

Spanish II

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish II
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Secondary Spanish
 Grades: 9-12

Spanish II

Spanish II reinforces and expands the skills introduced in Spanish I. Additional vocabulary and grammar are introduced to offer more advanced communication opportunities. Aural comprehension, practical speaking ability, guided reading, writing, and grammar are stressed in support of communication skills. *Authentic* reading materials are included. Increased listening skills are developed. Hispanic culture and history are included throughout the course with connections to targeted language skills. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Spanish II may be used to partially fulfill this requirement. Spanish I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall process oral, written, and/or visual messages in Spanish (interpretive).
	2. Students shall interact verbally and/or in writing in Spanish (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Spanish (presentational).
Culture	
	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	
	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	
	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in Spanish (interpretive).

CMC.1.SII.1	Interpret the principal message of environmental print, gestures, and <i>intonation</i> (e.g., advertisements, street signs, body language)
CMC.1.SII.2	Use reading and listening strategies to enhance comprehension
CMC.1.SII.3	Obtain main ideas and specific information from a variety of <i>contextualized texts</i> and <i>conceptualized visuals</i>
CMC.1.SII.4	Identify main ideas and specific information from a variety of auditory sources, with or without visual clues (e.g., CDs, radio, television, <i>podcasts</i>)
CMC.1.SII.5	Identify <i>idiomatic expressions</i> (e.g., <u>acabar de</u> + infinitive; <u>tratar de</u> + infinitive; <u>hacer</u> with time)
CMC.1.SII.6	Draw inferences based on oral, written, and/or visual messages
CMC.1.SII.7	Recognize <i>tone</i> , <i>pitch</i> , and emotion in oral communication (e.g., questions vs. statements)
CMC.1.SII.8	Follow multi-step directions in familiar concepts and situations (e.g., map directions, recipes)
CMC.1.SII.9	Identify <i>cognates</i> and <i>borrowings</i> in context

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in Spanish (interpersonal).

CMC.2.SII.1	Initiate original conversation about familiar or general topics
CMC.2.SII.2	Communicate using present and past <i>tenses</i> in context <ul style="list-style-type: none">• present indicative• immediate future• progressive• preterite• imperfect
CMC.2.SII.3	Exchange information about familiar topics <ul style="list-style-type: none">• daily routine• childhood experiences• nationalities• geographic terms (e.g., compass directions, land and water features)
CMC.2.SII.4	Use learned phrases to acquire goods, services, and information
CMC.2.SII.5	Apply numeric concepts in context <ul style="list-style-type: none">• cardinal numbers 101+• ordinal numbers 1st – 10th
CMC.2.SII.6	Express opinions, viewpoints, and personal preferences
CMC.2.SII.7	Apply comparison phrases in context (e.g., <u>más que</u> , <u>menos que</u> , <u>tan como</u>)

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in Spanish (presentational).

CMC.3.SII.1	Describe characters, events, and settings
CMC.3.SII.2	Write on a variety of topics <ul style="list-style-type: none">• lists• notes• correspondence• simple compositions
CMC.3.SII.3	Create task-appropriate graphic organizers (e.g., Venn diagram, clustering, T-chart)
CMC.3.SII.4	Give rehearsed presentations (e.g., skit, speech, interview)
CMC.3.SII.5	Produce level-appropriate visual or multimedia demonstrations (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i>)
CMC.3.SII.6	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SII.1	Demonstrate culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.SII.2	Discuss various aspects of <i>universal cultural practices</i> (e.g., customs, holidays, traditions)
CLT.4.SII.3	Discuss differences in <i>practices</i> among cultures of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SII.1	Present research on <i>tangible products</i> (e.g., art, food, clothing, buildings, books, crafts)
CLT.5.SII.2	Present research on <i>intangible products</i> (e.g., law, entertainment, educational systems, philosophies)
CLT.5.SII.3	Compare and contrast <i>products</i> from the different cultures of the Spanish-speaking world
CLT.5.SII.4	Discuss the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between geography, climate, natural resources, politics, society, or migration to <i>products</i>)
CLT.5.SII.5	Interpret the written, visual, and performing arts of Spanish-speaking cultures (e.g., music, movies, plays)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SII.1	Discuss unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., <u>abanico</u> , <u>paella</u> , <u>tapas</u>)
CLT.6.SII.2	Discuss unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., <u>las posadas</u> , <u>corridos</u>)
CLT.6.SII.3	Compare and contrast <i>perspectives</i> among Spanish-speaking communities as related to <i>products</i> and <i>practices</i> (e.g., celebrations, music, literature)
CLT.6.SII.4	Discuss historical events and figures and current events and figures that shape cultural <i>perspectives</i> (e.g., Don Quijote, elections, Benito Juárez, Simón, Bolívar, Pablo Picasso)

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SII.1	Relate content learned from other disciplines to the Spanish-speaking world (e.g., rainforest, Galapagos tortoises, weather trends, geography, measurement, currency conversion, food, musical instruments)
CNN.7.SII.2	Identify basic terms of familiar topics found in other disciplines (e.g., mesa, sierra, Euro, mural, monuments)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SII.1	Investigate the underlying factors which contribute to other worldviews (e.g., religion, politics, social customs, stereotyping, the arts)
CNN.8.SII.2	Investigate the contribution of <i>products</i> to other cultures (e.g., <u>piñata</u> , chocolate, coffee, sugar cane, the arts)
CNN.8.SII.3	Gather information about a topic of personal interest using <i>authentic</i> or <i>adapted</i> sources and media (e.g., Internet, community members, periodicals, television programs)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SII.1	Recognize the differences in complex language structure (e.g., double negatives, object pronouns)
CMP.9.SII.2	Derive meaning using shared <i>cognates</i> and root words (e.g., <u>zapatos/zapatería</u> , prefixes, suffixes)
CMP.9.SII.3	Demonstrate knowledge of social situations using appropriate forms of address (e.g., <u>Don</u> , <u>Doña</u>)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SII.1	Identify social patterns (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.SII.2	Discuss holidays and celebrations (e.g., <u>Día de la Raza</u> / Columbus Day)
CMP.10.SII.3	Identify the influence of historical and current ethnicities found in Spanish-speaking cultures (e.g., Moorish, African, <u>Catalán</u> , <u>Taironas</u> , <u>Muiscas</u> , <u>Tainos</u>)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SII.1	Discuss the influences of the Spanish language on the global community (e.g., place names, occupations, special events)
CMN.11.SII.2	Participate in activities representative of Spanish-speaking communities (e.g., travel, media, music, sports, games, celebrations)
CMN.11.SII.3	Use Spanish language skills in the global community (e.g., Internet, e-mail, mentoring)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SII.1	Investigate contemporary, influential individuals from the Spanish-speaking world (e.g., authors, artists, entertainers, political leaders, sports figures)
CMN.12.SII.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel)
CMN.12.SII.3	Identify the use of Spanish in daily life and future occupations

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a “Web log”
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., “the thing that stops a car” for “brakes”)
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language’s speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, educational system, religion, music)
Intonation	Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author’s distinctive way of writing; an author’s use of language, its effects, and its appropriateness to the author’s intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (<i>tangible</i>) or abstract (<i>intangible</i>) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing