

Moon Area School District Curriculum Map

Course: Spanish 2

Grade Level: Typically 9-10

Content Area: World Languages

Frequency: Full-Year Course

Big Ideas

- 1. See below**

Essential Questions

- 2. See below**

Primary Resource(s) & Technology:

Realidades Textbook Series, online software resources,
Microsoft Teams, Promethean Boards, Student Laptops

Pennsylvania and/or focus standards referenced at:

www.pdesas.org

www.education.pa.gov

<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

Unit	Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
Unit: Para Empezar	<p>1.1 What language phrases do we need to know to survive in a foreign country?</p> <p>1.2 What are some good strategies to help us understand a second language?</p> <p>1.3 How can we prepare information, concepts, and ideas to share with listeners and/or readers?</p> <p>2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?</p> <p>2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture?</p> <p>3.1 How does second language study help us in other areas of the curriculum?</p> <p>4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English?</p>	<p>1.1 (Introduced)</p> <p>1.2 (Introduced)</p> <p>1.3 (Introduced)</p> <p>4.1 (Introduced)</p> <p>2.1 (Introduced)</p> <p>2.2 (Introduced)</p> <p>3.1 (Introduced)</p>	<p>Personal characteristics</p> <p>Spanish-speaking countries of origin and nationalities</p> <p>Review of present tense of SER</p> <p>Review of present tense of regular -ar, -er and -ir verbs</p> <p>Activities vocabulary</p> <p>Talk about what you and other people are like</p> <p>Tell where you and other people are from.</p> <p>Talk about what you and other people do.</p> <p>Write a poem about what you are like and the things that you do.</p>	<p>August - September</p>

<p>Unit: 6A: En mi dormitorio o</p>	<p>1.1 What are some good strategies to help us communicate with someone in the language we are studying? 1.2 What are some good strategies to help us understand a second language? 1.3 How can we prepare information, concepts, and ideas to share with listeners and/or readers? 2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 3.1 How does second language study help us in other areas of the curriculum? 4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? 4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 5.2 How can we continue to study and enjoy a second language after leaving school?</p>	<p>1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)</p>	<p>Vocabulary: Bedroom items, Electronic equipment, Colors. Adjectives to describe things</p> <p>Grammar: Lexical use of making comparisons Lexical use of making word associations Lexical use of the superlative Lexical use stem-changing verbs PODER and DORMIR</p> <p>Culture: Salvador Dali</p> <p>Name items found in a bedroom Talk about electronic equipment. Use colors to describe things. Use comparatives and superlatives. Learn to use the verbs PODER and DORMIR. Read, listen to and understand information about bedroom furniture, electronic equipment and colors. Demonstrate an understanding of cultural traditions and how they developed.</p>	<p>Sep-Oct</p>
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<p>Unit: 6B: ¿Cómo es tu casa?</p>	<p>1.1 What are some good strategies to help us communicate with someone in the language we are studying? 1.2 What are some good strategies to help us understand a second language? 1.3 How can we prepare information, concepts, and ideas to share with listeners and/or readers? 2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 3.1 How does second language study help us in other areas of the curriculum? 4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? 4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 5.1 Where in the local or world community can we use the second language we are learning?</p>	<p>1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)</p>	<p>Vocabulary: Rooms in the house, Household chores Grammar: Lexical use of affirmative tú commands. Lexical use of the present progressive tense Culture: La arpillera Cultural perspectives on architectural features including the patio. Read, listen to and understand information about rooms in a house, household chores, and how to tell someone to do something. Know the rooms of a house. Talk about the chores around the house. Learn to use the familiar "tú" commands. Learn to use the present progressive tense. Learn about houses in the Spanish-speaking world.</p>	<p>Oct-Nov</p>
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<p>Unit: 7A:¿Cuánto cuesta?</p>	<p>1.1 What language phrases do we need to know to survive in a foreign country? 1.2 What skills do we need to interpret written, spoken, and non-verbal forms of communication? 1.3 What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)? 2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 2.2. What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 3.1 How does second language study help us in other areas of the curriculum? 3.2 What knowledge and insight can we gain from world language study that otherwise would not be available to us? 4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? 4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 5.1 Where in the local or world community can we use the second language we are learning?</p>	<p>5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 3.1 (Introduced) 3.2 (Introduced)</p>	<p>Vocabulary: Clothes, Shopping, Numbers 200-1000</p> <p>Grammar: Lexical use of the verbs pensar, querer and prefer. Lexical use demonstrative adjectives</p> <p>Culture: Día de los Muertos, Joan Miró, Fernando Botero, Currencies of the Spanish-speaking world, Nonverbal language, Carolina Herrera. Traditional clothing of Panama, Watch a video and do an activity about Día de los Muertos</p> <p>Read, listen to and understand information about shopping for clothes. Read, listen to and understand information about plans, desires and preferences. Talk about shopping for clothes. Discuss how clothes fit and how much they cost. Ask and tell what you or others want and prefer. Point things out using demonstrative adjectives. Read about traditional clothing in Panama. Demonstrate an understanding of cultural perspectives on crafts and clothing.</p>	<p>Nov-Dec</p>
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<p>Unit: 7B: ¡Qué regalo!</p>	<p>1.1 What skills and knowledge do we need to interact with others in a second language? 1.2 What skills do we need to interpret written, spoken, and non-verbal forms of communication? 1.3 What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)? 2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 3.1 How does second language study help us in other areas of the curriculum? 4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? 4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 5.1 Where in the local or world community can we use the second language we are learning?</p>	<p>5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)</p>	<p>Vocabulary: Places to shop, Gift items, Accessories, Buying and selling, talking about the past</p> <p>Grammar: Lexical use of the preterite of -ar verbs, Lexical use of the preterite of -car and -gar verbs, lexical use of direct object pronouns: lo, la, los, las</p> <p>Culture: Artesanías, Shopping habits in Spanish-speaking countries</p> <p>Read, listen to and understand information about stores. Read, listen to and understand information about shopping for gifts and accessories. Read, listen to and understand information about things done in the past. Talk about stores and where they are located. Ask and tell about shopping and buying, Talk about the past. Learn to use the preterite of -ar verbs and verbs that end in -car and -gar. Use the direct object pronouns lo, la, los, and las. Read about shopping in four Hispanic communities in the U.S.. Demonstrate an understanding of cultural perspectives regarding shopping.</p>	<p>Dec-Jan</p>
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<p>Unit: 8A:De vacacion es</p>	<p>1.1 What skills and knowledge do we need to interact with others in a second language? 1.2 What skills do we need to interpret written, spoken, and non-verbal forms of communication? 1.3 What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)? 2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 3.1 How does second language study help us in other areas of the curriculum? 4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? 4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 5.1 Where in the local or world community can we use the second language we are learning?</p>	<p>5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)</p>	<p>Vocabulary: Places to visit on vacation, Things to see and do on vacation, Modes of transportation, Expressions to talk about vacations</p> <p>Grammar: Lexical use of the preterite of -er and -ir verbs, Lexical use of the preterite of -ir, The personal "a"</p> <p>Culture: Tourist destinations in Spanish-speaking countries</p> <p>Read, listen to and understand information about travel and vacations. Read, listen to and understand information about past events. Talk about vacations and trips. Talk about places to visit and how to get there. Learn the preterite tense of -er and -ir verbs and "ir"/ Learn to use the personal "a" Demonstrate a knowledge of tourist destinations in Spanish-speaking countries</p>	<p>Jan-Feb</p>

<p>8B:Ayun dando en la comunidad</p>	<p>1.1 What skills and knowledge do we need to interact with others in a second language? 1.2 What skills do we need to interpret written, spoken, and non-verbal forms of communication? 1.3 What knowledge and skills do we need to make oral or written presentations in a variety of formats? 2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 3.1 How does second language study help us in other areas of the curriculum? 4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? 4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 5.1 Where in the local or world community can we use the second language we are learning?</p>	<p>5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced)</p>	<p>Vocabulary: Recycling, Places in a community, Volunteer work</p> <p>Grammar: Lexical use of the present tense of "decir". Indirect object pronouns, The preterite of "hacer" and "dar"</p> <p>Culture Cultural perspectives involving volunteer work</p> <p>Read, listen to and understand information about volunteer work, community service tasks and what people did to help others. Talk about helping your community Ask and tell about recycling. Ask and tell about volunteering. Learn the present tense of "decir" and "dar" Learn to use indirect object pronouns. Demonstrate an understanding of cultural perspectives regarding volunteer work</p>	<p>Feb-march</p>

<p>Unit: 9A:El cine y la televisión</p>	<p>1.1 What skills and knowledge do we need to interact with others in a second language? 1.2 What skills do we need to interpret written, spoken, and non-verbal forms of communication? 1.3 How can we prepare information, concepts, and ideas to share with listeners and/or readers? 2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 3.1 How does second language study help us in other areas of the curriculum? 4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? 4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? 5.1 Where in the local or world community can we use the second language we are learning? 5.2 How can we continue to study and enjoy a second language after leaving</p>	<p>5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 3.1 (Introduced)</p>	<p>Vocabulary: Television shows, Movie genres, Words and expressions to talk about television and movies</p> <p>Grammar: Lexical use of acabar de + infinitive, Lexical use of gustar and similar verbs</p> <p>Culture: Luis Buñuel and Salvador Dalí, Common gestures, Influence of Greek and Arabic on Spanish, Carnaval</p> <p>Read, listen to and understand information about movies and television programs. Read, listen to and understand information about opinions on media entertainment. Talk about different kinds of movies and television programs. Express opinions and preferences about entertainment. Use "acabar de +infinitive to talk about things you have just done. Tell why you don't do something. Learn to use "gustar" and similar verbs. Demonstrate an understanding of common gestures. Learn about the celebration of Carnaval</p>	<p>March- April</p>
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Unit: 9B:La tecnología	<p>1.1 What skills and knowledge do we need to interact with others in a second language?</p> <p>1.2 How can context help us guess at the meaning of vocabulary that is used in real materials (webpages, stories, videos) from the second-language culture.</p> <p>1.3 How can we prepare information, concepts, and ideas to share with listeners and/or readers?</p> <p>2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?</p> <p>2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture?</p> <p>3.1 How does second language study help us in other areas of the curriculum?</p> <p>4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English?</p> <p>4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?</p> <p>5.1 Where in the local or world community can we use the second language we are learning?</p>	<p>5.1 (Introduced)</p> <p>1.1 (Introduced)</p> <p>1.2 (Introduced)</p> <p>1.3 (Introduced)</p> <p>4.1 (Introduced)</p> <p>4.2 (Introduced)</p> <p>2.1 (Introduced)</p> <p>2.2 (Introduced)</p> <p>3.1 (Introduced)</p>	<p>Vocabulary: Communication terms, Computer-related activities and terms.</p> <p>Grammar: Lexical use of the present tense of "pedir" and "servir". Lexical use of "saber" and "conocer"</p> <p>Culture: Pablo Picasso, Real Academia de la Lengua Española, Cultural perspectives on computer use</p> <p>Read, listen to and understand information about computers and ways to use them. Read, listen to and understand information about ways to communicate. Talk about traditional and electronic forms of communication. Talk about how computers are used. Express opinions about computers Learn "e>i" stem changing verbs "pedir" and "servir". Know when to use "saber" and "conocer" Demonstrate an understanding of cultural perspectives regarding technology Read about the internet and its impact on Spanish</p>	April-may

	<p>5.2 How can we continue to study and enjoy a second language after leaving school?</p>			
	<p>1.1 What language phrases do we need to know to survive in a foreign country? 1.2 What skills do we need to interpret written, spoken, and non-verbal forms of communication? 1.3 What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)? 2.1 How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? 2.2 What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 3.1 How does second language study help us in other areas of the curriculum? 3.2 What knowledge and insight can we gain from world language study that otherwise would not be available to us? 4.1 How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? 4.2 Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us</p>	<p>5.1 (Introduced) 1.1 (Introduced) 1.2 (Introduced) 1.3 (Introduced) 4.1 (Introduced) 4.2 (Introduced) 2.1 (Introduced) 2.2 (Introduced) 3.1 (Introduced) 3.2 (Introduced)</p>	<p>Vocabulary: Verbs to talk about getting ready. Things you need to get ready. Special events. Words to say how you feel.</p> <p>Grammar: Reflexive verbs, "ser" and "estar". Possessive adjectives</p> <p>Culture: Diego Rivera, La ropa de fiesta</p> <p>Recyle: Formation of adverbs Clothing items Expressions with the infinitive Objects in a bedroom Prepositions of location</p> <p>Describe getting ready for a special event Talk about daily routines. Describe people and things. Express possession. Understand cultural perspectives on clothing</p>	<p>May-June</p>

	<p>better understand our own culture? 5.1 Where in the local or world community can we use the second language we are learning? 5.2 How can we continue to study and enjoy a second language after leaving school?</p>			
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