



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Spanish 2

Course Description:

The curriculum for this introductory elective course is developed from the [Wisconsin Standards for World Languages](#). Students will be exposed to the cultures of Spanish speaking countries and practice skills related to: reading, writing, speaking and listening. Grades are determined by performance assessments, quizzes, tests, projects and daily work. This course receives .5 credits per trimester. The information in this course overview outlines what students should understand and be able to do by the end of the trimester/year.

Mastery Standards:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Expected [proficiency level](#) at the end of this course: Novice High

Unit	Description of Unit and Learning Targets
<p>Unit Title: La Comida - A Balanced Lifestyle</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What factors affect my food choices? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify the topic and some isolated facts from simple sentences in informational texts about food. • Request and provide information by asking and answering a few simple questions about food and food preferences, using a mixture of practiced or memorized words, phrases, and simple sentences. • Identify some typical practices, in my own and other cultures, related to dining and food choices. • Identify different personal and community perspectives about how people choose their food.
<p>Unit Title: Las Celebraciones- Let's Celebrate</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What do we celebrate? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify the topic and some isolated elements from simple sentences in short texts about celebrations.

	<ul style="list-style-type: none"> ● Request and provide information by asking and answering simple questions about celebrations, using a mixture of practiced or memorized words, phrases, and simple sentences. ● Present a celebration using a mixture of practiced or memorized words, phrases, and simple sentences. ● Identify some typical practices, in my own and other cultures, related to birthday celebrations. ● Identify different personal and community perspectives about how people celebrate.
<p>Unit Title: El restaurante- Where we eat</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How does culture influence dining out? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of restaurant menus and reviews. ● Present a scene using a mixture of practiced or memorized phrases and simple sentences. ● Use appropriate rehearsed behaviors, and recognize some obviously inappropriate behaviors, in a restaurant setting. ● Identify different perspectives about dining around the world.
<p>Unit Title: La Casa - Where we live</p> <p><u>Essential Questions:</u></p> <p>What is a home?</p>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of house advertisements. ● Request and provide information by asking and answering simple questions about their homes and household responsibilities using a mixture of practiced or memorized words, phrases, and simple sentences. ● Present a house using a mixture of practiced or memorized phrases and simple sentences. ● Identify some typical practices, in my own and other cultures, related to household chores, roles, and home features. ● Identify different personal and community perspectives about what makes a home.
<p>Unit Title: La ropa/De compras - Clothing choices and how we shop</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What factors affect my clothing choices? ● How does culture influence shopping choices? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of a shopping experience from simple sentences in an audio conversation. ● Express basic needs, related to shopping, using a mixture of practiced or memorized words, phrases, and questions. ● Present on a shopping experience using simple sentences most of the time. ● Identify, in my own and other cultures, some typical clothing products. ● Identify different personal and community perspectives about clothing choices.
<p>Unit Title: Las Vacaciones - Let's relax</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What is a vacation? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● Demonstrate understanding of a text about a vacation. ● Express one's own preferences or feelings about a

	<p>vacation, and react to those of others, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <ul style="list-style-type: none">● Present on a vacation using simple sentences most of the time.● Identify some typical practices, in my own and other cultures, related to vacations.● Identify different personal and community perspectives about how people spend their vacations.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------