

PSD World Language Spanish 2 Curriculum Map

(revised Sept 2014)

CDE Standards and indicators

Novice High Range Level Expectation:

Communication: Communication in Languages Other Than English

- 1.1 **Interpersonal mode:** Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures
 1.2 **Interpretive mode:** Comprehend exchanges (written or oral) on a variety of familiar topics using both high frequency vocabulary, new vocabulary, and learned grammatical structures
 1.3 **Presentational mode:** Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures

Cultures: Knowledge and Understanding of Other Cultures

- 2.1 **Cultural practices and perspectives:** Examine common practices and perspectives within the cultures studied
 2.2 **Cultural products and perspectives:** Examine familiar products of the cultures studied

Connections: Connections with Other Disciplines and Information Acquisition

- 3.1 **Connections to other disciplines:** Examine information gathered from target language resources connected to other content areas
 3.2 **Acquire information:** Relate information acquired from authentic resources to individual perspectives and experiences

Comparisons: Comparisons to Develop Insight into the Nature of Language and Culture

- 4.1 **Language comparisons:** Describe the similarities and differences between structural patterns of the target language through comparisons of the student's own language and language studied
 4.2 **Cultural comparisons:** Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

Communication and Connections	Culture and Comparisons	Contextualized Vocabulary	Structure	Culture
<p>1. Communication</p> <p>1.1 (interpersonal mode) a. Exchange written communication b. Ask and answer questions to clarify information about familiar topics c. State and follow a short sequence of oral or written requests</p> <p>1.2 (interpretive mode) a. Identify main ideas from oral, visual, or written sources b. Identify the meaning of unfamiliar words using decoding skills (such as prefixes and suffixes, root words, knowledge or recognition of word or characters in character-based languages) c. Interpret meaning using oral, visual, and contextual clues</p> <p>1.3 (presentational mode) a. Write or tell briefly about an event or personal experience b. Create texts incorporating</p>	<p>2. Cultures</p> <p>2.1 (Practices and perspectives) a. Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations b. Investigate common social practices in relevant situations c. Examine major traditions and celebrations and the practices associated with them</p> <p>2.2 (Products and perspectives) a. Examine how the contributions of people from the target culture have impacted such areas as advanced science, technology, and the arts</p>	<p><u>FULL CONTROL: (use with accuracy)</u> <u>Age appropriate</u></p> <ul style="list-style-type: none"> describe clothing, colors, prices and purchasing daily routine and personal hygiene food and meals, ordering food in a restaurant celebrations and relationships body and health 	<p><u>Continue to improve proficiency from level 1:</u></p> <p><u>Full control:</u></p> <ul style="list-style-type: none"> Present tense: ser & estar (forms not uses) Forming questions Tener expressions and tener que present tense irregular and stem changing verbs <p><u>Partial control:</u></p> <ul style="list-style-type: none"> Ser and estar (uses of ser vs estar) Direct object nouns & pronouns (only lo, la, los, las) Present progressive <p><u>Introduced in level 2:</u></p> <p><u>FULL CONTROL: (use with accuracy)</u> See above</p> <p><u>PARTIAL CONTROL: (use with some errors)</u></p> <ul style="list-style-type: none"> Indirect object pronouns Demonstrative adjectives Demonstrative pronouns verbs: dar decir Preterite tense: regular verbs Saber / conocer present tense (forms / uses) 	<p><u>Clothing/ shopping / currency</u></p> <ul style="list-style-type: none"> bargain (introduce) – bargaining expected in open air markets and flea markets different currency depending on country flea markets, open air markets and specialty stores malls are emerging concept (mostly in big cities) shorts (stereotypes of USA) clothing sizes are metric appropriate body coverage <p><u>food</u></p> <ul style="list-style-type: none"> meal times (lunch is big meal, dinner usually later than in US) environmental influence (how regional dishes are based on local products) meals (names and what is common at each meal) regional differences of foods with the same name (tortilla...Spain v. Mexico, torta, etc.) “Mexican foods” common in US, not necessarily representative of authentic Mexican food not all countries that speak Spanish, eat “Mexican” food shop more frequently, buy fresh, local food longer, slower paced meals meals served in multiple courses, not served

<p>some description and detail c. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)</p> <p>3. Connections</p> <p>3.1 a. Evaluate resources connected to other content areas in the target languages (such as fine arts, music, and media) b. Apply the concepts, information, and vocabulary in target-language resources that are connected to knowledge in other content areas</p> <p>3.2 a. Extract and decipher meaning from authentic resources b. Compare and contrast new information with previous knowledge</p>	<p>4. Comparisons</p> <p>4.1 a Demonstrate understanding of and apply structural patterns in both the native language and their own language to make comparisons b. Demonstrate understanding of the relationship between languages based on grammatical structures c. Recognize that pronunciation and intonation may vary according to region or country d. Describe features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure</p> <p>4.2 a. a. Strengthen knowledge of the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target cultures and their own b. Demonstrate an understanding of the form, meaning, and importance of certain practices in different cultures and their own c. Differentiate and compare tangible products (toys, sports equipment, food) as well as simple intangible products of the target culture (concept of time, daily routine, peer relationships, holidays, traditions) from those of their own d. Describe the contributions of the target cultures to the student’s culture and vice versa</p>		<ul style="list-style-type: none"> • Preterite tense: ser, ir • Present Reflexive verbs • Preterite tense: irregular, (estar, tener, saber, traer, venir, poner, hacer, decir, dar) • Pronouns after prepositions • Imperfect tense • Preterite vs imperfect <p><u>ONLY CONCEPTUAL CONTROL: (recognize)</u></p> <ul style="list-style-type: none"> • time expressions: antes de/después de, entonces, luego, por último • Verbs like gustar, encantar, faltar, quedar, importar, interesar • pero vs sino • Positive and negative expressions, alguien, nadie, siempre, nunca, etc. • Preterite tense: stem-changing verbs • Double object pronouns • Comparatives & superlatives • Preterite tense: meaning change (conocer, saber, poder, querer) • <i>¿Qué? and ¿Cuál?</i> • Constructions with se • Adverbs 	<p>“family style”, meaning each person is served separate food on his/her plate</p> <p><u>restaurant</u></p> <ul style="list-style-type: none"> • service is on demand, must ask for check • tips – service is included in check • long meals • fast foods immersing concept <p><u>traditions/celebrations</u></p> <ul style="list-style-type: none"> • Christmas – <i>Posadas</i> • Holy Week – <i>Semana Santa</i>
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