

Course Syllabus Conversational Spanish II

Course Description

This course prepares learners to communicate, explore, and connect across cultures. By learning in an intercultural context, students acquire communication skills and content knowledge while exploring the products, practices, and perspectives of Spanish-speaking cultures. Equal emphasis is placed on listening, reading, writing, and speaking. Students learn to use multiple strategies to make meaning and express themselves, expanding their literacy strategies while learning to communicate and interact across cultures.

The Holy Cross World Language Department uses ACTFL guidelines to prepare curriculum and measure students' growth. This course is offered at the novice mid to novice high range. Please see the end of this document for more details about ACTFL 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. Students are also encouraged to grow as faithful citizens who respect others, demonstrate character and integrity, value the uniqueness of every human being, and respect the traditions of families and cultures across the globe.

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?
- How will learning another language be useful in other aspects of life?
- Why is precise language important in all aspects of life?
- How does language change in different situations?

Culture:

- What do all cultures have in common?
- How and why do cultures differ?
- 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 we transformed by our study of other languages and cultures?

Course Curriculum

Spanish 1A Review: ¡Estamos de vuelta! (2 - 3 weeks)

Focus Questions:

- How do you communicate respectfully when meeting people from other cultures?
- What strategies will help you communicate in Spanish as you continue learning the language?
- How do you communicate in a manner that conveys cultural awareness?
- How do you connect and compare products, practices, and perspectives of communities within the U.S. to those across the Spanish-speaking world?

Concepts/Skills:

Vocabulary and Grammar:

- Review the vocabulary and grammatical structures to communicate greetings and ask basic questions.
- Review basic phonetic skills to accurately pronounce and spell beginner level Spanish vocabulary.
- Vocabulary in context:
 - personal and school activities
 - school supplies and subjects
 - places in school
 - family members
 - gathering places
 - expressions of proximity and frequency
- Grammar in context:
 - subject pronouns
 - present tense regular -ar, -er, and -ir verbs
 - present tense irregular verbs
 - gender/definite articles
 - expressions for obligations

Communication:

- Communicate by greeting, introducing oneself, and saying goodbye in Spanish.
- Answer basic questions focused on greetings and introductions.
- Explain the concept of register when using Spanish to converse.
- Accurately pronounce Spanish alphabet, numbers, days, months, and seasons. Formulate basic statements using this vocabulary.

Intercultural Focus:

- Explore the prevalence of Spanish around the globe, online, in the United States, and in our own community. Share and discuss observations.

Assessments:

- Conversational interview (Interpersonal speaking)
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Unit 4: La comida es cultura - 8 weeks *(Unit numbers are a continuation from Conversational Spanish I.)*

Focus Questions:

- What are some iconic foods from the Spanish-speaking world?
- How do food products and food practices shape our cultural identity?
- How can exploring new foods lead you to intercultural experiences?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to share preferences, opinions, and habits, including food choices and purchases.
- Vocabulary in context:
 - Foods and meals,
 - Fruits, vegetables, dairy, meat/fish, cold/hot beverages, desserts
 - Eating preferences
 - Requesting foods

- Prices and food purchases
- Describing foods; color, taste, etc
- Grammar in context:
 - Estar + rico, delicioso, picante, caliente, frío, etc
 - Expressions with tener (sed, hambre, ganas de, etc.)
 - Stem-changing verbs:(ie)
 - The verbs gustar and encantar (me, te, le, etc)

Communication:

- Apply vocabulary and structures to express personal food preferences, opinions, habits and purchases in conversation and in writing.
- Interpret photographs, videos, ads, blogs, and menus to understand food traditions.
- Create and present a series of menu items based on food preferences and food traditions from a Spanish-speaking country.
- Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication.

Intercultural focus: México / Carolina del Norte

- Explore food traditions and preferences as expressions of cultural identity.
- Analyze the role of foods as a step to experiencing another culture.
- Explore how geography shapes food choices.

Assessments: *Food trucks*

- Read about a food truck in the Dominican Republic that sells traditional food from Mexico. Summarize what you have learned. (Interpretive Reading/Presentational Speaking)
- Write a text message to a friend inviting him/her to get something to eat. (Interpersonal Writing)
- Design and promote a food truck for your school. (Presentational Writing)

Unit 5: La vida es un carnaval - 8 weeks

Focus Questions:

What leisure activities help to define your community and you?

- How do popular celebrations reflect history and culture?
- How do leisure activities create bridges between cultures?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to express preferences related to leisure activities and social plans.
- Vocabulary in context:
 - Leisure activities
 - Social spaces in the community
 - Musical genres and instruments
 - Emotions and reactions
- Grammar in context:
 - Future with ir + a + infinitive
 - Affirmative and negative expressions
 - Use of preterit (yo form) to talk about weekend activities

Communication:

- Craft statements to express preferences for leisure activities.
- Use vocabulary and structures taught throughout the course to engage in original conversations about activities, preferences, and social plans.
- Ask questions to expand conversations and clarify meaning.
- Make simple social plans in conversation and in writing.
- Read and interpret print and audiovisual material using context to determine the meanings of unknown words.

Intercultural Focus: *República Dominicana / Nueva York*

- Explore mutual influences between the U.S. and the Dominican Republic in sports and music
- Read and discuss intergenerational participation in leisure activities.
- Read and interpret print and audiovisual material about the Dominican Republic celebration of Carnaval.

Assessments: *Visit Santo Domingo*

- Look at photographs and read the captions. (Interpretive Reading)
- Participate in a Text Chat with a blogger from the Dominican Republic. (Interpersonal Writing)
- Design an itinerary with places you will visit and activities you will participate in when you visit Santo Domingo. (Presentational Writing)

Unit 6: El mundo en el que vivo - 8 weeks

Focus Questions:

- How do the culture, climate and the people around us affect how we live, work and play?
- What makes a place unique?
- How do your surroundings shape your identity?

Concepts/Skills:

Vocabulary and Grammar:

- Learn the vocabulary and grammatical structures to communicate with others about weather, clothing, outdoor leisure activities, and natural surroundings.
- Vocabulary in context:
 - Weather/climate
 - Clothing
 - Activities
 - Transportation
 - Tener calor, frío, ganas de...
 - Expressions for accepting and declining invitations
 - Me gustaría...
 - Geographical terms
- Grammar in context:
 - Expressions with estar, hacer, and tener
 - Present progressive
 - Combining verbs (querer + infinitive; tener que + infinitive, etc.)

Communication:

- Share information, opinions, and preferences about weather, clothing, outdoor activities, and the natural surroundings in your community and in the Spanish-speaking world.
- Use vocabulary and structures taught throughout the course to engage in original conversations about unit topics. Ask follow-up questions to expand the conversation.
- Read/listen to and interpret blogs, promotional materials, and reports on climate and weather to plan your day.

- Create and present travel information for Spanish-speakers who are planning to visit your community.
- Identify some of the unique geographical features that have shaped and defined the culture of a community.

Intercultural Focus: Colombia / Florida

- Explain geographical features and iconic landmarks of other countries
- Compare weather and climate of our region with that of Spanish-speaking regions
- Investigate cultural products and practices that derive from the climate of a region.

Assessments: *Know the community of Bogotá*

- Watch a video about Bogotá and summarize what you hear and/or see in the video.(Interpretive Audiovisual)
- Create a proposal to convince a group of students from Colombia to choose your community and school. (Presentational Writing)
- Talk over the Internet to answer questions a student poses about your community. (Interpersonal Speaking)

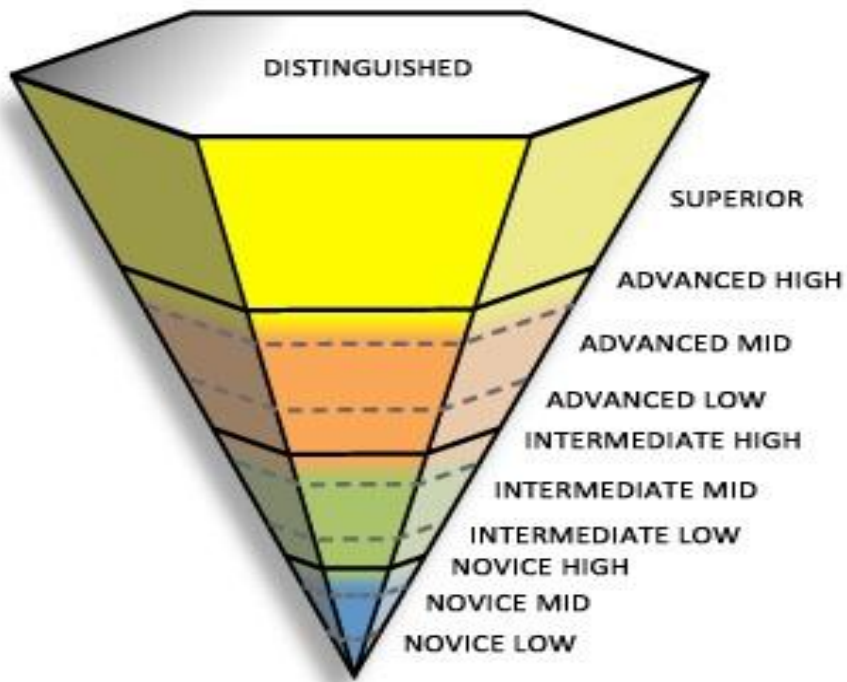
Resources

- *Entre Culturas 1B: Communicate, explore, and connect across cultures*
Mar, Davis, Sloan, Watson-López, Wayside Publishing, Entre Culturas 1B: Communicate, explore, and connect across cultures.2017
- <https://learningsite.waysidepublishing.com/dashboard>
- www.wordreference.com
- www.spanishdict.com
- Supplementary material at the discretion of the teacher

Grading

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

Please see the next page for an overview of ACTFL Proficiency Guideline which is used by the World Language Department.



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.