



# School District of Marshfield Course Syllabus

**Course Name: Spanish II**

**Length of Course: Year**

**Credit: 1 Credit**

## Program Goal(s):

Cultivate globally aware students through the development of learning pathways to allow students to acquire linguistic and cultural competencies based on Wisconsin state standards through program design, curriculum, assessments, and teacher effectiveness.

## Course Description:

Developing conversational, written, and listening skills. Students will continue to gain in knowledge and appreciation of other cultures, specifically those of Ecuador, The Dominican Republic, Argentina, and Costa Rica. By the end of the year, students will be able to describe a house and household items, plan a party, talk about sports, health, technology, daily routines, vacation plans, and leisure activities. Students will be able to use irregular verbs in the present tense, use affirmative commands in the familiar form and speak in the simple past tense.

## Standards:

### *Wisconsin Model Academic Standards for Foreign Languages*

#### **COMMUNICATION**

##### **Standard A: Interpersonal: Conversation**

Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

**A.1., A.2., A.3., A.4., A.5.**

**A.1. Conversations: Students will sustain a conversation including descriptions on selected topics about themselves and their state or country**

**A.2. Questions: Students will ask and answer a variety of questions, giving reasons for their answers**

**A.3. Opinions: Students will state personal preferences and feelings with some explanation**

	<p><b>A.4. Problem-solving:</b> Students will give possible solutions to a problem related to a personal need</p> <p><b>A.5. Comprehension:</b> Students will ask for simplification and clarification.</p>
<p><b>Standard B: Interpretive: Listening and Reading</b> Students will understand and interpret a language other than their own in its written and spoken form on a variety of topics.</p> <p><b>B.1., B.2., B.3., B.4., B.5.</b></p>	<p><b>B.1. Listening:</b> Students will understand spoken language that incorporates familiar vocabulary and structures</p> <p><b>B.2. Listening:</b> Students will comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, and videos</p> <p><b>B.3. Reading:</b> Students will understand selected written materials on topics of personal interest</p> <p><b>B.4. Reading:</b> Students will comprehend the main idea and some supporting ideas of selected authentic written materials</p> <p><b>B.5. Strategies:</b> In addition, students will begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order</p>
<p><b>Standard C: Presentational: Speaking and Writing</b> Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.</p> <p><b>C.1., C.2., C.3., C.4., C.5.</b></p>	<p><b>C.1. Oral presentations:</b> Students will present student-created and/or authentic short plays, stories, skits, poems, and songs</p> <p><b>C.2. Speeches:</b> Students will write and deliver a short presentation about their school or community</p> <p><b>C.3. Directions:</b> Students will give simple directions to someone in order to complete a multi-step task</p> <p><b>C.4. Recounting events:</b> Students will tell a story incorporating some description and detail</p> <p><b>C.5. Forms of writing:</b> Students will write short compositions and letters</p>

<p><b>CULTURE</b>  <b>Standard D: Practices</b>  <b>Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.</b></p> <p><b>D.1., D.2., D.3., D.4.</b></p>	<p><b>D.1. Patterns of interaction:</b> Students will interact with respect using culturally appropriate patterns of behavior in everyday informal and social situations</p> <p><b>D.2. Cultural activities:</b> Students will experience cultural and social activities common to students of similar age in the target cultures (such as holiday celebrations, school life, and pastimes)</p> <p><b>D.3. Beliefs and attitudes:</b> Students will identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes</p> <p><b>D.4. Historical influences:</b> Students will begin to be able to explain historical and philosophical reasons for different patterns of interaction</p>
<p><b>Standard E: Products</b>  <b>Students will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.</b></p> <p><b>E.1., E.2., E.3., E.4.</b></p>	<p><b>E.1. Objects and symbols:</b> Students will compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture</p> <p><b>E.2. Contributions:</b> Students will identify major contributions and historical figures from the culture studied that are significant in the target cultures</p> <p><b>E.3. Mutual influences:</b> Students will identify some historical and contemporary influences from other cultures that impact today's society such as the democratic form of government and environmental concerns</p> <p><b>E.4. Geography:</b> Students will explain the impact of the target country's geography on daily life</p>
<p><b>CONNECTIONS</b>  <b>Standard F: Across Disciplines</b>  <b>Students will reinforce and further their knowledge of other disciplines through a language other than English.</b></p> <p><b>F.1., F.2.</b></p>	<p><b>F.1. Speaking and writing:</b> Students will use topics and skills from other school subjects to discuss and/or write in the language studied</p> <p><b>F.2. Reading and listening:</b> Students will read material, listen to and/or watch programs in the language studies on topics from other classes</p>

<p><b>Standard G: Added Perspective</b> Students will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.</p> <p><b>G.1., G.2.</b></p>	<p><b>G.1. Popular media:</b> Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures</p> <p><b>G.2. Accessing resources:</b> Students will access information in the language studied in order to gain greater insight about other cultures and/or their own</p>
<p><b>COMPARISONS</b> <b>Standard H: Language</b> Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p><b>H.1., H.2., H.3., H.4., H.5.</b></p>	<p><b>H.1. Structures:</b> Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning</p> <p><b>H.2. Idioms:</b> Students will identify expressions that cannot be translated word for word in order to derive meaning</p> <p><b>H.3. Translation:</b> Students will identify words and expressions that have no equivalent in another language</p> <p><b>H.4. Cultural characteristics:</b> Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language</p> <p><b>H.5. Phonetics:</b> Students will compare the sound-symbol association of English to that of the language studied</p>
<p><b>Standard I: Culture</b> Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>I.1., I.2., I.3.</b></p>	<p><b>I.1. Cultural variations:</b> Students will discuss the meaning of perspectives, products, and practices in different cultures</p> <p><b>I.2. Comparisons:</b> Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures</p> <p><b>I.3. Characteristics of culture:</b> Students will understand the concept of culture as they compare other cultures to their own</p>
<p><b>Standard K: Personal Enrichment</b> Students will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p> <p><b>K.1., K.3.</b></p>	<p><b>K.1. Media:</b> Students will use various media in the language studied for study, work, or pleasure</p> <p><b>K.3. Understanding:</b> Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art</p>

### Key Vocabulary:

Entregar	Sustantivo	Género/número	Adjetivo
Verbo	Conjugar	Mandatos	Presente
Infinitivo	Pretérito	La tarea	prueba
Mañana	Hoy	El país	El lugar
entonces	Cuándo	Qué	Cómo
Dónde	Adónde	Dónde	Por qué

### Topics/Content Outline- Units and Themes:

**Quarter 1:** Review Spanish 1, House and Household vocabulary, Use of ser vs. estar, Ordinal Numbers

**Quarter 2:** Planning and Preparing for a Party, Playing Sports, Irregular Yo Verbs in Present, Affirmative to Commands, jugar, Saber and conocer

**Quarter 3:** Health, Technology, Weekend Activities, Preterit -ar verbs, Preterit -er and -ir Verbs, Preterit ir, ser and hacer, Pronouns After Prepositions

**Quarter 4:** Daily routines, Planning and Taking a Vacation, Reflexive Verbs, Present Progressive, Indirect Object Pronouns, Demonstrative Adjectives, Irregular Preterit ir, ser, hacer, ver, dar, venir, decir, traer, estar, poder, poner, saber, tener

### Primary Resource(s):

- Vista Higher Learning. *Descubre* (2017) L1 Student Edition.
- Vista Higher Learning. *Descubre* (2017) L1 Supersite Plus vText Online.