

Advanced and Honors Levels Spanish II Syllabus

Course Description

This second year course prepares students to communicate, explore, and connect across Spanish-speaking cultures in order to foster attitudes of mutual understanding and respect. Using a theme approach, such as foods, family, travel and cultural identity, students learn the vocabulary and structures of the language while exploring the cultures and peoples of diverse Spanish-speaking countries. Equal emphasis is placed on listening, reading, writing, and speaking, and students develop multiple strategies to make meaning and express themselves. Students are encouraged to take risks and develop more complex ways to use vocabulary and grammatical structures to communicate with others.

The pace of instruction and conversation, the in-depth study of specific structures and topics, and the level of independence required to complete learning activities varies between the Advanced and Honors levels.

In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to be inspired learners rooted in effective communication, critical thinking, and problem solving skills. Through our study of cultures and traditions, students are also encouraged to be faithful citizens based on respect for others, exuding character and integrity, and valuing the uniqueness of every human being.

Essential Questions for the Course

Language:

- How does my language shape my identity?
- How does my language affect how others relate to me?
- How can I enhance my connections with people through language?
- How will learning a new language help me to become an active global citizen?
- Why is precise language important in all aspects of life?
- Why does language change in different situations?

Culture:

- How do cultures evolve?
- How do cultural practices help shape identity?
- How do traditions and celebrations reflect the history and values of a place and a people?
- How are traditional practices reflected in our modern lifestyle?
- How are we transformed by our study of other cultures?
- Why should we preserve historical, cultural, and geographic destinations?

Course Curriculum

Unidad 1 - De vuelta a clases (5-6 weeks)

Focus Questions:

- How do schools in different cultural contexts meet the needs of their students?
- What helps students engage in their school community?
- What factors support student learning and success?

Concepts/Skills

Grammar Topics:

- Present tense: all regular verbs, verbs with an irregular “yo” form, and stem-changing verbs.
- Comparisons with *más/menos...que, tan...como*
- *Hay que, tener que, se prohíbe, debe + infinitive*

Unit Vocabulary: [EntreCulturas 2: Unidad 1 Flashcards](#)

- Las partes de la escuela
- Las profesiones en la escuela
- Las asignaturas
- Las actividades del aula
- Para describir a los profesores
- Las actividades extracurriculares
- Las evaluaciones y las tareas
- Las reglas en la escuela
- El ambiente de la escuela

Communication:

- Read, listen, and view information about schools in a variety of Spanish-speaking cultures.
- Ask questions and make statements in the present tense using *regular, irregular and stem changing verbs* with a focus on the theme of education.
- Exchange information about teachers, school classes, activities, and schedules in your school and in schools of other cultures. *Use más/menos ...que, tan ...como to make comparisons.*
- Investigate how schools in the Andean region of South America promote learning and student involvement.
- Share your preferences for classroom activities and engage in conversation with others about their preferences. Uses of *the verb gustar* to express what you like and do not like to do.
- Discuss school rules using *hay que + infinitive, tener que + infinitive debe + infinitive* to express the obligation to do something. and the importance of them on the learning process. Use
- Listen and reflect on what success in school means in other countries and compare it to what success means in your school community.
- Engage in conversations and discussions using multiple strategies to communicate ideas and understand the ideas of others.

Intercultural Focus: [Public and private schools in Ecuador](#)

- Describe the role of teachers and students in schools across cultures and the needs of students in different school settings.
- Explain how and why school schedules and course offerings differ across cultures.
- Explore biography and short-story works by Ecuadorian writer, Eugenia Viteri:
<https://www.ecuadorianliterature.com/eugenia-viteri/>

Formative and Summative Assessments:

- Discuss what it would be like to learn science, math or history in a second language.
(Interpersonal Speaking)
- Construct written responses and summaries (sentences and short paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit.
- Create a proposal for an ideal school and present to your peers. The school presentation will include: the school building and facilities, courses, extracurricular activities, and opportunities, school rules, the school environment, and what students need to do to be successful.
(Presentational Writing/Speaking)

Unidad - 2 - La Cultura de una Familia (5 - 6 weeks)

Focus Questions:

- What do families and households look like across Spanish-speaking cultures?
- What is the culture of your family like and how has it changed from past generations?
- What do you want in a home or a family unit in the future?

Concepts/Skills

Grammar Topics:

- Comparisons: tanto/a/s ... como
- Superlatives and Superlatives with “el más”
- Reflexive Verbs
- Reciprocal Reflexive verbs
- Imperfect tense
- Ir + a + infinitive

Unit Vocabulary:

- Los miembros y la estructura de la familia
- Las características físicas
- Las personalidades
- Las rutinas diarias
- Las relaciones en la familia
- El tiempo en la familia
- Los quehaceres de la familia
- Conectores para expresar secuencia

- Los valores de la familia
- Las partes del cuerpo
- Las síntomas cuando estas enfermo/a

Communication:

- View and listen to videos that describe family structure, members, routines, and responsibilities. Summarize key ideas.
- Explain how you spend and spent time with your family now and in the past; *use the present and imperfect tenses.*
- Use *superlatives* to describe family members through speaking and writing.
- Describe family members using “*el más.*”
- Ask and answer questions about the physical traits and personalities of family members.
- Listen and describe the daily routines within a household emphasizing *reflexive verbs.*
- Reflect on the culture of your family and what family means to you. Predict what your family and home are going to be like in the future. Share this reflection with others using multiple strategies to communicate ideas and understand the ideas of others.
- Write a description of your family’s roles and responsibilities now, in the past, and in the future.

Enfoque Intercultural: Mexico

- Recognize the importance of greetings and conversation at family and social events.
- Explain the roles of family members in the home.
- Describe family meals and the sobremesa
- Explore the role of men and women in Spanish speaking countries.

Formative and Summative Assessments:

- Using pictures, reflect on and explain how families have changed in the last two generations. With a partner, make comparisons using relevant vocabulary and grammatical structures. (Interpretive Speaking/Writing).
- Interview someone from a previous generation; document the interview and share the key ideas from the interview with peers. (Interpersonal Speaking).
- Construct written responses (sentences and short paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit. (These assignments will vary between Advanced and Honors levels.)

Unidad 3 - Un Mundo hecho por comunidades (5 - 6 weeks)

Focus Questions:

- How do culture and geography shape where people go and what they do in their communities?
- How do people come together to celebrate their cultural identity and communities?
- How can community members work together to improve their quality of life?

Concepts/Skills

Grammar Topics:

- Uses of saber and conocer
- Preterite: regular verbs; -car,-gar,-zar verbs.
- Irregular preterite: ir, ser, dar, venir, tener, hacer, poner, estar, querer, poder, saber, decir, traer, andar, leer & oír
- Affirmative and negative familiar regular and irregular commands.

Unit Vocabulary:

- Los lugares en la comunidad
- Las tiendas
- Los servicios y actividades en la comunidad.
- Los tipos de transporte
- Cómo pedir y dar direcciones
- La identidad de la comunidad
- Las celebraciones
- Trabajar en la comunidad
- El voluntariado

Communication:

- Read/view sources to explore the layout, services, and modes of transportation in Nicaraguan communities.
- Ask for and provide directions using *informal affirmative and negative commands*.
- Explain how to travel by different modes of transportation using the *preterite regular and irregular tense verbs*.
- Compare and contrast the differences between the verbs *Saber and Conocer* in Spanish.
- Read and view sources to learn information about community improvement projects in Central America. Explain how volunteers inspire and organize others to make a difference.
- Describe and compare Spanish-speaking communities, identifying various symbols which portray the communities cultural influences.
- Exchange information about what you do and places you go within your community. Describe the places where you shop in your community and the places that portray cultural influences.
- Research celebrations in Spanish speaking countries and share through conversation and writing how people celebrate their cultural identity.

Enfoque Intercultural: Nicaragua

- Describe bargaining at open air markets
- Explain daily life at a Nicaraguan community
- Analyze community celebrations that reflect identity

Formative and Summative Assessments:

- Through videos, take a tour of Granada, Nicaragua; take notes about the places to visit and interesting activities; summarize and present information. (Presentational Speaking /Writing)
- Use informal commands and culturally accepted hand gestures to provide directions to others. (Presentational Speaking/Writing)
- Listen to directions given by another and trace the route on a map. (Interpretive Listening)
- Research festivals and celebrations in Nicaragua and create a travel brochure to share with others. (Presentational Speaking/Writing)
- Construct written responses (sentences and short paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit. (Assignments will vary between Advanced and Honors levels.)

Unidad 4 - En La cocina de mi abuela (5-6 weeks)

Focus Questions:

- How do communities select their food staples?
- How does food connect cultures, communities and families?
- How can food help address health issues?
- How can traditional health practices inform our modern lifestyle?

Grammar Topics:

- Direct object pronouns
- Ser v. Estar
- Formal Commands
- Direct object pronouns with commands
- Irregular preterite: andar, estar, tener, poner, poder, venir, traer, decir, ser, ir, dar, hacer, saber

Unit Vocabulary:

- Productos típicos del Caribe
- Los ingredientes
- Para describir la comida
- Preparar la comida
- Los utensilios
- Los horarios y las costumbres de comer
- Las partes del cuerpo
- Las enfermedades y síntomas
- Los remedios

Communication:

- Read, view, and listen to sources that explain food of the Caribbean.
- Ask and answer questions about how dishes are prepared. Describe ingredients necessary to prepare Caribbean recipes. Through video and pictures, identify and describe the flavors of

various dishes.

- Learn to replace nouns using *direct object pronouns*.
- Using *formal commands* demonstrate how to write a recipe in order to prepare typical Caribbean dishes. *Explain how to use direct object pronouns with commands.*
- Describe how one prepared a dish or meal using *regular and irregular preterite tense verbs*.
- Exchange information to compare meals, snacks, and meal times in Spanish speaking cultures with your own. Express/discuss how the flavor of foods enhances the flavor of culture.
- Describe how cultures use traditional recipes and ingredients to address common health issues.
- Give and receive advice about how to care for common illnesses.

Enfoque Intercultural: Cuba

- Examine differences in staple foods in Latin America.
- Describe typical foods and dishes to eat at different times of day.
- Gain an understanding of schedules and expectations about meal times.
- Explore the tradition of taking a “siesta”
- Explain home remedies and natural medicines used in your own and in other cultures.

Formative and Summative Assessments:

- Prepare a presentation to create a Spanish dish that is appealing to you. Describe the recipe, list the ingredients, and provide the directions to make the dish. Include pictures of the process. (Presentational Writing/Speaking)
- Read recipes from your classmates and write a commentary or blog expressing your likes or dislikes about the dish (Interpretive Writing)
- Work in pairs to prepare a dialogue between the patient and the doctor. The patient must be very specific in describing symptoms. The doctor must use formal commands when giving advice on what to eat and what home remedies may help. (Interpersonal Speaking/Writing)
- Construct written responses (sentences and short paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit. (Assignments will vary between Advanced and Honors levels.)

Unidad 5: Vida Social (5-6 weeks)

Focus Questions:

- How do friends, family, and culture influence how I spend my free time?
- How do my shopping choices reflect who I am?
- What outdoor experiences do young people have in Peru?

Grammar Topics in context:

- Reflexive and reciprocal verbs
- Hacer + (time) + preterite
- Preterite and Imperfect uses
- Imperfect Progressive
- Demonstrative Adjectives

- Direct and indirect object pronouns

Vocabulary in context:

- Las invitaciones / Para invitar
- Los destinos
- Las actividades al aire libre
- Las tiendas
- Para ir de compras
- Los precios
- En la tienda de ropa
- El equipo deportivo

Communication:

- Read, listen and view videos to explore the adventures of young people in Peru. Describe these and your own adventures.
- Extend, receive, and politely refuse invitations using accurate vocabulary and grammatical structures.
- Learn to discuss how long ago things happened with *hace + time + preterite*
- Describe past events using *the preterite and imperfect tenses* and talk about how long ago you did something in the past.
- Exchange information about places you have visited, outdoor adventures you have experienced in the past, and activities you would like to engage in when you have the free time. *Use the preterite and imperfect verb tenses accurately.*
- Visit popular destinations in Peru and tell your friends about them; invite them to go with you to a favorite place of yours.
- Identify and describe items in a store using *demonstrative adjectives*
- Talk about what you have purchased on your shopping excursion and and for whom using *direct and indirect object pronouns.*

Enfoque Intercultural : Perú

- Use greetings and explain leave -taking norms
- Describe social and cultural activities in Peru
- Explain norms for punctuality and paying for others
- Describe sports and outdoor activities, clothing, currency and markets in Peru.

Formative and Summative Assessments:

- Create a dialogue with your partner about activities you did when you were a child using the preterite and imperfect tenses. (Presentational Speaking/ Writing)
- Investigate famous tourist attractions in Peru and write a travel commentary describing the site, the activities offered there, the weather, and geographical information. Share your information on a tourist web site.(Presentational Writing)
- Prepare a dialogue or a skit with classmates focused on shopping at the mall. Select specific vocabulary to indicate the roles of sales clerk and customers. Each customer will make a list of

the articles he/she wants to buy and how much they cost. (Presentational Writing/Speaking)

- Construct written responses (sentences and short paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit. (These assignments will vary between Advanced and Honors levels.)

Unidad 6 : Un Viaje al extranjero

Focus Questions: (5-6 weeks)

- What do you need to know to travel to another country/culture?
- What can you learn about yourself and others by traveling?
- How do travel experiences shape our intercultural understanding and respect for the people and communities we visit?

Grammar in context:

- Uses of *por* and *para*
- Uses of preterit and imperfect
- Formal commands
- Affirmative and negative expressions
- Irregular preterit: *dormir*, *pedir*, and *servir*

Vocabulary in context:

- En el aeropuerto
- Antes de abordar el vuelo
- En el avión
- En la estación del ómnibus y del tren
- En el subte
- El turismo comunitario
- En el hotel/ En el restaurante
- Los destinos turísticos

Communication:

- Read, listen, and view sources about travel and airports in Argentina.
- Describe the necessary steps to board a plane.
- Use specific vocabulary to exchange information about airport services and customs.
- Read and view sources that describe ground transportation systems in Argentina. Ask and answer questions on how to navigate the subway system in Buenos Aires.
- Use vocabulary and grammar taught throughout the course to communicate needs and requests related to travel, lodging, dining, and directions.
- Create a travel brochure to describe famous landmarks and adventures.
- Narrate/Explain a memorable past travel experience using descriptive vocabulary and the *preterite and imperfect verb tenses*.
- Discuss the uses of *por* and *para* related to travel, and *affirmative and negative expressions*. Learn to describe what happened in a restaurant using *stem changing verbs in the preterite tense* and use *formal commands to politely tell someone what to do*.

Enfoque Intercultural: Argentina

- Describe air and ground travel as well as lodging in Argentina.
- Describe historical, cultural and geographical landmarks in Argentina
- Analyze the impact of tourism on specific regions/communities.
- Explain responsible and culturally appropriate tourism.

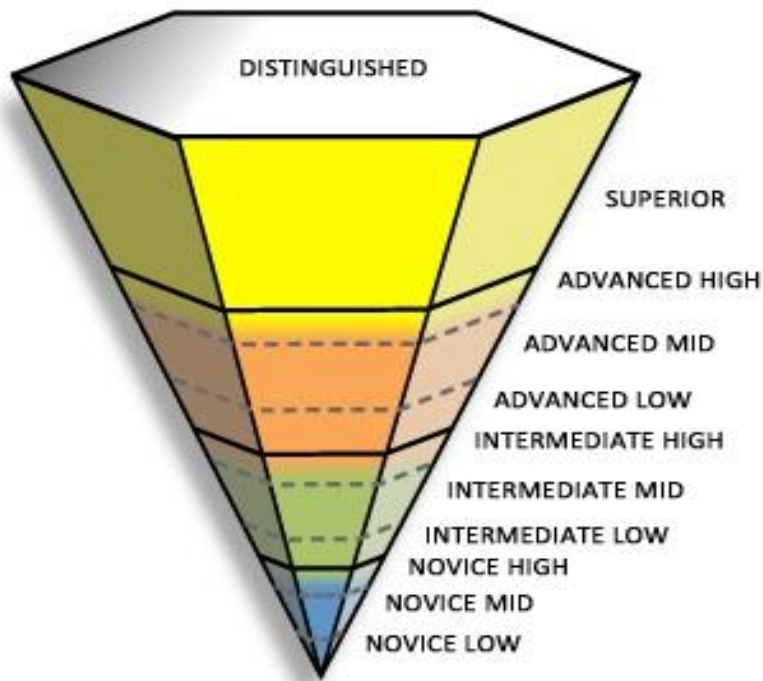
Formative and Summative Assessments:

- Listen to advice provided to passengers, decide if the advice given refers to a passenger at the airline counter, on the airplane, or going through customs. (Interpretive Writing/Listening-Audiovisual)
- Given a travel scenario, create a travel brochure to describe the famous landmarks you saw and the adventures you had on your trip. (Interpretive Writing)
- Create a dialogue or record a conversation using the preterite and imperfect verb tenses in order to share a personal story about this memorable trip. (Presentational Speaking).
- Design a tourist guide with useful phrases and essential information for a traveler, including advice on how to travel in a respectful and responsible manner. (Presentational Writing)
- Watch videos about tourism in Argentina. Observe and note the role that tourism plays in these communities. Write a reflection to explain how a person should interact and communicate with people according to situations in the different communities. (Interpretive Writing/Listening-Audio-Visual)
- Construct written responses (sentences and short paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit. (These assignments will vary between Advanced and Honors levels.)

Grading

Listening	20%
Reading	20%
Writing/Vocabulary & Grammar	20%
Speaking	20%
Culture & Participation	20%

SEE NEXT PAGE FOR ACTFL DESCRIPTORS



The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.