

## MS Spanish II

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

### 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. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (clothing, gadgets, scenery, etc.) at the “Avatar store”. Each Unit 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, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. 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:** Middle School Spanish 1, or equivalent

### Overall Course Objectives

#### The Middle School Spanish 2 course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic 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 unit 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 unit 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 unit 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 a narrative structure to the course as well as a fun and linguistically-rich context for optimal comprehension.
- **“Stretch” Activities**
  - Each unit 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 more. These activities help students work creatively in Spanish to communicate and make meaning.
- **Presentation of Culture through CultureGrams™ and Culture Videos**
  - Each unit 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 Unit students review material from the unit’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 Unit’s material. The burden of review for the unit 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 offline, or “out of seat”. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.

- **Realia**
  - Approximately every other unit, 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 unit, 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 unit contains either a focused listening or a focused reading comprehension activity. These activities help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that Unit, and follow up assessments challenge students to identify the main ideas and significant details of these rich 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 work 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-unit quizzes assess students' mastery of the vocabulary words and grammar concept presented that Unit, 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
Unit 1	Professions	Ordinal Numbers	<i>Points, Lines, and Figures</i>	Nicaragua
Unit 2	Clothing	Similar verbs	<i>Speed Learning</i>	Nicaragua
Unit 3	At Home	Comparatives	<i>A Lesson in Spanish</i>	Nicaragua
Unit 4	Body	Adverbs	N/A	Nicaragua
Unit 5	Reflexive Verb List	Reflexive Verbs	N/A	Chile
Unit 6	Cognates Numbers 1-1000	Affirmative and Negative words	<i>More on the Alphabet</i>	Chile
Unit 7	On Vacation	Personal "a"	<i>A Geography Lesson</i>	Chile
Unit 8	Telephone	Object Pronouns	<i>Focus on the Language</i>	Chile

### Semester 2

Unit 1	Directions	Commands – affirmative	<i>Communication with Limited Means</i>	Paraguay
Unit 2	Transportation	Commands – negative tú	<i>Chatter at a Royal Ball</i>	Paraguay
Unit 3	Medical Words	Commands – pronoun placement	<i>Mi Primera Visita a México.</i>	Paraguay
Unit 4	Sports	Present Progressive	N/A	Paraguay
Unit 5	Outdoor Activities	Present Progressive with direct/indirect object pronouns	<i>Points, Lines, and Figures</i>	Venezuela
Unit 6	Travel	Preterite – ar verbs	<i>The Keys of Rome</i>	Venezuela
Unit 7	Computers (part 1)	Preterite – er verbs	<a href="#"><i>Una Lección de Geografía</i></a>	Venezuela
Unit 8	Computers (part 2)	Preterite – ir verbs	<a href="#"><i>Una Lección de Español</i></a>	Venezuela

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