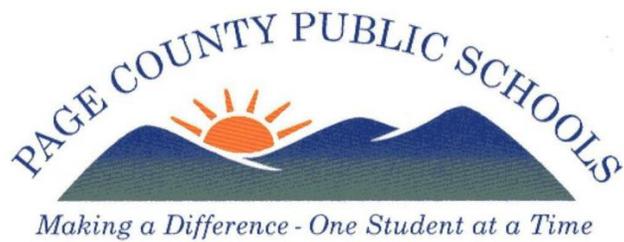


Curriculum Pacing Guide



Spanish II



OVERVIEW

Goals

Achieving linguistic fluency and cultural understanding is a long-term endeavor, requiring experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in each of the following areas:

Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.
- Students will learn about other cultures' contributions to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

- Students will connect with other disciplines through foreign language study, enabling them to reinforce and expand their understanding of the interrelationships among content areas.
- Students will access information in more than one language, giving them a greater range of resources and a richer base of knowledge.

Increased Global Perspective

- Students will respond to and contribute to their communities and the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of foreign language study.

Strands

The content of the Modern Foreign Language Standards of Learning is organized around the following seven essential strands (defined on the following pages) of language development and application:

- Person-to-Person Communication
- Listening and Reading for Understanding
- Oral and Written Presentation
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

Person-to-Person Communication

The first strand focuses on the communicative skills needed to exchange information in the target language with another person. When demonstrating skills in the person-to-person strand, students demonstrate their ability to initiate, sustain, and close a conversation or an interactive written communication, such as an e-mail exchange.

Listening and Reading for Understanding

The second strand consists of the communicative skills necessary to comprehend speaking and writing in the target language. The student's level of communicative competence is indicated by the degree of comprehension of spoken or written language, together with interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the skills involve understanding one-way communication with no opportunity for clarification through interaction.

Oral and Written Presentation

The third strand centers around the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations and, again, differ from the person-to-person strand in that students do not interact with the audience.

Cultural Perspectives, Practices, and Products

Understanding the culture of native speakers of the target language is an integral part of learning any language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

Making Connections through Language

Topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture(s) they are learning with concepts being studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information in the target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

Cultural and Linguistic Comparisons

The process of language learning causes students to reflect on their own culture and language in a way that increases their understanding of the nature of language in general and of elements of their own language and culture. As students become more knowledgeable about the target language, they increase their skills in their native language by making frequent comparisons between the target language and their own. The insight students develop into their own culture helps them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

Spanish II

Course Description

In Spanish II, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily activities. They read material on familiar topics and write short, directed compositions. Emphasis continues to be placed on use of Spanish in the classroom as well as on use of authentic materials to learn about Spanish-speaking cultures.



SPANISH II - PACING GUIDE (2011-2012)

PAGE COUNTY PUBLIC SCHOOLS

1ST NINE WEEKS

Topic	Standard(s) SII:
<p><i>Culture infused throughout each nine weeks to enhance instruction.</i></p>	<p>3.2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information.</p> <p>7.1. Participate in authentic or simulated cultural activities, such as family activities and holiday celebrations.</p> <p>7.2. Identify and discuss patterns of behavior typically associated with Spanish-speaking cultures, such as those relating to business practices and the celebration of national holidays.</p> <p>7.3. Examine the influence of the geography of Spanish-speaking countries on cultural elements, such as food, clothing, dwellings, transportation, language, and art.</p> <p>8.1. Give examples of the influence of the Spanish language and Spanish-speaking cultures in other subject areas, such as the use of Spanish words in the English language or the contributions of important individuals from Spanish-speaking countries.</p> <p>8.2. Compare and contrast information acquired in other subject areas to topics discussed in Spanish class, such as the use of the metric system for measuring distance, volume, and weight or the ways in which modes of transportation reflect the economies and geography of Spanish-speaking countries.</p> <p>9.1. Identify similarities and differences of traditions, such as those related to holidays, foods, family, and celebrations.</p> <p>9.2. Identify similarities and differences of geography and their impact on aspects of culture, such as food, clothing, dwellings, transportation, recreation, and art.</p> <p>11.1. Explain in Spanish how the Spanish language and Spanish-speaking culture(s) are evident in media, entertainment, and technology.</p> <p>11.2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet, to reinforce cultural knowledge of the Spanish-speaking world.</p>
<p>- Explain a minor illness to a doctor</p>	<p>2.2. Use simple paraphrasing and nonverbal behaviors to convey and comprehend messages.</p>
<p>- Describe some feelings</p>	<p>1.2. Ask questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.</p>
<p>- Have a prescription filled at a pharmacy</p>	<p>1.1. Give and follow basic instructions.</p>
<p>- Describe characteristics and conditions (<i>SER and ESTAR</i>)</p>	<p>4.1. Differentiate among increasingly complex statements, questions, and exclamations.</p>
<p>- Tell where things are and where they're from</p>	<p>4.2. Interpret gestures, body language, and intonation in order to clarify the message.</p>

- Tell where someone or something is now	6.1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
- Tell what happens to you or someone else (<i>Indirect Object Pronoun: me, te, nos</i>)	4.1. Differentiate among increasingly complex statements, questions, and exclamations.
- Check in for a flight	3.1. Understand main ideas and identify essential details when listening and reading.
- Talk about some services on board the plane	2.1. Participate in brief oral and written exchanges that reflect present, past, and future time.
- Get through the airport after deplaning (<i>Present tense of tener, hacer, poner, traer, and salir</i>)	3.1. Understand main ideas and identify essential details when listening and reading.
- Tell what you or others are currently doing (<i>present progressive</i>)	2.1. Participate in brief oral and written exchanges that reflect present, past, and future time.
- Tell what you know and whom you know (<i>Present tense of saber and conocer</i>)	2.1. Participate in brief oral and written exchanges that reflect present, past, and future time.
- Describe your personal grooming habits	6.1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
- Talk about your daily routine (<i>present of reflexive verbs</i>)	4.1. Differentiate among increasingly complex statements, questions, and exclamations.
- Tell some things you do for yourself (<i>present of stem-changing reflexive verbs</i>)	2.1. Participate in brief oral and written exchanges that reflect present, past, and future time.
2nd NINE WEEKS	
- Describe summer and winter weather	1.2. Ask questions and provide responses about self, others, and the immediate environment, such as exchanges concerning people and things, plans and events, feelings and emotions, and geographic direction and location.
- Talk about summer and winter activities and sports (<i>IR and SER in the preterite</i>)	2.1. Participate in brief oral and written exchanges that reflect present, past, and future time.
- Discuss past actions and events (<i>preterite tense of -AR verbs</i>)	5.2. Present information, using structures that reflect present, past, and future time.

- Refer to people and things already mentioned (<i>direct pronouns -lo, -la, -los, -las</i>)	4.1. Differentiate among increasingly complex statements, questions, and exclamations.
- Discuss movies	5.3. Demonstrate attention to accurate intonation and pronunciation when speaking.
- Museums, and theatre	5.3. Demonstrate attention to accurate intonation and pronunciation when speaking.
- Discuss cultural events	7.1. Participate in authentic or simulated cultural activities, such as family activities and holiday celebrations.
- Relate more past actions or events (<i>preterite of -er and -ir verbs</i>)	5.2. Present information, using structures that reflect present, past, and future time.
- Tell for whom something is done (<i>indirect object pronouns - le, les</i>)	4.1. Differentiate among increasingly complex statements, questions, and exclamations.
- Use expressions related to train travel	2.2. Use simple paraphrasing and nonverbal behaviors to convey and comprehend messages.
- Purchase a train ticket and request information about arrival, departure, etc	6.1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.
- Talk about more past events or activities (<i>irregular preterite of hacer, querer, venir, estar, andar, tener, poder, poner, saber</i>)	5.2. Present information, using structures that reflect present, past, and future time.
- Tell what people say (<i>Present and preterite of decir</i>)	5.2. Present information, using structures that reflect present, past, and future time.
- Order food or beverage at a restaurant	7.1. Participate in authentic or simulated cultural activities, such as family activities and holiday celebrations.
- Identify eating utensils and dishes	3.2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information.
- Identify more foods	3.2. Understand culturally authentic materials, such as announcements, messages, and advertisements that present new and familiar information.
- Make a reservation at a restaurant	3.1. Understand main ideas and identify essential details when listening and reading.
- Talk about present and past events (<i>preterite of stem-changing verbs e →i and o →u</i>)	5.2. Present information, using structures that reflect present, past, and future time.