

Spanish 2600 – Intermediate B Level

Description Spanish Intermediate B provides opportunities for students to expand their vocabulary and ease in communicating in Spanish. They also continue to expand their understanding of the cultures represented in the Spanish-speaking world. Students will simulate a trip to a Spanish-speaking country including reserving transportation, hotels, and ordering meals in restaurants. They will also discuss unforgettable experiences they have had, including descriptions of their emotions and reactions to the experiences. Expressing yourself through the Arts, Fitness and Staying in Shape, Getting Along with Friends and Family, and Planning for the Future complete the course content.

Credits One

Prerequisites Spanish 2590 or approval of instructor

Textbooks/Resources *REALIDADES 3*. Pearson Prentice Hall, 2004. (ISBN 0-13-035961-0)

Required Assessments Intermediate Level Standards-Based Assessments of Interpersonal, Interpretive, and Presentational Modes of Communication

Board Approved May, 2004

Revised

AASD World Languages Goals for K-12 Students

- *Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.*
- *Understand and interpret a language other than their own in its own in its written and spoken form on a variety of topics.*
- *Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.*
- *Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.*
- *Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.*
- *Reinforce and further their knowledge of other disciplines through a language other than English.*
- *Acquire information and recognize the distinctive viewpoints that are available only through a language and its culture.*
- *Demonstrate understanding of the nature of language through comparisons of the language studied and their own.*
- *Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*
- *Use the language both within and beyond the school setting.*
- *Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.*

AASD World Languages Standards for Students in Spanish 2600 –Intermediate B Level

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| I. Interpersonal Communication - Conversation | <ul style="list-style-type: none"> A. Sustain a conversation including descriptions on selected topics about oneself, their state or country. B. Ask and answer a variety of questions, giving reasons for the answers. C. State personal preferences and feelings with some explanation. D. Give possible solutions to a problem related to a personal need. E. Ask for simplification to ensure understanding. |
| II. Interpretive Communication – Listening & Reading | <ul style="list-style-type: none"> A. Understand selected authentic written materials such as magazines, newspapers, poetry, and/or short stories on a variety of topics. B. Derive meaning from more complex materials by using a dictionary, prediction, prefixes, suffixes, root words, cognates, contextual clues, and word order. C. Understand spoken language on familiar topics. D. Comprehend the main idea of oral presentations and/or selected authentic materials such as videos, radio and television broadcasts. |
| III. Presentational – Speaking and Writing | <ul style="list-style-type: none"> A. Present student-created and/or authentic, short plays, stories, skits, poems, songs. B. Write and deliver a short presentation about the school or community. C. Give a series of directions to someone in order to complete a multi-step task. D. Tell a story incorporating some descriptions and detail. E. Write short letters and compositions. |
| IV. Culture - Practices | <ul style="list-style-type: none"> A. Interact with respect, using culturally appropriate patterns of behavior in informal, everyday situations. B. Compare and contrast elements of teenage life such as school, weekend entertainment, and pastimes found in other cultures to one's own. C. Discuss and compare how the beliefs, perspectives, and attitudes of the target cultures and the students' own culture affect behaviors in daily life. |
| V. Culture - Products | <ul style="list-style-type: none"> A. Compare objects and symbols, such as flags or currency, from other cultures to those found in one's own culture. B. Identify major contributions and historical figures from the cultures studied that are significant in the target cultures. C. Identify some historical and contemporary influences from other cultures that have widespread impact in today's world, such as the democratic form of government and environmental concerns. D. Explain the influence of the target countries' geography on daily life, including housing, agriculture, clothing, food, etc. |

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| VI. Connections –
Across Disciplines | <ul style="list-style-type: none"> A. Use topics and skills from other school subjects to discuss/write in the language studied. B. Read material, listen to and/or watch programs in the language studied on topics from other classes. C. Access resources in the language studied on topics discussed/researched in other classes. |
| VII. Connections –
Added
Perspective | <ul style="list-style-type: none"> A. Read, view, listen to, and talk about subjects contained in popular media from other countries to gain a perspective on other cultures. B. Access information in the language studied to gain greater insight about other cultures and/or one's own. |
| VIII. Comparisons –
Language | <ul style="list-style-type: none"> A. Identify words similar to words in other languages (cognates), word roots, prefixes, suffixes, and sentence structure to derive meaning. B. Identify expressions that cannot be translated word for word in order to derive meaning. C. Identify words and expressions that have no equivalent in another language. D. Identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language. E. Compare the sound-symbol association of English to that of the language studied. |
| IX. Comparisons -
Culture | <ul style="list-style-type: none"> A. Discuss the meaning of products and practices found in different cultures. B. Compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures. C. Understand the concept of culture by comparing other cultures to one's own. |
| X. Communities –
Practical
Applications | <ul style="list-style-type: none"> A. Provide service to the school and community through such activities as tutoring, teaching, translating, interpreting, and/or assisting speakers of other languages. B. Participate in activities where the ability to communicate in a second language may be beneficial, e.g. business internships, exchange programs, and sister city projects. C. Exchange information with people locally and around the world through avenues such as penpals, e-mail, videos, speeches, and publications. |
| XI. Communities –
Personal
Enrichment | <ul style="list-style-type: none"> A. Use various media in the language studied for study, work, or pleasure. B. Investigate careers where skills in another language/cross-cultural understanding are needed. C. Deepen the understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art. D. Take advantage of opportunities to learn more about languages and cultures. E. Become aware of opportunities and take advantage of opportunities whenever possible to travel to communities where the language studied is spoken, and/or host someone from a country where the language studied is spoken. |

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Discuss your life in and out of school, including weekend activities and special events or celebrations in your life.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> talks about school and non-school daily activities. describes his/her day before and after school. talks about weekend activities. describes special events and celebrations. 	<ul style="list-style-type: none"> Prepare an oral presentation about your life in and out of school Create a web page or magazine article about your life as a typical or not so typical American teen-ager Compare your daily schedule and activities to someone's schedule in a Spanish-speaking country
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Connections, Comparisons, Communities</p>		
<p>2. Read, listen to, present, and discuss information about vacation time and travel.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> discusses mealtime in a Spanish-speaking country. describes foods that are typical of various Spanish-speaking countries plans a trip to a Spanish-speaking country. prepares a list of places to see in a Spanish-speaking country. discusses how to plan for a safe trip. describes security at airports at check-in. describes hotels, and procedures for reserving, checking into a room in a Spanish-speaking country. explains how to be a good tourist. 	<ul style="list-style-type: none"> Listen to and understand someone giving instructions for cooking a meal Tell someone how to make a certain recipe Identify certain foods and the country they are associated with Read and understand a pamphlet about air travel Discuss vacation plans and how to make a trip enjoyable Create an itinerary and list of tips to help someone in preparation for travel to a Spanish-speaking country
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities</p>		

Course Objectives	Performance Indicators	Classroom Assessments
3. Read, listen to, present, and discuss information about an unforgettable experience.	Performance will be satisfactory when the student: a. describes an unforgettable experience including his/her emotions and why the experience was so memorable. b. describes school competitions. c. describes his/her feelings at a variety of events that were important in his/her life.	<ul style="list-style-type: none"> • Listen to and understand the description of a trip to a National Park • Write an article about important event that took place in your life • Discuss a field trip that your school group took • Discuss the importance of Santiago de Compostela
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		
4. Read, listen to, present, and discuss information about different media that people use to express their ideas, feelings, emotions.	Performance will be satisfactory when the student: a. lists the disciplines that are part of the “Arts” and describes the characteristics of each one. b. discusses how people express their feelings through the Arts. c. describes a painting by a Spanish-speaking painter. d. identifies artists from the various disciplines within the Arts that represent Hispanic culture.	<ul style="list-style-type: none"> • Listen to and understand the description of a place or painting • Discuss programs offered in a specialty school for the Arts (ex: Renaissance School of the Arts) • Read the background information concerning a musical group • Write a review of a play or movie • Compare and contrast several artists from the Spanish-speaking world
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		
5. Read, listen to, present, and discuss information concerning a healthy lifestyle.	Performance will be satisfactory when the student: a. describes illnesses: their symptoms and remedies b. discusses healthy eating habits, diet c. discusses the importance of physical activity in order to maintain a healthy lifestyle.	<ul style="list-style-type: none"> • Listen to and understand a radio program about healthy living • Discuss the elements of a healthy diet • Read an advertisement about the health benefits of certain foods • Write a letter of advice to someone who is ill • Describe how to play a game from a Spanish-speaking country
Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities		

Course Objectives	Performance Indicators	Classroom Assessments
<p>6. Read, listen to, present, and discuss information about how to maintain positive relationships with friends, family.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. explains how to maintain friendships. b. describes healthy relationships between himself/herself and her family and friends. c. discusses conflicts among friends and family and how to resolve them. d. describes the characteristics of friendship and family relationships in the Spanish-speaking world. 	<ul style="list-style-type: none"> • Listen to and understand the description of a good friend • Discuss the characteristics of a friend with another person • Read and understand a series of messages exchanged in a Chatroom • Write a story about a conflict between two or more people and how it was resolved • Compare relationships among families/friends in Spanish-speaking countries to the US
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities</p>		
<p>7. Read, listen to, present, and discuss information about your personal plans for the future and about the future of the world.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. discusses career plans and professions, and the benefits of proficiency in another language. b. discusses his/her personal plans for the future. c. explains the impact of science and technology on his/her life. d. makes predictions about the future. 	<ul style="list-style-type: none"> • Listen to and understand a conversation between two young people concerning their plans for the future • Discuss with a partner your hopes and plans for the future • Read and understand predictions made by a futurist • Write an essay about changes that you believe will occur in the world in the future • Compare how your life will be different from your parents' lives
<p>Above objective aligned with AASD World Languages Standards: Communication, Culture, Comparisons, Connections, Communities</p>		

Resources that address course objectives:

- ***REALIDADES 2: Temas 7A, 8A, 8B, 9***
- ***REALIDADES 3: Para empezar, Temas 1,2,3,4,6***
- ***REALIDADES On-line Internet Resources PHSchool.com***
- ***REALIDADES On-line Interactive Textbook***

Resources and learning activities that address course objectives:

- **How to be a successful language learner and culture explorer**
- **How to use dictionaries, Internet resource sites appropriately**
- **How to organize class notebook**
- **Spanish influence on American language and culture**
- **Holidays and celebrations in the Spanish-speaking world**
- ***Current events in the Spanish-speaking world***
- ***Songs and music from the Spanish-speaking world***
- ***Places/opportunities to use Spanish outside of school***