



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School Spanish II Curriculum

**Course Description:** Through thematic units, students will expand their skills in speaking, listening, reading, writing and cultural awareness. Students will develop a functional command of words and phrases that deal with immediate needs and common everyday situations or while traveling in limited situations. Students will demonstrate comprehension of simple questions and statements about family, residence, self, weather, time and interests. The content expansion includes the use of familiar words and phrases applicable with common commands, frequent instructions, and courtesy interchanges. Students will be able to recognize and properly use present and past tense grammar structures.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 weeks	Review	Comprehensive Review of Spanish I
4 weeks	Vacations	Topic 1: Travel Topic 2: Ser vs. Estar Topic 3: Direct Object Pronouns
4 weeks	Clothing and Shopping	Topic 1: Clothing and Shopping Topic 2: Saber and Conocer Topic 3: Demonstratives Topic 4: Regular Preterite Topic 5: Indirect Object Pronouns
4 weeks	Body, Health, Personal Care	Topic 1: Personal Care Topic 2: Reflexive Verbs Topic 3: Irregular Preterite I Topic 4: Indefinite and Negative Words
4 weeks	Food and Parties	Topic 1: Food and Parties Topic 2: Irregular Preterite II Topic 3: Double Object Pronouns Topic 4: Comparatives and Superlatives

# Curriculum Revision Tracking

## Spring, 2018

- Unit 2: Changed “Topic 3: Direct and Indirect Object Pronouns” to “Direct Object Pronouns”
- Unit 3: Added Topic 5: Indirect Object Pronouns
- Unit 4: Added suggested irregular preterite verbs to unit vocabulary
- Unit 5: Updated unit overview to include food and party specific content / Added suggested irregular preterite verbs to unit vocabulary

## Spring, 2017

- Unit 1: Added an engaging experience as a review option
- Unit 2: Changed to “Vacations” instead of “School and Sports”
  - This unit was changed / consolidated because the original topic was covered in Spanish 1; grammar points were moved to other units for better sequence
  - Direct and Indirect object pronouns were added - they were not included in Spanish 1 or 2 curriculum before
- Unit 3: Title changed to “Clothing and Shopping”
- Unit 4: Title changed to “Body, Health, Personal Care”
- Unit 5: Title changed to “Food and Parties” / Added grammar topics that must be covered before Spanish III

Units 3-5 were all moved up one “topic” and the Food / Parties unit was added since Food was not covered in Spanish 1.

## Unit 1: Review

**Subject:** Spanish II

**Grade:** 9-12

**Name of Unit:** Review

**Length of Unit:** 2 weeks

**Overview of Unit:** Students will do an overall review of Spanish one through practice, coaching, role modeling, and interactive lessons. Most of their time will be spent working with verbs. Subject pronouns will be worked with as well as AR, ER, and IR verbs. Students will review stem changing verbs and irregular yo verbs.

### **Priority Standards for unit:**

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - a. Demonstrate competencies previously introduced
  - b. Use target language to acquire goods, services or information.
  - c. Exchange information about personal events, memorable experiences and/or other topics.
  - d. Ask for repetition and repeat to ensure comprehension.
- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Identify principal characters and main ideas in oral and written narratives in the target language.
  - c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.
- FL.K-12.1.3 (Level II) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - c. Write brief messages such as postcards, short letters or emails on very familiar topics.
- FL.K-12.3.1 (Level II) Students reinforce and further their knowledge of other disciplines through the world language
  - a. Demonstrate competencies previously introduced
  - b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.

- c. Summarize articles or short videos in the target language on topics being studied in other classes.
- FL.K-12.3.2 (Level II) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
  - a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
  - b. Broaden understanding of contributions of target civilization to development of present-day information.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
  - e. Recognize critical sound differences in the target language that must be mastered.

**Supporting Standards for unit:**

- FL.K-12.2.1 (Level II) Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - a. Demonstrate competencies previously introduced
  - b. Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.
  - c. Compare everyday social etiquette within the culture studied to their native culture.
  - d. Identify common beliefs, attitudes and characteristics within the culture studied.
- FL.K-12.2.2 (Level II) Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
  - a. Demonstrate competencies previously introduced
  - b. Compare the most common objects and symbols used to represent the target culture and their own culture.
  - c. Compare important historical and contemporary figures and events of the culture studied and their own culture.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Use cognates to enhance spoken and written language.
  - c. Recognize familiar false cognates and use appropriately.
- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Compare and contrast tangible and intangible products of the target and native

- cultures such as, clothing, housing, foods, toys, music, myths and folktales.
- c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - d. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- TT.AB.D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
  - FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
    - a. Demonstrate competencies previously introduced
    - b. Share knowledge and skills from the target language with family and others in the school community.
    - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
  - FL.K-12.5.2 (Level II) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
    - a. Demonstrate competencies previously introduced
    - b. Explore hobbies, activities and topics of personal interest related to the target culture.
    - c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
    - d. Identify careers where skills in another language or cultural understanding are needed.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Apply	2
target language to acquire goods, services or information.	Use	Apply	2
information about personal events, memorable experiences and/or other topics.	Exchange	Understand	2
everyday social etiquette within the culture studied to their native culture.	Compare	Understand	2
for repetition and repeat to ensure comprehension.	Ask	Remember	1
principal characters and main	Identify	Understand	2

ideas in oral and written narratives in the target language.			
comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.	Use	Apply	2
short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.	Perform	Apply	2
brief messages such as postcards, short letters or emails on very familiar topics.	Write	Apply	2
topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.	Discuss	Analyze	3
articles or short videos in the target language on topics being studied in other classes.	Summarize	Understand	2

**Essential Questions:**

1. How does one express likes and dislikes in Spanish?
2. How is the use of Spanish verbs similar to and different from English?
3. Why do Spanish adjectives have different forms?

**Enduring Understanding/Big Ideas:**

1. A specific verb “to like” doesn’t exist in Spanish. The student will use gustar to express likes and dislikes
2. Spanish verbs express an action or a state of being. Spanish verbs are conjugated into different forms depending upon the subject expressed. Students will conjugate verbs in their correct forms.
3. Spanish nouns have gender (masculine and feminine) and number (singular and plural). Adjectives modify nouns. Students will express adjectives in the correct form to agree with the noun in number and gender.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	<ul style="list-style-type: none"><li>● AR ER and IR Verbs</li><li>● Basic school related nouns</li><li>● Likes / Dislikes</li><li>● Basic descriptions</li></ul>

**Resources for Vocabulary Development:** Avancemos nivel dos

## Topic 1: Comprehensive Review

### **Engaging Experience 1**

**Title:** My Classmate

**Suggested Length of Time:** 3 days, mostly outside of class

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - a. Demonstrate competencies previously introduced
  - b. Use target language to acquire goods, services or information.
  - c. Exchange information about personal events, memorable experiences and/or other topics.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.

#### *Supporting:*

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Use cognates to enhance spoken and written language.
- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
  - c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
- TT.AB.D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Students will draw the name of a classmate out of a hat. They will talk to the classmate to find out his/her school and extracurricular activities and how the classmate would describe him/herself. Three days later, the student will tell a group about the classmate. The group will keep a brief, written record of each student's "report". The teacher will collect the reports and randomly ask about a few classmates. A person who was in the group but not the person who did the report on the classmate will respond.

**Bloom's Levels:** Understand, Apply; **Webb's DOK:** 2



## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Comprehensive Review	My Classmate	<p>Students will draw the name of a classmate out of a hat. They will talk to the classmate to find out his/her school and extracurricular activities and how the classmate would describe him/herself.</p> <p>Three days later, the student will tell a group about the classmate. The group will keep a brief, written record of each student's "report". The teacher will collect the reports and randomly ask about a few classmates. A person who was in the group but not the person who did the report on the classmate will respond.</p>	3 days, mostly outside of class

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The teacher will provide the following prompt to students:

In groups of 3-4 people, create a scene in which you include the grammar topics reviewed in the Unit. The scene can be an interview with a famous person (entertainer, athlete, politician, etc.) interaction between a teacher and student(s), or a conversation between friends and/or family members. There must be at least 2 examples of each of the following in the scene (not per person, in the scene): regular verb, irregular verbs (ser, estar, tener, hacer, ir), gustar, noun/adjective agreement and stem-changing verb.

## Unit 2: Vacations

**Subject:** Spanish II

**Grade:** 9-12

**Name of Unit:** Vacations

**Length of Unit:** 4 weeks

**Overview of Unit:** Students will explore verbs at a higher level and will be exposed to the use of ser vs. estar and the present progressive tense. Students will also learn direct object pronouns and how those are used in Spanish. The vocabulary will center around vacations and travel.

### **Priority Standards for unit:**

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - a. Demonstrate competencies previously introduced
  - b. Use target language to acquire goods, services or information.
  - c. Exchange information about personal events, memorable experiences and/or other topics.
  - d. Ask for repetition and repeat to ensure comprehension.
- FL.K-12.3.2 (Level II) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
  - a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.

### **Supporting Standards for unit:**

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Use cognates to enhance spoken and written language.
- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
  - c. Compare simple patterns of behavior or interaction in various social and cultural

settings such as celebrations and patterns of everyday life.

- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.5.2 (Level II) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - a. Demonstrate competencies previously introduced
  - b. Explore hobbies, activities and topics of personal interest related to the target culture.
  - c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- ISTE-EMPOWERED LEARNER Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - GLOBAL COLLABORATOR.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Apply	2
target language to acquire goods, services or information.	Use	Apply	2
information about personal events, memorable experiences and/or other topics.	Exchange	Understand	2
for repetition and repeat to ensure comprehension.	Ask	Remember	1
sources intended for same-age speakers of the target language to prepare reports on topics of	Use	Apply	2

personal interest or those with which they have limited previous experience.			
an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.	Demonstrate	Apply	2

**Essential Questions:**

1. How does one correctly use ser vs. estar?
2. How does one express what s/he is currently doing?
3. How does one use direct object pronouns?
4. What are travel and vacation activities people enjoy in Spanish speaking countries?

**Enduring Understanding/Big Ideas:**

1. Students will explore the proper use of ser vs. estar.
2. The student will use the present progressive with estar and the present participle to express what is currently in progress.
3. The student will use direct object and pronouns along with verbs such as “has, wants, needs” to express the direct objects, replacing the direct object with the correct direct object pronoun.
4. The student will compare and contrast vacation activities in his/her own culture and the target culture.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> <li>● Estar and related words</li> <li>● vacation activities</li> <li>● travel</li> <li>● seasons</li> <li>● ordinal numbers</li> </ul>

**Resources for Vocabulary Development:** Avancemos nivel dos

## Topic 1: Travel

### **Engaging Experience 1**

**Title:** Travel Vocabulary Puzzle

**Suggested Length of Time:** 20 minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - a. Demonstrate competencies previously introduced

*Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Use cognates to enhance spoken and written language.

**Detailed Description/Instructions:** Teacher will create a vocabulary puzzle. The puzzle is a grid of boxes, 5 rows by 7 columns. The teacher will write travel vocabulary in Spanish and English around the edges of each box. The Spanish word inside one box will match up with the corresponding English word in the neighboring box. The edges should be left blank (or write extra words along the top and bottom rows of 5 to make it more challenging). After creating the puzzle, the teacher will cut up the squares. Students will work with a partner to match up the squares and recreate the 5 x 7 grid.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

### **Engaging Experience 2**

**Title:** Activities for Young People in the Spanish-Speaking World

**Suggested Length of Time:** 4 days, mostly outside of class

#### **Standards Addressed**

*Priority:*

- FL.K-12.3.2 (Level II) Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
  - a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.

*Supporting:*

- FL.K-12.5.2 (Level II) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - a. Demonstrate competencies previously introduced
  - b. Explore hobbies, activities and topics of personal interest related to the target culture.
  - c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- TT.AB.D.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- ISTE-EMPOWERED LEARNER Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - GLOBAL COLLABORATOR.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**Detailed Description/Instructions:** Via the Internet, students will find a vacation destination in a Spanish speaking city. They will research activities available to tourists in that location. Students will think about vacation destinations in the United States and how those compare to the location studied. The student will create a Venn diagram which reflects this information. The student will discuss (English or Spanish) what they discovered with 2 different people in class on the 4th day.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic 2: Ser vs. Estar

### **Engaging Experience 1**

**Title:** Battleship

**Suggested Length of Time:** 20 minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - d. Ask for repetition and repeat to ensure comprehension.

*Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

**Detailed Description/Instructions:** The teacher will create a battleship game with subjects along the top and emotions, adjectives, and locations along the side. Each sheet of paper will have 2 “oceans”. The student will mark (blackout, X, etc.) 6 squares on his/her ocean to indicate ships. His/her partner will try to “sink” the 6 ships by saying a subject and the correct form of an infinitive. If the box that lines those up is one of the squares that the student marked, then that “ship” is sunk. S/he does the same thing with the partner, trying to sink his/her ships and keeping track on the other “ocean” on the page.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2



## Topic 3: Direct Object Pronouns

### **Engaging Experience 1**

**Title:** Direct Object Pronouns

**Suggested Length of Time:** 20 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - a. Demonstrate competencies previously introduced
  - b. Use target language to acquire goods, services or information.
  - d. Ask for repetition and repeat to ensure comprehension.

#### *Supporting:*

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Use cognates to enhance spoken and written language.

**Detailed Description/Instructions:** The student at the front (or back or whatever) of the row will remove a school item from his/her backpack. S/he will hand it to the person behind him/her. As s/he does it, s/he will say, "I give the (school item) to (student name). I give the (direct object pronoun) to (student name)." The receiving student will say only one sentence, "(Student) gives me the (direct object pronoun)." Each student after that will repeat what was given to the previous student(s) and to him/herself.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In groups of 2 or 3, students will write and perform an interview. One or two of the students will play the role of someone who is going on vacation in a week. (It can be the same destination investigated in Topic 1.) The interview questions and answers will center on:

- Preparing for the trip
- Vacation Activities
- Feelings/Emotions

The interview must include vocabulary (10) words from the unit, 3 examples of ser or estar, 3 examples of the present progressive and 2 uses of direct object pronouns.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Travel	Travel Vocabulary Puzzle	Teacher will create a vocabulary puzzle. The puzzle is a grid of boxes, 5 rows by 7 columns. The teacher will write travel vocabulary in Spanish and English around the edges of each box. The Spanish word inside one box will match up with the corresponding English word in the neighboring box. The edges should be left blank (or write extra words along the top and bottom rows of 5 to make it more challenging). After creating the puzzle, the teacher will cut up the squares. Students will work with a partner to match up the squares and recreate the 5 x 7 grid.	20 minutes
Travel	Activities for Young People in the Spanish-Speaking World	Via the Internet, students will find a vacation destination in a Spanish speaking city. They will research activities available to tourists in that location. Students will think about vacation destinations in the United States and how those compare to the location studied. The student will create a Venn diagram which reflects this information. The student will discuss (English or Spanish) what they discovered with 2 different people in class on the 4th day.	4 days, mostly outside of class
Ser vs. Estar	Battleship	The teacher will create a battleship game with subjects along the top and emotions, adjectives, and locations along the side. Each sheet of paper will have 2 “oceans”. The student will mark (blackout, X, etc.) 6 squares on his/her ocean to indicate ships. His/her partner will try to “sink” the 6 ships by saying a subject and the correct form of an infinitive. If the box that lines those up is one of the squares that the student marked, then that	20 minutes

		“ship” is sunk. S/he does the same thing with the partner, trying to sink his/her ships and keeping track on the other “ocean” on the page.	
Direct Object Pronouns	Direct Object Pronouns	The student at the front (or back or whatever) of the row will remove a school item from his/her backpack. S/he will hand it to the person behind him/her. As s/he does it, s/he will say, “I give the (school item) to (student name). I give the (direct object pronoun) to (student name). The receiving student will say only one sentence, “(Student) give me the (direct object pronoun).” Each student after that will repeat what was given to the previous student(s) and to him/herself.	20 minutes

## Unit 3: Clothes and Shopping

**Subject:** Spanish II

**Grade:** 9-12

**Name of Unit:** Clothes and Shopping

**Length of Unit:** 4 weeks

**Overview of Unit:** Students in this unit will learn the simple past tense called “preterite”. They will also learn demonstrative adjectives and pronouns. Students will distinguish between the verbs “saber” and “conocer”. Students will learn vocabulary to describe their clothing and that they can use to go shopping. Students will study shopping practices in the Spanish-speaking world.

### **Priority Standards for unit:**

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - a. Demonstrate competencies previously introduced
  - b. Use target language to acquire goods, services or information.
  - d. Ask for repetition and repeat to ensure comprehension.
- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Identify principal characters and main ideas in oral and written narratives in the target language.
  - c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

### **Supporting Standards for unit:**

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.5.2 (Level II) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - a. Demonstrate competencies previously introduced
  - b. Explore hobbies, activities and topics of personal interest related to the target culture.

- c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
- d. Identify careers where skills in another language or cultural understanding are needed.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Apply	2
target language to acquire goods, services or information.	Use	Apply	2
for repetition and repeat to ensure comprehension.	Ask	Remember	1
principal characters and main ideas in oral and written narratives in the target language.	Identify	Understand	2
comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.	Use	Apply	2

**Essential Questions:**

1. How does one describe past actions in Spanish?
2. How does one refer to a specific noun, distinguishing it from other nouns?
3. How does one distinguish between the verbs “saber” and “conocer”?
4. How would one make purchases in a market or store in a Spanish-speaking country?

**Enduring Understanding/Big Ideas:**

1. The simple past tense in Spanish, the preterite, has irregular forms. Most of the irregular verbs follow a pattern, a few do not. The student will learn to use the irregular verbs correctly.
2. Students will identify the differences between the verbs “saber” and “conocer” and discuss the proper usage of each.
3. The demonstrative adjectives (and pronouns) are used to point out a specific noun. They refer to items close to the speaker (this, these) and away from the speaker (that, those). Spanish has two groups for “that, those.” Since they are adjectives, they must agree with the noun they modify in number and gender. The student will use these adjectives and pronouns in the correct form and will learn the difference between the two groups for “that, those”.

4. The student will learn the monetary units and exchange rates of various Spanish-speaking countries.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	<ul style="list-style-type: none"><li>● Clothes &amp; colors</li><li>● Demonstrative adjectives and pronouns</li><li>● Grammar terms</li><li>● Past time expressions</li><li>● Shopping</li></ul>

**Resources for Vocabulary Development:** Avancemos 2

## Topic 1: Clothing and Shopping

### **Engaging Experience 1**

**Title:** Store Descriptions

**Suggested Length of Time:** 20 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - a. Demonstrate competencies previously introduced
  - b. Use target language to acquire goods, services or information.

#### *Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.5.2 (Level II) Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - a. Demonstrate competencies previously introduced
  - b. Explore hobbies, activities and topics of personal interest related to the target culture.
  - c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.
  - d. Identify careers where skills in another language or cultural understanding are needed.

**Detailed Description/Instructions:** Students will bring pictures of a variety of store types (pharmacy, bakery, dept. store, etc.). Teacher will post them around the room. Teacher will divide students into groups of 3 or 4. The students in each group number off and each group is in front of a different store picture. The teacher will call out a number. The student in each group with that number will take about the store--if they go there, what they sell, etc. The student will use demonstrative adjectives in their description. Teacher will keep time (30 seconds or so). At the end of the time, the groups rotate to a new picture, the teacher calls out a different number and that student talks for the designated time. This continues until all students have had a chance to talk and/or each group has rotated to all pictures.

**Bloom's Levels:** Apply

**Webb's DOK:** 2



## **Engaging Experience 2**

**Title:** Who is This?

**Suggested Length of Time:** 10 minutes

### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Identify principal characters and main ideas in oral and written narratives in the target language.
  - c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

*Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

**Detailed Description/Instructions:** Teacher will describe the clothing that a student in the class is wearing. The rest of the class will try to guess whom s/he is describing.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## Topic 2: Saber vs. Conocer

### **Engaging Experience 1**

**Title:** Battleship

**Suggested Length of Time:** 20 minutes

#### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - d. Ask for repetition and repeat to ensure comprehension.

*Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

**Detailed Description/Instructions:** The teacher will create a battleship game with subjects along the top and saber, conocer and the other irregular 'yo' verbs going down the left side. Each sheet of paper will have 2 "oceans". The student will mark (blackout, X, etc.) 6 squares on his/her ocean to indicate ships. His/her partner will try to "sink" the 6 ships by saying a subject and the correct form of an infinitive. If the box that lines those up is one of the squares that the student marked, then that "ship" is sunk. S/he does the same thing with the partner, trying to sink his/her ships and keeping track on the other "ocean" on the page.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 3: Demonstratives

### **Engaging Experience 2**

**Title:** Matamoscas

**Suggested Length of Time:** 10 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Identify principal characters and main ideas in oral and written narratives in the target language.
  - c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

#### *Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

**Detailed Description/Instructions:** The teacher will create a flyswatter (matamoscas) activity with phrases using store vocabulary and demonstrative adjectives (this pharmacy, those bakeries, etc.). The English words will be scattered randomly on a SmartBoard/PowerPoint slide projected on the screen. They should be sideways, upside down, etc. The class will divide into two teams, each with a flyswatter. One at a time, students from the teams will go to the board/screen with the flyswatter. The teacher will say the Spanish expressions and the students will try to be the first to “swat” the correct English phrase. Teams will keep score of their correct answers. The same can be done on a second slide with Spanish expressions and the teacher says the English to the students.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

## Topic 4: Regular Preterite

### **Engaging Experience 1**

**Title:** Preterite Verb Battleship

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

*Priority:*

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - d. Ask for repetition and repeat to ensure comprehension.

*Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

**Detailed Description/Instructions:** The teacher will create a battleship game with subjects along the top and regular and irregular preterite verbs going down the left side. Each sheet of paper will have 2 “oceans”. The student will mark (blackout, X, etc.) 6 squares on his/her ocean to indicate ships. His/her partner will try to “sink” the 6 ships by saying a subject and the correct form of an infinitive in the preterite. If the box that lines those up is one of the squares that the student marked, then that “ship” is sunk. S/he does the same thing with the partner, trying to sink his/her ships and keeping track on the other “ocean” on the page.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

## Topic 5: Indirect Object Pronouns

### **Engaging Experience 1**

**Title:** Indirect Object Pronouns

**Suggested Length of Time:** 20 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.1 (Level II) Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - a. Demonstrate competencies previously introduced
  - b. Use target language to acquire goods, services or information.
  - d. Ask for repetition and repeat to ensure comprehension.

#### *Supporting:*

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Use cognates to enhance spoken and written language.

**Detailed Description/Instructions:** The student at the front (or back or whatever) of the row will remove a school item from his/her backpack. S/he will hand it to the person behind him/her. As s/he does it, s/he will say, "I give the (school item) to (student name). I give the (school item) to (indirect object pronoun)." The receiving student will say only one sentence, "(Student) gives me (indirect object pronoun) the (school item)." Each student after that will repeat what was given to the previous student(s) and to him/herself. Students will integrate use of direct object pronouns after several rounds of indirect object pronoun practice to practice both structures.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Working in groups of 2 or 3, students will create a conversation about their shopping experiences in the city they researched in Unit 3. One or two of the students will be unpacking from the trip and describing their shopping adventure to the other student(s). As they unpack they will describe things such as what they did in that city, where they bought the various items that they're in the process of unpacking, how much they paid for it in local currency and how many U.S. dollars that equates to. The conversations will include unit vocabulary, regular preterites and demonstrative adjectives.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Clothing and Shopping	Store Descriptions	Students will bring pictures of a variety of store types (pharmacy, bakery, dept. store, etc.). Teacher will post them around the room. Teacher will divide students into groups of 3 or 4. The students in each group number off and each group is in front of a different store picture. The teacher will call out a number. The student in each group with that number will take about the store--if they go there, what they sell, etc. The student will use demonstrative adjectives in their description. Teacher will keep time (30 seconds or so). At the end of the time, the groups rotate to a new picture, the teacher calls out a different number and that student talks for the designated time. This continues until all students have had a chance to talk and/or each group has rotated to all pictures.	20 minutes
Clothing and Shopping	Who is this?	Teacher will describe the clothing that a student in the class is wearing. The rest of the class will try to guess whom s/he is describing.	10 minutes
Saber vs. Conocer	Battleship	The teacher will create a battleship game with subjects along the top and saber, conocer and the other irregular 'yo' verbs going down the left side. Each sheet of paper will have 2 "oceans". The student will mark (blackout, X, etc.) 6 squares on his/her ocean to indicate ships. His/her partner will try to "sink" the 6 ships by saying a subject and the correct form of an infinitive. If the box that lines those up is one of the squares that the student marked, then that "ship" is sunk. S/he does the same thing with the partner, trying to sink his/her ships and keeping track on the other "ocean" on the page.	20 minutes

Demonstratives	Matamoscas	The teacher will create a flyswatter (matamoscas) activity with phrases using store vocabulary and demonstrative adjectives (this pharmacy, those bakeries, etc.). The English words will be scattered randomly on a SmartBoard/PowerPoint slide projected on the screen. They should be sideways, upside down, etc. The class will divide into two teams, each with a flyswatter. One at a time, students from the teams will go to the board/screen with the flyswatter. The teacher will say the Spanish expressions and the students will try to be the first to “swat” the correct English phrase. Teams will keep score of their correct answers. The same can be done on a second slide with Spanish expressions and the teacher says the English to the students.	10 minutes
Regular Preterite	Preterite Verb Battleship	The teacher will create a battleship game with subjects along the top and regular and irregular preterite verbs going down the left side. Each sheet of paper will have 2 “oceans”. The student will mark (blackout, X, etc.) 6 squares on his/her ocean to indicate ships. His/her partner will try to “sink” the 6 ships by saying a subject and the correct form of an infinitive in the preterite. If the box that lines those up is one of the squares that the student marked, then that “ship” is sunk. S/he does the same thing with the partner, trying to sink his/her ships and keeping track on the other “ocean” on the page.	30 minutes
Indirect Object Pronouns	Indirect Object Pronouns	The student at the front (or back or whatever) of the row will remove a school item from his/her backpack. S/he will hand it to the person behind him/her. As s/he does it, s/he will say, “I give the (school item) to (student name). I give the (school item) to (indirect object pronoun).” The receiving student will say only one sentence, “(Student) gives me (indirect object pronoun) the (school item).” Each student after that will repeat what was given to the previous student(s) and to him/herself. Students	20 minutes



		will integrate use of direct object pronouns after several rounds of indirect object pronoun practice to practice both structures.	
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## Unit 4: Body, Health, Personal Care

**Subject:** Spanish II

**Grade:** 9-12

**Name of Unit:** Body, Health, Personal Care

**Length of Unit:** 4 weeks

**Overview of Unit:** This unit will teach students the use of reflexive verbs to discuss their daily routine. Students will learn vocabulary to talk about personal care, health, physical and emotional feelings and expressions to indicate the past using regular and irregular preterite verbs. Students will use indefinite and negative words and expressions and will learn about non-verbal gestures in the Spanish-speaking world.

### **Priority Standards for unit:**

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Identify principal characters and main ideas in oral and written narratives in the target language.
  - c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.
- FL.K-12.1.3 (Level II) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - c. Write brief messages such as postcards, short letters or emails on very familiar topics.
- FL.K-12.3.1 (Level II) Students reinforce and further their knowledge of other disciplines through the world language
  - a. Demonstrate competencies previously introduced
  - b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
  - c. Summarize articles or short videos in the target language on topics being studied in other classes.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.

- e. Recognize critical sound differences in the target language that must be mastered.

**Supporting Standards for unit:**

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Use cognates to enhance spoken and written language.
  - c. Recognize familiar false cognates and use appropriately.
- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - a. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- TT.AB.D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Apply	2
principal characters and main ideas in oral and written narratives in the target language.	Identify	Understand	2
comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.	Use	Apply	2
short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.	Perform	Apply	2
brief messages such as postcards, short letters or emails on very familiar topics.	Write	Apply	2
topics from other school subjects in the target	Discuss	Analyze	3

language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.			
articles or short videos in the target language on topics being studied in other classes.	Summarize	Understand	2
an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.	Demonstrate	Apply	2
critical sound differences in the target language that must be mastered.	Recognize	Understand	1

**Essential Questions:**

1. What vocabulary can you use to describe the body and personal care?
2. How do you conjugate reflexive verbs to talk about personal care?
3. What are some examples of irregular preterites in the target language?
4. How are indefinite and negative expression different in the target language?

**Enduring Understanding/Big Ideas:**

1. Students will correctly use reflexive verbs to talk about their daily care routines such as waking up, getting dressed, brushing teeth, etc.
2. Even though using the double negative in English is grammatically incorrect, the opposite is true in Spanish. The student will learn to express all negative ideas in a sentence with the proper negative word.
3. Students will learn that many verbs in Spanish have irregular conjugations in the past. They will be able to conjugate some of these verbs to talk about past events.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> <li>● Personal hygiene</li> <li>● Reflexive verbs</li> <li>● Irregular preterite verbs</li> <li>● Double negatives</li> </ul>

**Resources for Vocabulary Development:** Suggested Irregular Preterites: Ir / Ser, Poner / Poder, Tener / Estar; and/or preterite stem-changing verbs, if desired; Avancemos Nivel dos

## Topic 1: Personal Care

### **Engaging Experience 1**

**Title:** Simon Says

**Suggested Length of Time:** 15 minutes

### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal characters and main ideas in oral and written narratives in the target language.
  - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

*Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

**Detailed Description/Instructions:** Before beginning the activity, teacher will write commands on the board that would be useful for Simon Says (touch, point, shake, etc.). In groups students will play Simon Says using vocabulary for the parts of the body. Students are eliminated from their group if they don't follow the Simon Says rules. The last person from each group will then compete against the others with the teacher giving the Simon Says instructions.

**Bloom's Levels:** Understand, Apply

**Webb's DOK:** 2

## **Engaging Experience 2**

**Title:** Spanish Language Commercial

**Suggested Length of Time:** 20 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.3.1 (Level II) Students reinforce and further their knowledge of other disciplines through the world language
  - Demonstrate competencies previously introduced
  - Summarize articles or short videos in the target language on topics being studied in other classes.

#### *Supporting:*

- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - Demonstrate competencies previously introduced
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- TT.AB.D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

**Detailed Description/Instructions:** Students will watch a commercial in Spanish for a personal care product. After viewing the commercial, groups of 3-4 students will discuss the following aspects of the commercial: Who is the intended audience? Is there a similar product in the U.S.? Would you purchase the Spanish product? Why or why not?

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## Topic 2: Reflexive Verbs

### **Engaging Experience 2**

**Title:** My Daily Routine

**Suggested Length of Time:** 10 minutes in class, overnight homework to write

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.3 (Level II) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - Demonstrate competencies previously introduced
  - Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - Write brief messages such as postcards, short letters or emails on very familiar topics.

#### *Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.

**Detailed Description/Instructions:** Students will write a paragraph with a minimum of 7 sentences describing their daily routine. The paragraph must include reflexive verbs and personal care items. Students can volunteer to read their paragraphs aloud.

**Bloom's Levels:** Understand, Apply

**Webb's DOK:** 2

## Topic 3: Irregular Preterite 1

### **Engaging Experience 1**

**Title:** The Good Ol' Days

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
  - Recognize critical sound differences in the target language that must be mastered.

#### *Supporting:*

- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - Demonstrate competencies previously introduced
  - Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.
  - Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life.
  - Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- TT.AB.D.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** Students will write a list of events that occurred in their lives as young children. They will write sentences about these activities in the preterite tense. In groups they will share their experiences and then report to the class about commonalities and differences in their experiences.

**Bloom's Levels:** Understand, Analyze

**Webb's DOK:** 1, 2



## **Engaging Experience 2**

**Title:** Rewrite Sentences

**Suggested Length of Time:** 15 minutes

### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal characters and main ideas in oral and written narratives in the target language.
  - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

*Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Use cognates to enhance spoken and written language.
  - Recognize familiar false cognates and use appropriately.

**Detailed Description/Instructions:** Teacher will write sentences in the present tense. Students will rewrite the sentences in the preterite tense. The sentences will reflect the correct usage of the preterite tense.

**Bloom's Levels:** Understand, Apply

**Webb's DOK:** 2

## Topic 4: Indefinite and Negative Words

### **Engaging Experience 1**

**Title:** Double Negative Translations

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced

#### *Supporting:*

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Use cognates to enhance spoken and written language.

**Detailed Description/Instructions:** Teacher will create English sentences that would use the double negative in Spanish. Students translate the sentences into Spanish. For the first few sentences, the students can work with a partner or in groups of 3. Students should eventually transition to translating the sentences on their own.

**Bloom's Levels:** Understand

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The first paragraph will examine a typical day in your life including reflexive verbs to describe your daily routine. The second paragraph will be in the preterite tense contrasting your usual daily routine with how your morning routine went today. The paragraphs must include unit vocabulary, reflexive verbs, and irregular preterite verbs.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Personal Care	Simon Says	Before beginning the activity, teacher will write commands on the board that would be useful for Simon Says (touch, point, shake, etc.). In groups students will play Simon Says using vocabulary for the parts of the body. Students are eliminated from their group if they don't follow the Simon Says rules. The last person from each group will then compete against the others with the teacher giving the Simon Says instructions.	15 minutes
Personal Care	Spanish Language Commercial	Students will watch a commercial in Spanish for a personal care product. After viewing the commercial, groups of 3-4 students will discuss the following aspects of the commercial: Who is the intended audience? Is there a similar product in the U.S.? Would you purchase the Spanish product? Why or why not?	20 minutes
Reflexive Verbs	My Daily Routine	Students will write a paragraph with a minimum of 7 sentences describing their daily routine. The paragraph must include reflexive verbs and personal care items. Students can volunteer to read their paragraphs aloud.	10 minutes in class, overnight homework to write
Irregular Preterite	The Good Ol' Days	Students will write a list of events that occurred in their lives as young children. They will write sentences about these activities in the preterite tense. In groups they will share their experiences and then report to the class about commonalities and differences in their experiences.	30 minutes
Irregular Preterite	Rewrite Sentences	Teacher will write sentences in the present tense. Students will rewrite the sentences in the preterite	15 minutes

		tense. The sentences will reflect the correct usage of the preterite tense.	
Indefinite and Negative Words	Double Negative Translations	Teacher will create English sentences that would use the double negative in Spanish. Students translate the sentences into Spanish. For the first few sentences, the students can work with a partner or in groups of 3. Students should eventually transition to translating the sentences on their own.	30 minutes

## Unit 5: Food and Parties

**Subject:** Spanish II

**Grade:** 9-12

**Name of Unit:** Food and Parties

**Length of Unit:** 4 weeks

**Overview of Unit:** Students will learn to replace both direct and indirect object pronouns in a sentence and compare it to English usage. Students will learn vocabulary to talk about food and parties. Students will learn about festivals / events / popular foods in the Spanish-speaking world.

### **Priority Standards for unit:**

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Identify principal characters and main ideas in oral and written narratives in the target language.
  - c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.
- FL.K-12.1.3 (Level II) Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - a. Demonstrate competencies previously introduced
  - b. Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.
  - c. Write brief messages such as postcards, short letters or emails on very familiar topics.
- FL.K-12.3.1 (Level II) Students reinforce and further their knowledge of other disciplines through the world language
  - a. Demonstrate competencies previously introduced
  - b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.
  - c. Summarize articles or short videos in the target language on topics being studied in other classes.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.
  - b. Recognize critical sound differences in the target language that must be mastered.

**Supporting Standards for unit:**

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - a. Demonstrate competencies previously introduced
  - b. Use cognates to enhance spoken and written language.
  - c. Recognize familiar false cognates and use appropriately.
- FL.K-12.4.2 (Level II) Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - a. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.
- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - a. Demonstrate competencies previously introduced
  - b. Share knowledge and skills from the target language with family and others in the school community.
  - c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- TT.AB.D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
competencies previously introduced	Demonstrate	Apply	2
principal characters and main ideas in oral and written narratives in the target language.	Identify	Understand	2
comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.	Use	Apply	2
short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.	Perform	Apply	2
brief messages such as postcards, short letters or emails on very familiar topics.	Write	Apply	2
topics from other school subjects in the target	Discuss	Analyze	3

language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.			
articles or short videos in the target language on topics being studied in other classes.	Summarize	Understand	2
an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.	Demonstrate	Apply	2
critical sound differences in the target language that must be mastered.	Recognize	Understand	1

**Essential Questions:**

1. How does one describe food and parties in the target language?
2. What are other verbs that are irregular in the preterite, and how do you conjugate them?
3. How can you replace both direct and indirect objects with pronouns in a sentence?
4. What are words or phrases in the target language that allow you to make comparisons between two or more things?

**Enduring Understanding/Big Ideas:**

1. Both direct and indirect objects can be replaced by pronouns. The two sets of pronouns differ slightly and there is a specific word order for them. The student will correctly replace each object with the pronoun and place it in the correct order in the sentence.
2. Students will be able to use phrases like “más...que” and “menos...que” and “mejor / peor” to compare two or more things in Spanish.

**Unit Vocabulary:**

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> <li>● food and parties</li> <li>● irregular preterite and stem-changing verbs</li> <li>● double object pronouns</li> <li>● comparatives and superlatives</li> </ul>

Suggested Irregular Preterites: Hacer, Querer, Decir, Traer, Venir, Dar, Ver, Preterite stem-changing verbs, if desired

**Resources for Vocabulary Development:** Avancemos Nivel Avancemos 2



# Topic 1: Food and Parties

## **Engaging Experience 1**

**Title:** Party Menu

**Suggested Length of Time:** 45 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal characters and main ideas in oral and written narratives in the target language.
  - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

#### *Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Use cognates to enhance spoken and written language.
  - Recognize familiar false cognates and use appropriately.
- TT.AB.D.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Students will plan a menu for a party celebrating a significant life event (birthday, wedding, etc.). The menu will include culturally relevant food items. Students will also make a short presentation regarding their menus, why the items were chosen, and how they will be integrated into the party of their choice.

**Bloom's Levels:** Understand, Apply

**Webb's DOK:** 2

## Topic 2: Irregular Preterite 2

### **Engaging Experience 1**

**Title:** Rewrite Sentences

**Suggested Length of Time:** 15 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal characters and main ideas in oral and written narratives in the target language.
  - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

#### *Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Use cognates to enhance spoken and written language.
  - Recognize familiar false cognates and use appropriately.

**Detailed Description/Instructions:** Teacher will write sentences in the present tense. Students will rewrite the sentences in the preterite tense. The sentences will reflect the correct usage of the preterite tense.

**Bloom's Levels:** Understand, Apply

**Webb's DOK:** 2

## **Engaging Experience 2**

**Title:** Preterite Verb Board Races

**Suggested Length of Time:** 15 minutes

### **Standards Addressed**

*Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal characters and main ideas in oral and written narratives in the target language.

*Supporting:*

- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Use cognates to enhance spoken and written language.

**Detailed Description/Instructions:** Teacher will divide the class into teams, number of teams can vary depending on how many students are in the class. The teams will line up at various stations in front of the board, each student with a marker. The teacher will call out a subject and verb infinitive. One member from each team will try to be the first to correctly write the conjugated verb form in the preterite. Other team members may not help the one writing on the board with his/her answer. Teams will keep score of their correct answers.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 3: Double Object Pronouns

### **Engaging Experience 1**

**Title:** Double Object Pronoun Sentences

**Suggested Length of Time:** 25 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal characters and main ideas in oral and written narratives in the target language.
  - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

#### *Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Use cognates to enhance spoken and written language.
  - Recognize familiar false cognates and use appropriately.

**Detailed Description/Instructions:** In pairs, ask students to write five sentences that contain both direct and indirect objects (not pronouns). Have them exchange papers with another pair who will restate each of the sentences using double object pronouns. The restated sentences will be shared with the class.

**Bloom's Levels:** Understand, Apply

**Webb's DOK:** 2

## Topic 4: Comparisons and Superlatives

### **Engaging Experience 1**

**Title:** Comparative Sentences

**Suggested Length of Time:** 20 minutes

### **Standards Addressed**

#### *Priority:*

- FL.K-12.1.2 (Level II) Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal characters and main ideas in oral and written narratives in the target language.
  - Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.

#### *Supporting:*

- FL.K-12.5.1 (Level II) Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
  - Share knowledge and skills from the target language with family and others in the school community.
  - Communicate on a personal level with speakers of the target language via letters, e-mail, etc.
- FL.K-12.4.1 (Level II) Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Use cognates to enhance spoken and written language.
  - Recognize familiar false cognates and use appropriately.

**Detailed Description/Instructions:** Students will write three original sentences to describe themselves using comparative and superlative structures. Teacher will then collect the descriptions and shuffle them. The teacher will read the comparisons aloud and students will try to guess who wrote each description.

**Bloom's Levels:** Understand, Apply

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

You recently visited a new restaurant in town and have been asked to complete a critique for the local Spanish speaking newspaper. In your critique, you will include a full description of your experience using the preterite tense (when you visited, what you ordered, how much you paid, etc.). The article should also include descriptions of the food items you sampled using comparative and superlative structures. Give recommendations for people who wish to visit this restaurant in the future.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Food and Parties	Party Menu	Students will plan a menu for a party celebrating a significant life event (birthday, wedding, etc.). The menu will include culturally relevant food items. Students will also make a short presentation regarding their menus, why the items were chosen, and how they will be integrated into the party of their choice.	45 minutes
Irregular Preterite 2	Rewrite Sentences	Teacher will write sentences in the present tense. Students will rewrite the sentences in the preterite tense. The sentences will reflect the correct usage of the preterite tense.	15 minutes
Irregular Preterite 2	Preterite Verb Board Races	Teacher will divide the class into teams, number of teams can vary depending on how many students are in the class. The teams will line up at various stations in front of the board, each student with a marker. The teacher will call out a subject and verb infinitive. One member from each team will try to be the first to correctly write the conjugated verb form in the preterite. Other team members may not help the one writing on the board with his/her answer. Teams will keep score of their correct answers.	15 minutes
Double Object Pronouns	Double Object Pronoun Sentences	In pairs, ask students to write five sentences that contain both direct and indirect objects (not pronouns). Have them exchange papers with another pair who will restate each of the sentences using double object pronouns. The restated sentences will be shared with the class.	25 minutes
Comparisons and Superlatives	Comparative Sentences	Students will write three original sentences to describe themselves using comparative and superlative structures. Teacher will then collect the descriptions and shuffle them. The teacher will read the comparisons aloud and students will try to guess who wrote each description.	20 minutes

## Unit of Study Terminology

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.