

## HS Spanish II

### Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

#### *WLG200: Spanish II*

#### Course Description

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. The course exemplifies a marriage of the best in language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store”. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Course length:** Two semesters

**Materials:** *Vox Everyday Spanish and English Dictionary*

**Prerequisites:** WLG100: Spanish I, Middle School Spanish 1 and 2, or equivalent

#### Overall Course Objectives

##### The High School Spanish II course helps students:

- Engage in language learning
- Master common and some specialized vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to increasingly nuanced conversational prompts
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns
- Read, write, speak, and listen for meaning in Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

## Recurring Content

- **Vocabulary Theme**

Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**

Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**

A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Diglot Weave™ Story**

Each week students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more Spanish woven in. (Diglot comes from the roots "di" meaning *two* and "glot" meaning *language*. These stories weave together the students' native language and the target language.) These stories provide students a fun and linguistically-rich context for optimal comprehension.
- **“Stretch” Activities**

Each week students work through an inventive and challenging activity to comprehend involved passages in Spanish, or to generate their own sentences in Spanish. Stretch activities include zany performances, core content-based instruction, familiar folktales presented in Spanish, simple narratives that students string together from basic building blocks, and many more. These activities help students work creatively in Spanish to communicate and make meaning.
- **Presentation of Culture through CultureGrams™ and Culture Videos**

Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.
- **“Gameshow” Review**

Each week students review material from the week’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the week’s material. The burden of review for the weekly assessment is thus transformed to a fun and engaging game.
- **“Out of Seat” Activities**

Several times during the year, students are given opportunities to use the language “outside” the course. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.

- **Realia**

Approximately every other week, students work to decipher the key messages and significant details in Realias. In Realias, students confront authentic or semi-authentic texts in real-world, everyday situations. These encounters are neither trivial, nor far beyond a student's comprehension level, but are texts to which students can respond and that move them to a deeper understanding of the target language and culture at the same time. Sample texts include menus, cinema marquees, student class schedule, etc.

- **Simulated Conversation Practice**

Several times during the year, students participate in a simulated conversation. Students listen to a series of everyday conversational prompts and are guided to respond to each prompt and/or to ask further questions to continue the conversation.

- **Oral and Written Activities**

Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.

- **Listening and Reading Comprehension Activities**

Each week contains either a focused listening or a focused reading comprehension practice. These practices help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that week, and follow up assessments challenge students to identify the main ideas and significant details of texts based on everyday communicative situations.

- **Assessments**

- Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they follow along.
- Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- End-of-week quizzes assess students’ mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
- Midterm and Semester Exams assess students’ mastery of the semester’s contents up to their current place on the calendar, and include oral and written assessments.

## Course Scope and Sequence

### Semester 1

	Vocabulary Topic	Grammar Pattern	“Stretch” Activity*	Culture
Week 1	Verb Review	Review of Present Tense	In the Aquarium	Ecuador
Week 2	Verb Review	Review of Preterite Tense	A Small Child Answers the Phone	Ecuador
Week 3	Numbers Review Ordinal Numbers Review	Review of Object Pronouns	Focus on the Language: Object Pronouns	Ecuador
Week 4	Food	Irregular Preterite - hacer, ir, ser, dar, decir, pedir, tener, estar	Chatter at a Royal Ball	Ecuador
Week 5	Health	Irregular Preterite (spelling changes) Irregular Preterite (-car, -gar, -zar)	The Farmer and the Turnip	Puerto Rico
Week 6	Family	Review of Present Progressive	A Spanish Lesson	Puerto Rico
Week 7	Professions	Present vs. Preterite	Focus on a Scene	Puerto Rico
Week 8	Descriptions	Review of Ser vs. Estar	The Story of the Three Bears	Puerto Rico
Week 9	<b>Midterm Review and Test - no topics</b>			
Week 10	Pastimes	Imperfect	Chatter at a Royal Ball	Uruguay
Week 11	Body	Irregular Imperfect	A Geography Lesson	Uruguay
Week 12	Holidays/Special Celebrations	Preterite vs. Imperfect	A Geometry Lesson	Uruguay
Week 13	At Home	Preterite and Imperfect Meaning Changes	Questions From a Child	Uruguay
Week 14	At School	Hay vs. Había/Hubo	Focus on Scene	El Salvador
Week 15	Car	Hacer and Time Expressions	Openers and Rejoinders	El Salvador
Week 16	In the City	Reflexive Usage - review and expansion	A Geography Lesson	El Salvador
Week 17	Spanish Expressions	Verbs like Gustar	Story Time: Little Red Riding Hood	El Salvador
Week 18	<b>Final Review and Test- no topics</b>			

## Semester 2

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Week 1	Verb Review	Future	<i>The Story of the Three Billy Goats</i>	Peru
Week 2	False Cognates	Irregular Future	<i>Chatter at a Royal Ball</i>	Peru
Week 3	Nature	Conditional	<i>Focus on the Language</i>	Peru
Week 4	Vacation	Irregular Conditional	<i>A Hungry Giant</i>	Peru
Week 5	Music	Review of Comparatives Superlatives	<i>Observing Closely How Spanish Works</i>	Colombia
Week 6	Technology	Review of Possessive Adjectives Possessive Pronouns	<i>The Skillful Calculator</i>	Colombia
Week 7	Measurements	Review of Demonstrative Adjectives Demonstrative Pronouns	<i>Focus on the Language</i>	Colombia
Week 8	Clothing	Verbs Followed by Prepositions	<i>Dream of a Little Girl</i>	Colombia
Week 9	<b>Midterm Review and Test - no topics</b>			
Week 10	Work	Review of Commands - tú	<i>A Spanish Lesson</i>	Argentina
Week 11	Shopping Money	Commands - Ud. - affirmative and negative	<i>Focus on Action</i>	Argentina
Week 12	Por and Para Expressions	Introduction to "por vs. para"	<i>The Arab and His Camel</i>	Argentina
Week 13	Love and Dating 1	Present Perfect	<i>The Critical Mother</i>	Argentina
Week 14	Love and Dating 2	Irregular Present Perfect	<i>Chicken Little</i>	Bolivia
Week 15	Societal Issues 1	Introduction to Subjunctive Mood	<i>A Spanish Lesson</i>	Bolivia
Week 16	Societal Issues 2	Subjunctive Forms	<i>A Little Boy and a Flower</i>	Bolivia
Week 17	Slang	Integration of All Tenses	<i>A Spanish Lesson</i>	Bolivia
Week 18	<b>Final Review and Test- no topics</b>			

\*For a general description of "Stretch" Activities, see heading under Recurring Content