implementos necesitas?
- ¿Cuáles recetas has aprendido? ¿Cuáles ingredientes usas?
- ¿Te gustan acampar y preparar la comida sobre un fuego al aire libre?
- ¿Cuáles implementos necesitas?
- ¿Cuáles recetas has aprendido? ¿Cuáles ingredientes usas?

8. El Viajar Al Extranjero

- ¿Adónde has viajado o quieres viajar afuera de los E.E.U.U.?
- ¿Qué quieres ver o hacer cuando viajas?
- ¿Tomas el avión, el tren, el autobus o un coche?
- ¿Te quedas en hoteles o en acampamientos?
- ¿Cuáles son buenos modales por un turista?

9. Las Carreras y Las Profesiones

- ¿Cuál trabajo quieres hacer?
- ¿Cuál profesión quieres entrar? ¿Por qué?
- ¿Cómo te preparas para esta profesión?

10. El Medio Ambiente, La Preservación y El Recalentamiento Global

- ¿Cuáles son problemas locales y globales de contaminación?
- ¿Cómo se puede cuidar el planeta?
- ¿Cómo se puede proteger el medio ambiente?