

SPANISH II SECTION

PURPOSE:

Studying another language and culture provides the powerful keys for successful communication: "knowing how, when, and why, to say what to whom" (National Standards, 1996). The organizing principle for language study is communication, which highlights the social, linguistic and cultural aspects of language. The approach to second language instruction found in today's schools is designed to facilitate meaningful interaction with others, whether they are on another continent, across town, within the neighborhood, or in the classroom.

BENCHMARKS AND INDICATORS:

Conversational/Interpersonal Communication - The students engage in conversations. Provide and obtain information, expresses feelings and emotions. And exchange opinions.

- Incorporate culturally-appropriate gestures into conversations.
 - Role-play a restaurant scene as a server/customer, expressing approval and disapproval of food or service. (1.1.1)
- Elaborates on needs.
 - Explain why an increase in allowance, a later curfew, or an extension on a project is needed. (1.1.2)
- Creates simple descriptions.
 - Describe the criminal after witnessing a mock crime. (1.1.3)
- Explore likes and dislikes.
 - Find out why a partner likes and dislikes certain classes. (1.1.4)
- Support opinions.
 - Participate in a four-corner activity in which areas of the room are labeled with categories; e.g. rock, rap, classical, country, alternative, jazz. Student moves to a preferred category and explains preferences. (1.1.5)
- Describe a problem.
 - Role-play a tourist who is lost. (1.1.6)
- Make suggestions and recommendations.
 - Write a letter of recommendation for a classmate to receive an award. (1.1.7)
- Exchange information with peers and others.
 - Play the "Twins Activity." Each student has a different identity card. The student circulates to find twin or triplet by asking questions. Cards may indicate addresses, ages, and parents & siblings' names. (1.1.8)
- Request and provides clarification.
 - Place a catalog order by telephone. (1.1.9)
- Give and follows directions in a familiar context.
 - Based on a map of the school, direct another student from one location to another. (1.1.10)

Receptive/ Interpretive Communication - The student understands and interprets written and spoken language on a variety of topics.

- Respond to directions, instructions, and commands.
 - Prepare a recipe written in the target language. (1.2.1)
- Respond to multiple oral and/or written descriptors.
 - Draw a floor plan based on a description. (1.2.2)
- Derive meaning from selected authentic materials.
 - Use a grocery ad to plan a menu for a dinner party and determines the cost. (1.2.3)
- Respond to speech of sympathetic speakers.
 - Take notes on a presentation by a guest speaker. (1.2.4)
- Use aural, visual and contextual clues to derive meaning.
 - Answer questions about a product after viewing a TV commercial. (1.2.5)
- Comprehend and responds to formal written communications such as business or official documents.
 - Fill out a job application. (1.2.6)
- Comprehend spoken passages on familiar topics with some repetitions.
 - Answer questions about a short video segment that is replayed. (1.2.7)
- Identify main idea and supporting details in written materials.
 - Read a story and writes a summary using a newspaper format. (1.2.8)

Productive/ Presentation Communication - The students convey information, concepts and ideas to listeners and readers for a variety of purposes

- Explain a process based on prior knowledge or experience.
 - Instruct a classmate how to make a peanut butter sandwich. (1.3.1)
- Give a description orally and in writing using complex sentences.
 - Describe a famous painting from the target culture. (1.3.2)
- Produce formal and informal written communication.
 - Write to a travel agency/tourism office requesting information. (1.3.3)
- Interpret information from authentic material to an audience.
 - Inform the class about main tourist attractions shown in a travel brochure. (1.3.4)
- Speak or write spontaneously.
 - Create and present a skit incorporating all objects from a bag of miscellaneous objects. (1.3.5)
- Narrate present, past, and future events.
 - Give a commentary while watching a soundless video. (1.3.6)

The students demonstrate an understanding of the relationship between the practices and perspectives of the target language cultures

- Analyze customs and perspectives of the target language cultures.
 - Describe how the attitude toward food affects shopping for food and dining. (2.1.1)
- Produce language and behaviors appropriate to the target language cultures.
 - Order from a menu in a simulation. (2.1.2)
- Compare and contrasts common characteristics of target language cultures.
 - Instructional suggestion: create a Venn diagram to illustrate modes of transportation, fashion, or dating (e.g., between Mexico and America). (2.1.3)
- Explore social and geographic factors that affect cultural practices.
 - Classify foods or housing according to various social groups in the target culture. (2.1.4)

The students demonstrate an understanding of the relationship between the perspectives of the target language cultures

- Describe an aspect of the target language culture, i.e., visual arts,
 - Create a timeline showing historical changes (2.2.1)
- Identify and describe external factors which affect products and contributions of the target culture(s).
 - Discuss the influence of Turkish immigrants in Germany or Northern Africans in Spain and France; game of *moros* and *cristianos*(2.2.2)
- Analyze the expressive forms of the target culture(s) such as art, literature, music, and dance.
 - Classify and describes styles of top ten popular songs. (2.2.3)
- Explores objects, images, and symbols of the target language culture.
 - Create a replica of an object or symbol and displays it with historical information. (2.2.4)
- Analyze the contributions, both tangible and intangible, of the target language culture.
 - Explain orally or in writing the global impact of a contribution from the target language culture, such as fashion, government, or medicine. (2.2.5)

The students reinforce and further knowledge of other disciplines through foreign language.

- Relate and uses familiar and new information and skills from mathematics.
 - Interpret a graph of population density.(3.1.1)
- Relate and use familiar and new information and skills from reading.
 - Read a poem aloud with appropriate expression. (3.1.2)
- Relate and use familiar and new information and skills from social studies.
 - Summarize the main idea of a news video clip. (3.1.3)
- Relate and use familiar and new information and skills from music.
 - Differentiate music styles of target language cultures. (3.1.4)
- Relate and use familiar and new information and skills from science.
 - Construct a graph of temperature measured over time. (3.1.5)
- Relate and use familiar and new information and skills from consumer science.
 - Plan and prepare an authentic food item for a meal. (3.1.6)
- Relate and use familiar and new information and skills from physical education.
 - Follow the progress of a sports team or player. (3.1.7)

The students use authentic materials in the foreign language.

- Analyze and applies information from sources intended for native speakers of the language.
 - Plan a vacation with time and budget restrictions while using various brochures, promotional materials and schedules. (3.2.1)
- Analyze the perspective of the target culture.
 - Read about the same news event in various publications and analyzes the points of view. (3.2.2)

The students understand the nature of language by making comparisons between the target and native languages.

- Compare sounds of the target language to the native language.
 - Apply phonological differences and similarities to unfamiliar vocabulary in context.
 - Distinguish, when listening, pronunciation variants among regional dialects. (4.1.1)
- Compare the structural (grammatical) patterns of the target language with the native language.
 - Identify target language structures that are not found in the native language (4.1.2)

The students examine cultural differences and similarities in the target and native cultures.

- Compare and contrast verbal and non-verbal behavior within particular activities in the target and native cultures.
 - Create two skits reflecting teenager interactions: one in the target culture, one in the native culture (greetings, leave taking, personal space, gestures, and topic of conversation). (4.2.1)

The students apply language skills and cultural knowledge both within and beyond the school setting.

- Respond to the target language encountered in the student's daily life.
 - Keep an in-class log or chart of personal encounters with the target language. (5.1.1)
- Connect with the target culture through the use of technology, media, and authentic resources.
 - Correspond with someone from the target culture.
 - Identify famous US Americans who are speakers of the target language (Oscar de la Hoya –Spanish, Jodie Foster – French, Kobe Bryant – Italian) and visit their internet sites to gather information for a bulletin board. (5.1.2)
- Use resources in the community to research the target culture.
 - Invite a guest into the classroom from a student-generated list of community resources. (5.1.3)

The students show evidence of becoming a life-long learner for personal enjoyment and enrichment.

- Explore hobbies and activities related to the target culture.
 - Practice sport, dance or music of the target culture. (5.2.1)