

Course Title: Spanish II
Board Approval Date: September 15, 2020
Credit / Hours: 1

Course Description:

Required: Successful Completion of Spanish I

This course will build upon the foundation acquired in Spanish I through an immersion style approach where Spanish is spoken by the teacher 90% of the class period. The Spanish II class requires students to produce more spoken and written messages completely in Spanish. Students will become more proficient in basic language skills. In depth grammatical constructions and a broader-based vocabulary are taught. Students will learn vocabulary, skills and concepts necessary to communicate while traveling to Spanish-speaking countries. A continuation of the study of Hispanic culture and geography, such as music, arts, foods and shopping, is offered. Students will complete projects to enhance and reinforce learning and will be exposed to several pieces of Hispanic literature. Topics may include, but are not limited to using the past tense to describe summer and winter activities, vacations, leisure activities, shopping experiences and previously acquired knowledge, recalling numbers and using them while shopping, utilizing Spanish to navigate through an airport and air travel, using reflexive verbs to describe daily activities, asking others to do things in a polite fashion, and using more difficult grammar concepts to support and enhance previously mentioned concepts. In addition, classroom activities will require students to demonstrate their use of higher level thinking skills in both English and Spanish as they begin to produce more sentences and structures in Spanish.

Learning Activities / Modes of Assessment:

Large Group Instruction Verbal & Written Quizzes and Exams Listening assessments Small Group Work Checklists / Teacher Observation Class Discussions/Conversations Written activities/exercises Projects with Rubrics Extended Thinking Activities Writing Prompts/Story Retelling Online activities Class experiences/labs
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Instructional Resources:

Así se Dice level 2 textbook

Various online tools including but not limited to: Sr. Wooley, YouTube videos, Schoology, Google Docs Suite, Gimkit, online activity/ idea searches

Curriculum:
 Course: Spanish II

Know:	Understand:	Do:
<p>Review Units A-D</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3 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.</p> <p>Connections Standard 3.1</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Comparisons Standard 4.1</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language</p>	<p>Vocabulary associated with friends, family, home</p> <p>The verbs ser and tener</p> <p>The use of adjectives, nouns, articles</p> <p>Possessive adjectives</p> <p>Vocabulary with home and school activities</p> <p>Present tense of regular verbs and irregular verbs ir, dar, estar</p> <p>Contractions</p> <p>Vocabulary related to sports</p> <p>Present tense of stem changing verbs</p> <p>Verbs like gustar (aburrir, interesar, gustar)</p> <p>The differences between ser and estar</p> <p>Writing more developed sentences including the use of emotions and other phrases</p> <p>Indirect object pronoun use and placement</p>	<p>Write sentences conjugating correctly present tense regular -ar, -er, ir verbs</p> <p>Write and explain the forms, functionalities and uses of common irregular verbs and stem changing verbs of different endings.</p> <p>Use the verb gustar accurately in different situations.</p> <p>Describe members of their family, friends, pets or houses, how sports work and about their emotions.</p> <p>Use the prepositional word "cuando" to write longer sentences using emotions.</p> <p>Write sentences that are "two way" using indirect object pronouns.</p> <p>Write and speak using proper masculine/feminine rules in Spanish or if incorrect understand why their gender or agreement was incorrect.</p>

<p>studied and their own.</p> <p>Communities Standard 5.2</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
<p>Chapter 7</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3 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.</p> <p>Culture Standard 2.2 Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Standard 3.2 Learners access and evaluate</p>	<p>Vocabulary associated with summer and winter activities</p> <p>Exploring possible vacation spots in the Spanish speaking world outside the United States</p> <p>Research and present a spanish speaking destination</p> <p>Preterite tense of -ar, -er, -ir verbs</p> <p>Preterite tense of ir and ser</p> <p>Review of indirect object pronouns</p> <p>Forms and functions of direct object pronouns</p> <p>How to discuss the weekend and say what was done</p>	<p>Write/speak/draw about vacations that took place during summer or winter.</p> <p>Research an interesting destination in the SPANISH speaking world and convince others to travel there as well pretending to be a travel agent.</p> <p>Write and begin to speak/converse about things that occurred in the past using the preterite tense.</p> <p>Identify verbs in the their present and presence states.</p> <p>Replace nouns by using object pronouns when appropriate in written or spoken sentences.</p> <p>On a basic level discuss with someone their weekend and ask about what someone did using follow up questions.</p> <p>Begin to use transition words to aide in describing weekends and events sequentially.</p>

information and diverse perspectives that are available through the language and its cultures.

Comparisons Standard 4.1

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Comparisons Standard 4.2

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities Standard 5.1

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Communities Standard 5.2

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Chapter 8

Write and begin to speak

<p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Vocabulary associated with birthdays, parties, concerts, museums and movies</p>	<p>using the vocabulary associated with parties, concerts and museums.</p>
<p>Communication Standard 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Discuss Hispanic art and music</p>	<p>Research a famous Mexican work of art and present their findings to a peer or to the class.</p>
<p>Communication Standard 1.3 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.</p>	<p>The mood of Mexico in the 1930s leading to the work of José Clemente Orozco, Diego Rivera, Rafeal David Sisqueros</p>	<p>Demonstrate that art can be interpreted in many different ways similar to poetry.</p>
<p>Culture Standard 2.2 Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p>Preterite of -ar, -er, -ir verbs</p>	<p>Engage in conversations related to events in the past.</p>
<p>Connections Standard 3.1 Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>The Verbs oir and leer</p>	<p>Incorporate the verbs oir and leer into their written and oral lexicons.</p>
<p>Connections Standard 3.2 Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>Affirmative and negative words</p>	<p>Incorporate affirmative and negative words into their written and oral lexicons.</p>
<p>Comparisons Standard 4.1 Learners use the language to investigate, explain, and reflect on the nature of language</p>		

<p>through comparisons of the language studied and their own.</p> <p>Chapter 9</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3 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.</p> <p>Culture Standard 2.1 Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Culture Standard 2.2 Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Standard 3.1 Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems</p>	<p>Vocabulary associated with shopping, clothing, sizes, supermarkets, indigenous markets</p> <p>Differences between US and Hispanic or Spanish markets and grocery stores including units of measure.</p> <p>Numbers higher than 100</p> <p>Differences between the verbs saber and conocer</p> <p>The forms and functions of comparatives</p> <p>The forms and functions of superlatives</p> <p>The forms and functions of demonstrative adjectives and demonstrative pronouns</p>	<p>Compose compositions and role play various scenarios in a grocery store or indigenous market</p> <p>Compose compositions and role play various scenarios shopping for clothing and trying on clothes</p> <p>Purchase a food item in a street vendor scenario</p> <p>Identify whether to use the verb saber or conocer across various contexts</p> <p>Recite higher numbers</p> <p>Compare and contrast various nouns using different adjectives using comparatives and superlatives.</p> <p>Express distances of various nouns from the prospective of a speaker using demonstrative adjectives and pronouns.</p>
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<p>creatively.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Chapter 10</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3 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.</p> <p>Cultures Standard 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Cultures Standard 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied</p> <p>Comparisons Standard 4.2</p>	<p>Vocabulary associated with packing for a trip, getting to the airport, while at the airport, boarding a plane and aboard the plane</p> <p>What air travel is like when going outside the country</p> <p>The origins and mysteries behind the Nazca lines in South America</p> <p>The pressures of security control at international airports and reverse racial profiling</p> <p>Verbs that have “g” in the “yo” form</p> <p>The uses and functions of the present progressive tense</p>	<p>Students will perform skits, write and discuss using vocabulary associated with air travel tracing the steps from packing a bag to the plane landing at their destination</p> <p>Students will hypothesize about the origin of the Nazca lines</p> <p>In a simulation students will present boarding passes and answer questions in a high pressure situation in order to board a plane</p> <p>Students will compose using “go” verbs</p> <p>Students will describe currently progressing events using the present progressive tense</p>
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<p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities Standard 5.2</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> <p>Chapter 11</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3 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.</p> <p>Culture Standard 2.1 Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Culture Standard 2.2 Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the</p>	<p>Vocabulary associated with parts of the body, reflexive verbs, backpacking, camping and the daily routine</p> <p>Discussing backpacking and what exactly it entails</p> <p>The forms and functionalities of reflexive verbs</p> <p>The forms and functionalities of reflexive pronouns</p> <p>The uses of commands using "favor de"</p>	<p>Compose and present using parts of the body vocabulary as well as reflexive verbs</p> <p>Discuss their daily routines orally and in written form</p> <p>Make requests and commands appropriately using favor de in a variety of settings</p> <p>Distinguish the differences between a verb normally and in its reflexive form</p> <p>Plan a backpacking trip from idea to landing</p>
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cultures studied.

Connections Standard 3.2

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons Standard 4.1

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Comparisons Standard 4.2

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities Standard 5.2

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Holidays

Cultures 2.1

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of

<p>the cultures studied.</p> <p>Cultures 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> -the importance of holidays in Spanish-speaking countries, including, but not limited to: Día de los Muertos, Navidad, and Cinco de Mayo. -the historical context surrounding certain holidays. -the foods and customs associated with certain holidays. 	<ul style="list-style-type: none"> -explore the concepts of holiday celebrations in Spanish-speaking countries. -see the similarities and differences between how we celebrate holidays. -experience traditional cultural aspects of holidays, including, but not limited to food, crafts, and games.
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Pacing Guide

Course: Spanish II	
Course Unit (Topic) Periods)	Length of Instruction (Class
Course introduction and geography	3 days
Spanish I Review Repaso A (ser, tener, friends/family/home vocabulary, possessive adjectives)	5 days
Spanish I Review Repaso B ((home/school activities vocabulary, present tense regular verbs, contractions, ir, dar, estar)	5 days
Spanish I Review Repaso C (sports vocabulary, stem changing verbs, verbs like gustar)	5 days
Spanish I Review Repaso D (emotion vocabulary review, ser/estar, indirect object pronouns)	7 days
Chapter 7- Vacations (summer/winter vocabulary, preterit tense of ar, er, ir verbs, preterit ir and ser, direct object pronouns)	15 days
Chapter 8- Leisure Time (birthday/concert/museum/movie vocabulary, hispanic art/music, preterit review, oír and leer discussion, affirmative and negative words)	12 days
Chapter 9- Shopping (clothing/buying clothing/food/grocery store vocabulary, higher numbers, saber/conocer, comparatives/superlatives, demonstrative adjectives and pronouns)	12 days
Chapter 10- Traveling by Air (trip planning/airport travel/airport vocabulary, being on airplane, travel presentations, Nazca lines, present progressive tense, go verbs)	12 days
Chapter 11- Daily Routines (parts of body/daily routine vocabulary, reflexive verbs and reflexive pronouns, commands with favor de, backpacking discussion)	12 days
Final Exam (Verb conjugation, vocabulary, grammar)	2 days