

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name : Para Empezar

Time Frame: 10 Days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics. Recognizing main ideas and important details in expository texts.

Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past frame.

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts.

Standard 3.1: (7) Compare information common to other school subjects and to the target language.

Standard 4.1: (8) Compare vocabulary usage, grammatical structures and idiomatic expressions of a target language with English.

Unit Essential Questions

- Are students about what they and other people are like?
- Are students able to say where they and other people are from?
- Are students able to talk about things that they and other people do?
- Are students able to talk about how often they do certain things?
- Are students about to conjugate the verb SER?
- Are Students able to use adjectives correctly?
- Are students able to conjugate regular verbs?

Unit Essential Vocabulary

1. Adjectives p. 3
2. ser p. 5
3. Nationalities p. 6.
4. regular verbs p. 9
5. interrogatives and adverbs p. 10
6. seasons p. 11

Resources

IPAD, Textbook, Word Wall, workbook

Assessment(s)

Realidades Textbook Worksheet, Spanish I Review Test, Vocabulary quiz pgs. 3-11, Para Empezar Test Pre-Test for Spanish II

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name: Capítulo 1A- Tu Día Escolar (Your School Day) ¿Qué haces en la escuela? (What do you do in school?)

Time Frame: 8 days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics.

Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.

Standard 1.3: (4) Recite from memory skits, poems, short narratives, or songs in the target language, using appropriate pronunciation and intonation.

Standard 2.1: (5) Describe practices within the cultures where the target language is spoken.

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation and arts.

Standard 3.1: (7) Compare information common to other school subjects and to the target language.

Standard 4.1: (8) Compare vocabulary usage, grammatical structures, and idiomatic expressions of a target language with English

Standard 4.2: (9) Compare traditions and social conventions of a target culture to one's own.

Standard 5.1: (10) Describe typical activities and events of a target culture

Unit Essential Questions

Are students able to describe school events including classes and supplies?

Are students able to conjugate irregular verbs?

Are students able to discuss their classes?

Are students able to discuss school activities and what one does in each class?

Are students able to give advice on how to be a good student?

Are students able to discuss a poem written by José Martí?

Are students able to discuss classroom rules?

Are students able to conjugate stem-changing verbs?

Are students able to use affirmative and negative words?

Do students recognize the difference in grading policies in Mexico and the U.S?

Are students able to talk about whom they know and what they know about them?

Are students able to write about school life in Spanish speaking countries?

Unit Essential Vocabulary

1. las clases p. 14	9. School objects
2. descriptions of clases	10. Negative& affirmative words
3. things found in a backpack	11. conocer
4. irregular verbs	12. Lo que
5. class subjects p. 22	13. sobre
6. stem-changers p. 27-28	
7. vocab for talking about actions in class p. 40	
8. classroom rules	

Resources

IPAD, Textbook, Word Wall, workbook, Edmodo

Assessment(s)

Homework assignments

Vocabulary quiz p. 14

Vocabulary quiz p. 40

Regular verb conjugating quiz

Stem-changer conjugation quiz

Irregular Verb Conjugating quiz

Capítulo 1A Test

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name: Capítulo 1B- Tu Día Escolar (Your school day) ¿Qué haces después de la escuela? (What you do after school?)

Time Frame: 8 days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics Identifying the sequence of events in narrative texts.

Standard 1.3: (3) Create oral and written presentations in the target language

Standard 2.1: (5) Describe practices within the cultures where the target language is spoken.

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation and the arts.

Standard 3.1: (7) Compare information common to other school subjects and the target language.

Standard 4.1: (8) Compare vocabulary usage, grammatical structures, and idiomatic expressions of a target language with English.

Standard 4.2: (9) Compare traditions and social conventions of a target culture to one's own.

Standard 5.1: (10) Describe typical activities and events of a target culture.

Standard 5.2: (11) Communicate in a variety of ways with speakers of the target language on topics of interest.

Unit Essential Questions

Do students know vocabulary about activities and places?

Are students able to use contractions in Spanish?

Are students able to discuss activities and places? About where they go and what they do there?

Are students able to read and write about extracurricular activities?

Are students able to make comparisons and choose appropriate comparative expressions?

Are students able to give personal opinions by comparing two or more activities?

Are students able to differentiate between SABER and CONOCER and apply them appropriately?

Are students able to write and speak about how long something has been going on?

Unit Essential Vocabulary

- | | |
|--------------------------------------|----------------------------|
| 1. places p. 42 | 5. music and drama |
| 2. contractions p. 43 | 6. actions with activities |
| 3. extra-curricular activities p. 68 | 7. Internet Activities |
| 4. athletic activities | 8. Comparisons |

Resources

IPAD, Textbook, Word Wall, workbook, Edmodo, Worksheets

Assessments

Informal, homework activities, Skits, Recite Versos Sencillos, Vocabulary quiz pgs. 42 & 68, Capítulo 1B Test

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name: Capítulo 2A- Un Evento Especial (A Special Event) ¿Cómo te prepares? (How do you prepare?)

Time Frame: 8 Days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics Identifying the sequence of events in narrative texts.

Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts.

Standard 3.1: (7) Compare information common to other school subjects and to the target language

Standard 4.1: (8) Compare vocabulary usage, grammatical structures, and idiomatic expressions of a target language with English.

Standard 5.1: (10) Describe typical activities and events of a target language.

Standard 5.2: (11) Communicate in a variety of ways with speakers of the target language on topics of interest.

Unit Essential Questions

Are students about to describe getting ready for a special even using Reflexive Verbs?
Are student about to talk about daily routines using Reflexive Verbs?
Are students able to effectively use SER and ESTAR?
Are students able to interpret possessive adjectives?
Are students able to write about a clothing purchase and a shopping experience?
Are students able to explain cultural perspective on teen dress?
Are students able to talk and write about families and special events?

Unit Essential Vocabulary

1. Clothing p. 70	7. Possessive adjectives p. 88
2. Parts of the body	8. Verbs to talk about getting ready p. 96
3. Expressions that use the infinitive p. 71	9. Nouns for things you need to get ready p. 96
4. Reflexive verbs p. 80	10. Special Events p. 96
5. Physical and emotional adjectives p. 87	11. Emotional adjectives p. 96
6. Ser p. 86	12. Useful words and expressions p. 96

Resources

IPAD, Textbook, Word Wall, workbook, Edmodo, Worksheets

Assessment(s)

Homework grades for activities and workbook pages, Conjugation of SER quiz, Vocabulary quiz on parts of the body and clothing, Vocabulary quiz for p. 96, Reflexive Verb Conjugation Quiz, Capítulo 2A Test Edmodo quiz

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name: Capítulo 2B- Un Evento Especial (A Special Event) ¿Qué ropa compraste? (What clothing did you buy?)

Time Frame: 8 Days

Unit Standards

- Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations
- Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics Identifying the sequence of events in narrative texts.
- Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.
- Standard 1.3: (4) Recite from memory skits, poems, short narratives, or songs in the target language, using appropriate pronunciation and intonation.
- Standard 2.1: (5) Describe practices within the cultures where the target language is spoken.
- Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts.
- Standard 3.1: (7) Compare information common to other school subjects and to the target language.
- Standard 4.1: (8) Compare vocabulary usage, grammatical structures, and idiomatic expressions of a target language with English.
- Standard 4.2: (9) Compare traditions and social conventions of a target culture to one's own.
- Standard 5.1: (10) Describe typical activities and events of a target language.
- Standard 5.2: (11) Communicate in a variety of ways with speakers of the target language on topics of interest.

Unit Essential Questions

- Are students able to talk about shopping, fashion and clothing using the preterite of verbs and cardinal numbers?
- Are students able to give dates of important events?
- Are students able to ask for assistance in a shopping situation?
- Are students able to discuss how much something costs?
- Are students able to ask for assistance in a shopping situation?
- Are students able to write and speak about clothing and fashion?
- Are students able to recognize how shoe sizes are different in Spanish speaking countries?
- Are students able to talk about shopping using the Preterite tense?
- Are students able to discuss past activities using the Preterite?
- Are students able to understand demonstrative adjectives?
- Are students able to rename nouns as adjectives?

Unit Essential Vocabulary

- | | |
|----------------------------------|--------------------------|
| 1. Verbs used for shopping p. 98 | 9. colors |
| 2. Shopping places | 10. fabrics |
| 3. Things to buy | 11. Paying for purchases |
| 4. Descriptions of things to buy | 12. Fit of Clothing |
| 5. Cardinal numbers 0-million | |
| 6. Dates | |
| 7. Demonstrative Adjectives | |
| 8. Shopping terminology p. 124 | |

Resources	IPAD, Textbook, Word Wall, workbook, Edmodo, Worksheets
Assessment(s)	Homework grades, Edmodo quiz, Vocabulary p. 98, number quiz, skit presentation, Vocabulary p. 124, Capitulo 2B Test

Course Name: Spanish II

Unit Name: Capítulo 3A- Tú y Tu Comunidad (You and your community) ¿Qué hiciste ayer? (What did you do yesterday?)

Time Frame: 8 Days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations.

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics identifying the sequence of events in narrative texts.

Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.

Standard 1.3: (4) Recite from memory skits, poems, short narratives, or songs in the target language, using appropriate pronunciation and intonation.

Standard 2.1: (5) Describe practices within the cultures where the target language is spoken.

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts.

Standard 3.1: (7) Compare information common to other school subjects and to the target language.

Standard 4.1: (8) Compare vocabulary usage, grammatical structures, and idiomatic expressions of a target language with English.

Standard 4.2: (9) Compare traditions and social conventions of a target culture to one's own.

Standard 5.1: (10) Describe typical activities and events of a target language.

Standard 5.2: (11) Communicate in a variety of ways with speakers of the target language on topics of interest

Unit Essential Questions

Are students able to discuss chores and places in the community?
 Are students able to tell time in Spanish?
 Are students able to write and what time different activities are done?
 Are students able to discuss errands to do at different places around town?
 Are students able to discuss past leisure activities?
 Are students able to use direct object pronouns correctly?
 Are students able to use the Irregular Preterite Verbs IR, HACER, TENER, ESTAR, PODER and SER?
 Are students able to learn verses from a poem?
 Are students able to use Spanish with a Math connection?

Unit Essential Vocabulary

1. Chores p. 126
 2. Places in the community p. 152
 3. Vocabulary about mail
 4. Sporting goods
 5. Errands
 6. Pharmacy Products

Resources

IPAD, Textbook, Word Wall, workbook, Edmodo, Worksheets

Assessment(s)	<p>Vocabulary quiz. P. 126 & 152</p> <p>Conjugating Irregular Verbs Quiz</p> <p>Project of errands and places in the community</p> <p>Worksheets</p> <p>Homework Activities</p> <p>Capítulo 3A Test</p>
----------------------	---

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name: Capítulo 3B- Tú y Tu Comunidad (You and your community) ¿Cómo se va? (How does one go?)

Time Frame: 8 Days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations.

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics Identifying the sequence of events in narrative texts.

Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.

Standard 2.1: (5) Describe practices within the cultures where the target language is spoken dwellings, transportation, and the arts.

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts,

Standard 3.1 (7) Compare information common to other school subjects and to the target language.

Standard 4.1 (8) Compare vocabulary usage, grammatical structures, and idiomatic expressions of a target language with English.

Standard 4.2: (9) Compare traditions and social conventions of a target culture to one's own.

Standard 5.1: (10) Describe typical activities and events of a target language.

Standard 5.2: (11) Communicate in a variety of ways with speakers of the target language on topics of interest

Unit Essential Questions

Are students able to use prepositional words for modes of transportation?
 Are students able to talk about how people travel and locations in the city?
 Are students able to discuss how often things are done?
 Are students able to discuss things on a map?
 Are students able to ask and give directions?
 Are students able to write about and discuss driving?
 Are students able to use Direct Object Pronouns: me, te and nos?
 Are students able to using affirmative tú commands?
 Are students able to give advice to a friend?

Unit Essential Vocabulary

1. Prepositions p. 154	4. Giving and receiving advice
2. Transportation p. 154	5. Asking and giving directions
3. Driving vocabulary p. 180	

Resources IPAD, Textbook, Word Wall, workbook, Edmodo, Worksheets

Assessment(s) Homework grades, Edmodo quiz, Internet activity, Skit, Vocabulary pgs. 154-180, Capítulo 3B Test

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name: Capítulo 4A- Recuerdos del pasado (Memories of the Past) Cuando éramos niños (When we were children)

Time Frame: 8 Days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics Identifying the sequence of events in narrative texts.

Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.

Standard 1.3: (4) Recite from memory skits, poems, short narratives, or songs in the target language, using appropriate pronunciation and intonation.

Standard 2.1: (5) Describe practices within the cultures where the target language is spoken

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts.

Standard 3.1: (7) Compare information common to other school subjects and to the target language.

Standard 4.1: (8) Compare vocabulary usage, grammatical structures, and idiomatic expressions of a target language with English.

Standard 4.2: (9) Compare traditions and social conventions of a target culture to one's own.

Standard 5.1: (10) Describe typical activities and events of a target language.

Standard 5.2: (11) Communicate in a variety of ways with speakers of the target language on topics of interest

Unit Essential Questions

Are students able to discuss foods, activities and decorations for celebrations?
Are students able to write and speak about festive occasions?
Are students able to use diminutives and superlatives?
Are students able to use vocabulary to complete analogies?
Are students able to use the imperfect tense to talk about repeated actions in the past?
Are students able to write about what they used to do during their childhood?
Do students know the irregular Imperfect Verbs?
Are students able to use indirect object pronouns effectively?

Unit Essential Vocabulary

1. Family members p. 182	6. Indirect object pronouns
2. Foods	7. Toys and animals p. 208
3. Table settings	8. Things you do during childhood
4. Activities at a party	9. Characteristics of behavior
5. Decorations	

Resources

IPAD, Textbook, Word Wall, workbook, Edmodo, Worksheets

Assessment(s)

Homework assignments, Edmodo quiz, Vocabulary pgs. 182 & 208 quiz, Imperfect conjugation test, Imperfect Essay, Capítulo 4A Test

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name: Capítulo 4B- Recuerdos del pasado (Memories of the Past)
Celebrando los días de festivivos (Celebrating special holidays)

Time Frame: 8 Days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations.

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics Identifying the sequence of events in narrative texts.

Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.

Standard 2.1: (5) Describe practices within the cultures where the target language is spoken

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts.

Standard 3.1: (7) Compare information common to other school subjects and to the target language.

Standard 4.2: (9) Compare traditions and social conventions of a target culture to one's own.

Standard 5.1: (10) Describe typical activities and events of a target language.

Standard 5.2: (11) Communicate in a variety of ways with speakers of the target language on topics of interest.

Unit Essential Questions

Are students about to speak and write about social occasions and celebrations?

Are students able to choose between the Preterite and the Imperfect Tense in writing forms?

Are students able to discuss relatives using the Imperfect Tense?

Are students aware of El Día de los Muertos?

Are students able write about a past family occasion?

Are students able to ask and answer using reciprocal actions?

Unit Essential Vocabulary

1. adverbs p. 217
2. prefixes p. 221
3. housing words p. 222
4. talking about manners and customs p. 234
5. talking about people
6. talking about special events
7. discussing the past

Resources

IPAD, Textbook, Word Wall, workbook, Edmodo, Worksheets

Assessment(s)

Homework assignments, Vocabulary quiz p. 234,
Quiz on Preterite vs. Imperfect
Skit using preterite and imperfect
Test on Capítulo 4B

Jasper City Schools Curriculum Map

Spanish II

Course Name: Spanish II

Unit Name: Capítulo 5A- En las noticias (In the news) Un acto heroico (A heroic act)

Time Frame: 8 Days

Unit Standards

Standard 1.1: (1) Use the target language in oral and written form in the past time frame, including giving and responding to a series of commands, asking and answering questions, providing direction and instructions, and stating preferences and opinions to interact in a variety of situations.

Standard 1.2: (2) Interpret spoken and written authentic target language materials and information on familiar topics Identifying the sequence of events in narrative texts.

Standard 1.3: (3) Create oral and written presentations in the target language about a variety of topics using familiar and newly acquired vocabulary words and phrases and correct structure in the past time frame.

Standard 2.1: (5) Describe practices within the cultures where the target language is spoken

Standard 2.2: (6) Explain the influences of geography on a target culture, including food, clothing, dwellings, transportation, and the arts.

Standard 3.1: (7): Compare information common to other school subjects and to the target language.

Unit Essential Questions

Are students able to discuss the weather?

Do students know the rooms of a house?

Are students able to read, listen to and interpret information about natural disaster and crisis situations?

Are students able to read, listen to and interpret information about emergencies, rescues and heroes?

Are students able to effectively use the Preterite and Imperfect to write and discuss events in the past?

Do students know the irregular Preterite verbs?

Do you students know the expressions which use TENER?

Unit Essential Vocabulary

1. weather vocabulary p. 236

2. tener expressions p. 237

3. vocab for natural disasters & weather extremes p. 262

4. vocab for discussing the news

5. vocab for discussing fires

6. vocab for discussing rescues

7. vocab used for storytelling

Resources

IPAD, Textbook, Word Wall, workbook, Edmodo, Worksheets

Assessment(s)

Homework activities, vocabulary quiz pgs. 236 & 262, Edmodo activities, Preterite vs. Imperfect quiz, Capítulo 5A test