

Wilson Area School District Planned Course Guide

Title of planned course: Spanish II

Subject Area: World Languages

Grade Level: 9-12

Course Description: Year two Spanish, college and vocational preparation track. Introduction to basic concepts with emphasis on reading, writing, speaking and listening skills. Cultural materials, which give the students a realistic view of the Hispanic world, are included. Various forms of media are used to enhance students' understanding of grammatical and cultural aspects.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Stephen Campbell

Curriculum Map

August:

- Introduction
- Review of Spanish Fundamentals:
 - Greetings and introductions
 - Describing people and things

September:

- Building strong foundations for conversation:
 - Likes and dislikes
 - Where people go
 - How people feel
 - What people do
- Latino culture of south Florida

October:

- Culture of Costa Rica: the rainforest, nature, artisan crafts, art
- Traveling, airplane
- Survival skills: in the airport
- Simplifying language with pronouns
- Traveling, in the hotel
- Traveling, excursions and recreation

November:

- Narrating events in the past (preterite)
- Culture of Argentina: art, music, sports and gaucho culture
- Talking about sports
- Playing and spectating sports
- Staying in shape

December:

- Eating healthily
- Describing events using adverbs
- Sequence of events
- Describing your daily routine
- Describing items by proximity

January:

- Survival skills: personal hygiene and grooming
- Describing events that are currently in progress
- Midterm exam
- Culture of Puerto Rico: history, relationship with U.S., art, music, travel
- Survival skills: clothing and shopping

February:

- Asking for and giving opinions
- Culture: artisan goods
- Describing events in the present with irregular formats
- Narrating events in the past with irregular formats

March:

- Culture of Mexico: history, art
- Storytelling and legends
- Narrating what used to happen in the past
- Describing early civilizations

April:

- Describing the layout of a modern city
- Asking for and giving directions
- Culture of Spain
- Survival skills: Food, ingredients and preparation
- Giving instructions, telling others what to do (formally)
- Describing how food tastes

May:

- Survival skills: Restaurant protocol
- Culture of meals and mealtimes in the Spanish-speaking world
- Culture: Spanish Influence in the United States
- Telling friends what to do (informally)
- Telling friends what not to do
- Culture of chicano art in the US

June:

- Review and prepare for final

Wilson Area School District Planned Course Materials

Course Title: Spanish II

Textbook: ¡Avancemos! Level 2.
Holt McDougal. 2013.
www.holtmcdougal.com

Supplemental Books: ¡Avancemos! Level 2 Reading Accompaniment
Holt McDougal. 2014.
www.holtmcdougal.com

Teacher Resources:

Books:

- ¡Avancemos! series ancillary materials
- Vox Spanish/English Dictionary
- Barron's 501 Spanish Verbs
- English Grammar for Students of Spanish
- Schaum's Outlines Spanish Grammar 4th Edition
- Amsco *Español Esencial* Series
- Practice Makes Perfect Complete Spanish Grammar
- Practice Makes Perfect Spanish Pronouns and Prepositions

Audio: ¡Avancemos! audio accompaniment

Video:

- ¡Avancemos! video accompaniment
- Various examples of native language and culture

Multimedia: ¡Avancemos! Teacher One-Stop

Online:

<http://www.Wordreference.com>

<https://www.spanishdict.com/>

<https://studyspanish.com/>

<http://www.quizlet.com>

<http://www.conjugation.org>

<http://www.britannica.com/>

<http://online.culturegrams.com/world/index.php>

<http://countrystudies.us/>

<http://www.iexplore.com>

<http://www.xe.com/ucc/>

<http://www.lonelyplanet.com/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

[http://espanol.ucanr.org/Calendario/Major Holidays and Celebrations of Spanish-Speaking Countries.htm](http://espanol.ucanr.org/Calendario/Major_Holidays_and_Celebrations_of_Spanish-Speaking_Countries.htm)

http://fds.oup.com/www.oup.com/pdf/online_products/traditions.pdf

<http://www.mexonline.com/holiday.htm>
<http://www.ilcymex.com/mexican.htm>
<http://extensionespanol.net/articles.cfm?articleid=117>
<http://www.red2000.com/spain/toros/history.html>
<http://www.sanfermin.com/old/2006/guia.php?lang=eng>
<http://www.pamplona.net/VerPagina.asp?IdPag=287&Idioma=5>
<http://www.turismo.navarra.es/eng/propuestas/san-fermines/desarrollo/encierro.htm>
<http://www.donquijote.org/culture/spain/bullfight/>
<http://www.hispanic-culture-online.com/semana-santa.html>
<http://www.topics-mag.com/internatl/holidays/spain/easter-spain.htm>
<http://www.easterbunnys.net/spanisheaster.htm>
http://www.questconnect.org/guat_semana_santa.htm
<http://www.usccb.org/liturgy/page2.shtml>
http://www.gale.cengage.com/free_resources/chh/activities/quinceanera.htm
<http://www.nyfolklore.org/pubs/voic28-3-4/onair.html>
<http://latino.sscnet.ucla.edu/research/folklore/quinceaneras/aqlitrep.htm>
<http://www.jrank.org/cultures/pages/4364/Quincea%C3%B1era.html>
http://books.google.com/books?id=qptZzAcoyT0C&pg=PA71&lpg=PA71&dq=La+Quinceanera&source=bl&ots=T5W8_iFHFY&sig=Fkp1b_FtWZC_fhVMZDTcfi09nwA&hl=en&ei=JavMS4CFCIL78AaD-tHGBA&sa=X&oi=book_result&ct=result&resnum=9&ved=0CBsQ6AEwCDgo#v=onepage&q=La%20Quinceanera&f=false
http://teen-culture.suite101.com/article.cfm/la_quinceanera_or_the_quince_anos
<http://www.quinceanera-boutique.com/quinceaneratradiation.htm>
<http://www.mexonline.com/christmas.htm>
<http://www.donquijote.org/culture/spain/fiestas/navidad.asp>
<http://www.inside-mexico.com/Revista.htm>
<http://www.californiamall.com/holidaytraditions/traditions-mexico.htm>
http://www.escuelai.com/spanish_magazine/christmas_spain.html
<http://www.californiamall.com/holidaytraditions/traditions-spain.htm>
<http://www.nacnet.org/assunta/spa5may.htm>
http://www.gale.cengage.com/free_resources/chh/activities/cinco.htm
<http://www.mexonline.com/cinco-de-mayo.htm>
http://books.google.com/books?id=NkjXvKpESZgC&printsec=frontcover&dq=cinco+de+mayo&source=bl&ots=hA3_oQqQDt&sig=GuH61iNXS2RptvAp_Oj3ECUdbDI&hl=en&ei=Ma3MS-fbMYKB8gbruumFBQ&sa=X&oi=book_result&ct=result&resnum=8&ved=0CCIQ6AEwBzge#v=onepage&q&f=false

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Fundamentals of Spanish

Time frame: 10 blocks

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Identify the following conversation elements: Greeting another person, introducing yourself or others, descriptions of people
 - Read a passage and identify greetings, introductions and descriptive words
- Conduct basic interpersonal conversation
- Discuss nouns and articles, subject pronouns and the verb ser
 - Identify the subject of the sentence
 - Write sentences using appropriate definite and indefinite articles to match the nouns
- Talk about professions:
 - What would you call the people in each picture according to profession or activity?
- Match nouns to adjectives
 - Read the dialogue and identify the adjectives
 - Complete the sentences with the correct adjectives
 - Watch a short video on subject pronouns
- Conjugate the verb tener into the present tense
- Discuss the verb tener and its uses
 - Describe people by age using tener
- Talk about likes and dislikes
 - Based on the description of the person, what do they like or dislike?
 - Fernando es estudioso...
 - Complete the sentences using the correct pronouns with the verb gustar
 - Complete the sentences using the correct form of gustar
 - Look at the photo and tell me whether you like or dislike the item pictured
 - Practice quiz on writing sentences with gustar
 - Quiz on writing sentences with gustar
 - Fill in the blanks with the correct pronoun and form of gustar
 1. A las hermanas _____ recibir cartas
 - Quiz on writing sentences with gustar
- Compare English to Spanish through cognates and false cognates
 - Identify similarities between Spanish vocabulary lists and English words
- Discuss where people go from day to day
- Use of the verb ir
 - Look at the pictures and explain where the people are going
- Review of days of the week
 - Look at the schedule and explain when people are going certain places
- Common places in everyday life
- Describe how people are feeling
 - Discuss vocab of conditions or emotions

- Differences in use of the verbs ser and estar
 - Write a paragraph that discusses what people are like and how they are feeling at a particular moment
 - Explain why you would choose ser or estar in the following situations
- Conjugating regular verbs in the present tense
 - Read the passage and identify the verbs
 - Write sentences that conjugate regular verbs
- Conjugating stem-changing verbs
 - Write a paragraph that combines certain regular and stem-changing verbs
 - Describe what people generally do at certain common locations
 - Watch a short video on conjugating present-tense verbs
 - List the endings of present tense verbs

Extensions: ¿Qué te gusta?

Español 2

Describing yourself and what you like to do

Working together with a partner or a group (cyber kids can set up phones on a stand or tripod), take turns filming and acting out the activities. Follow steps 1-4 below to create TWO videos each. THESE VIDEOS WILL **NOT** BE SHARED OR VIEWED BY ANYONE BUT THE TEACHER!

Rubric: This falls under your participation grade for the marking period. Your videos will be graded according to the following criteria:

- A. Student records two videos that describe various personal characteristics and activities.
- B. The characteristics (adjectives) used to describe the student correspond with the activities, thus showing understanding of vocabulary.
- C. The physical demonstration of the activity corresponds with the spoken activity.
- D. Student is loud enough to be heard and the video is of general high quality, showing evidence of student pride in work.

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects

- Multimedia activities
- Online self-graded activities

Materials & Resources:

- Textbook
- Textbook ancillaries
- Special department workbooks
- Worksheets
- CD player
- DVD player
- Projector
- Various apps and online tutorials

Assessments:

- Formative assessment
- Vocabulary quiz
- Written test
- Written project or performance
- Listening assessment
- Classroom participation
- Classwork and homework edited and graded
- Warmup

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: A Trip to Costa Rica

Time frame: 15 blocks

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss the culture of Costa Rica: Geography, foods, people, artisan crafts
 - Watch a slideshow on Costa Rica's landscape
 - Watch a video on how life is different in Costa Rica
 - Read cultural comparison essays that explain the topics above
- Compare the Costa Rican lifestyle to life in the U.S.
- Compare airport terminology with English, identifying cognates and other similarities and differences
- Explain the procedure (sequence of events) when planning to travel by plane
- Explain the procedure (sequence of events) in the airport as a passenger
 - Watch presentation of how airline travel works
 - Share experiences you have had when traveling in the airport
 - Put the following events in order
 - Write sentences about what the travel agent, the passenger and the flight attendant does during a trip
- Identify the different parts of the airport
 - Name the places you go and the people you see: when planning a trip, before the flight, during the flight, after the flight
- Identify key terms for survival in a Spanish-Speaking airport situation
- Discuss documentation for travel
- Discuss direct objects in a sentence
- Apply direct object pronouns correctly
 - Diagramming sentences
 - Explain the placement of direct object pronouns in a sentence
 - List the direct object pronouns
 - Identify the correct pronoun that would be used to replace each noun
 - Convert the following sentences to apply a direct object pronoun
 - Replace the direct object in the sentence with a pronoun
 - Engage in natural conversation that applies the use of direct object pronouns
- Write and speak using the personal a
- Discuss relative location of things on a map with words like *al lado de, cerca de, delante de, detrás de, lejos de...*
 - Using the map provided, write sentences to explain where things are located in relation to other things
- Discuss Costa Rica's concept of *pura vida*.
 - Watch a video about the *pura vida* lifestyle.
 - Define *pura vida* in your own words.
 - Explain how this phrase is used colloquially in Costa Rica.

- Discuss art from Costa Rica and how it demonstrates the idea of *pura vida*.
- Understand and use indirect object pronouns:
 - Demonstrate through visual aid the difference between direct and indirect objects in a sentence.
 - List and compare IOPs to DOPs.
 - Analyze sentences that contain both DOs and IOs.
 - Discuss the placement of DOPs and IOPs in a sentence with respect to each other.
 - Compare use of IOPs in Spanish to the lack thereof in English.
 - Complete sentences by applying the correct IOP.
 - Write a paragraph using IOPs
- Discuss ecotourism in Costa Rica
 - Research and report a variety of tourist activities in the jungle of Costa Rica.
- Discuss nature as an identifying cultural factor
 - Research and report on the Arenal volcano region.
 - Watch a video on the Arenal region.
 - Research other places of interest in Costa Rica.
 - Watch a video on the surfing culture of Costa Rica.
- Explain where you are going and what you are going to do around town.
 - Write a paragraph that describes the pictures you see here.
- Identify parts of a hotel and hotel amenities when booking a trip.
 - Research hotels online and discover options to see if this hotel is suitable for you and your family.
- Discuss attractions when on vacation.
 - Research and report on attractions and things to know when planning: cost, hours, requirements, etc.
- Discuss stores and buying things while on vacation.
- Polite conversation between buyer and seller
 - Fill in the sentence with the correct vocabulary word.
 - How would you respond to the following phrase?
- Time parameters in the past.
- Narrating completed actions at a particular time in the past (preterite)
 - Graphically organize preterite endings on the verb chart
 - Compare preterite tense conjugation to present tense conjugation
 - List regular verb endings
 - Complete sentences with the correct preterite conjugation.
 - Write sentences about things people did while on vacation.
 - Write a paragraph that narrates a specific vacation.
 - Engage in guided conversation on events from the past.
 - Listening exercise: spelling words in the preterite.
- Narrating using preterite irregulars *ir, ser, hacer, ver* and *dar*.
 - Compare English irregulars in the past to Spanish irregulars.
 - Use cues to write sentences using preterite irregulars.
 - Listening comprehension: what people did in the past.
- Compare the geography of Costa Rica to an opposite region such as southern Chile.
 - Read a cultural comparison essay that compares and contrasts the climates of Costa Rica and Chile.
 - Research and report on what a person would see and do in national parks of Costa Rica and Chile.

Extensions: Create skit for the class to go through airport security, baggage claim, customs and into a foreign city

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects
- Multimedia activities
- Online self-graded activities

Materials & Resources:

- Textbook
- Textbook ancillaries
- Special department workbooks
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- CD player
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- Various apps and online tutorials

Assessments:

- Formative assessment
- Vocabulary quiz
- Written test
- Written project or performance
- Listening assessment
- Classroom participation
- Classwork and homework edited and graded
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Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Sports and Staying Healthy in Argentina

Time frame: 15 blocks

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Describe the culture of Argentina: geography, differences in language, tourist regions in the capital of Buenos Aires, art, music, sports
 - Read articles about the various topics above
 - Watch a video of people demonstrating the tango
 - Read about soccer culture in Argentina
 - Discuss general sports terms used in playing and watching sports, with emphasis on soccer
- Use vocabulary pertaining to staying healthy, with focus on exercise and eating right
 - Watch a video of people demonstrating sports and exercise in context
- Giving advice to people who wish to be healthier
 - Match the health problem with the appropriate advice
 - Create an illustrated brochure or poster with advice on being healthy
 - Use impersonal phrases to politely give advice: es bueno, es importante, hay que, etc.
 - Expand vocabulary to include emotional health as a means of being healthy
- Discuss major international sports championships
 - What sport or championship is pictured here?
- Explain the region of Patagonia in Southern Argentina
- Explain what an adverb is and how to change adjectives into adverbs, as well as when to use them
 - Notes on spelling rules when changing adjectives to adverbs
 - Fill in the sentences with the appropriate adverb from the list of adjectives provided
- Use the preterite tense of -er and -ir verbs to narrate completed events in the past
 - Practice conjugating verbs
 - Write sentences about what people ate and whether it was a healthy choice or not
 - Rewrite sentences in the preterite to reflect different subjects
- Discuss soccer fans and the tradition of soccer chants in the Spanish-speaking world
 - Read and listen to various chants and build an understanding of how people identify with sports teams
 - Watch a video of soccer culture in Argentina
 - Watch and listen to portions of soccer games, identify the announcer's words and style
 - Research the many professional soccer clubs of Buenos Aires: size of stadiums, leagues and rivalries
- Use stem-changing verbs in the preterite tense
 - Compare preterite stem-changes to present stem-changes
 - Graphically organize stem-changes on the verb chart
 - Use the preterite tense to best complete each sentence
 - Listen to a journalist as he reports the results of a soccer match
 - Use the photos provided to write a paragraph about what people did this past weekend
- Use demonstrative adjectives and pronouns to describe items by relative location

- Compare demonstratives in Spanish to those in English
- Explain how demonstratives in Spanish must account for gender
- Explain how Spanish contains additional words for items that are very far away
- Looking at sports equipment on shelves in stores, identify the item based on its proximity
- Write compound sentences that describe things by proximity
- Discuss sports artwork
 - Explain why people can relate to the paintings of Antonio Berní
 - Talk about the different boroughs of Buenos Aires and their representative teams (such as Nueva Chicago/Mataderos)
- Talk about their daily routine
 - Identify the tools and/or cosmetic product you need to complete each activity throughout your day
- Use expanded vocabulary for parts of the body
 - Discuss body parts as part of getting ready in the morning
 - TPR Activity: Simon says
- Explain reflexive verbs, what makes a verb reflexive and why it is reflexive
- Conjugate reflexive verbs with attention to pronouns
 - Organize the list of activities into a logical order in which you complete them each day
 - Write sentences that explain what different people do as a part of their routine
 - Write a paragraph explaining how you get ready for school each day
 - Write a paragraph about how you get ready for bed each night
- Speak and write using the present progressive tense
 - Compare use of present progressive in English and Spanish, citing differences
 - Conjugate verbs needed to form present progressive
 - Use present participles (gerund) in regular and irregular forms
- Use reflexive verbs in the present, past, and present progressive with special attention to pronoun placement
 - Practice using online resources to find the various conjugated forms of verbs
 - Look at the pictures and describe what people are doing
 - Listen as a person describes a party. What is everybody doing?
- Discuss the history of the gaucho and the modern gaucho lifestyle in rural Argentina
 - Read a cultural comparison essay and describe the similarities and differences in rural living in Argentina and another Spanish-speaking country of opposite climate (such as Colombian coffee producers)
 - Watch a video of the gaucho lifestyle

Extensions: Create a radio broadcast about sports

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR

- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects
- Multimedia activities
- Online self-graded activities

Materials & Resources:

- Textbook
- Textbook ancillaries
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Assessments:

- Formative assessment
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Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Shopping for Clothes and Crafts in Puerto Rico

Time frame: 15 blocks

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss musical styles and traditions in Puerto Rico
 - Watch videos and recordings of plena, bomba, salsa and other tropical styles
 - Identify instruments and rhythms used in these unique musical styles
- Understand the history of Puerto Rico as it relates to indigenous cultures, Spain and the U.S.
 - Take a virtual tour of the port of San Juan
 - Identify important historical landmarks in the San Juan area
 - Discuss the indigenous culture of the Taínos and their contribution to modern culture
 - Research the Spanish occupation of the island
 - Investigate the Spanish-American war, its outcome and legacy
 - Read articles about the Puerto Rican argument for statehood or independence
 - Discuss current events about Puerto Rico's relationship with the U.S.
- Discuss articles of clothing, patterns, and stores that sell clothing
- Give opinions when shopping for clothing
 - Engage in conversation about how clothing fits
 - Compare the verb quedar to the verb gustar in structure
 - Watch videos of people trying on clothes and giving opinions to friends
 - Correct false sentences to demonstrate reading and listening comprehension
- Present tense irregular yo forms
 - Write a paragraph about how people prepare and shop for a party
 - Talk about when you do everyday errands
- Discuss painting in Puerto Rico during the colonial period
 - Identify style and famous painters of this time
- Use pronouns after prepositions
 - Observe which pronouns are used as the object of a preposition
 - Compare these pronouns to subject pronouns and other pronouns we have learned
 - Write a paragraph about for whom clothing items are destined
- Compare shopping experiences in Puerto Rico to those in the U.S.
 - Discuss shopping malls and open-air markets and what you can expect when visiting places like Puerto Rico and Perú
- Compare the Spanish soldier's style of dress in the 1500's and compare to the Taíno warrior's clothing
 - Write a paragraph describing what each person wore
- Discuss items and materials used in making artisan crafts
 - Identify different metals and crafting materials
 - Identify different types of art media
 - Engage in polite conversation between vendor and buyer at an outdoor market or artisan craft store
- Discuss how long something has been going on
 - Use hacer for the above structure in speaking and writing

- Discuss how long ago something happened
 - Use *hacer* for the above structure in speaking and writing
- Use preterite irregular verbs *estar*, *poder*, *poner*, *saber*, *tener*
 - Listen to a description of an excursion to Puerto Rico and explain what people did
 - Use preterite verbs to complete a paragraph about what people did
- Compare the Carnival holiday in Ponce, PR to similar celebrations in the US and other countries
 - Discuss the tradition of *vejigantes* in Carnival parades
 - Watch a traditional Carnival parade
 - Watch other Carnival parades in Spanish speaking countries like Venezuela or Colombia
 - Watch famous artisans creating masks in Ponce
- Discuss preterite stem-changing verbs
 - Use preterite verbs to complete sentences
 - Engage in conversation to resolve problems when dining in a restaurant
- Compare the Puerto Rican tradition of *parrandas* to similar Christmas traditions in the U.S.
 - Read a paragraph and identify key elements of this tradition
 - Watch a typical Christmas *parranda* and identify music, instruments and other cultural elements that we have been learning
- Compare typical artisan crafts in Puerto Rico to other countries such as Panamá
 - Identify by name a variety of crafts
 - Watch artisans creating these crafts
 - Describe the history, cultural significance or other important qualities of these crafts
 - Describe the materials and techniques used to create these items

Extensions: Create a marketplace where crafts or other items are made and sold. This may serve as a club fundraiser.

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
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- Repetition
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Assessments:

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Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: The Blending of Ancient Culture and Modern City Life in Mexico.

Time frame: 15 blocks

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Identify typical Mexican foods
 - Compare tacos, enchiladas and tamales, explaining similarities and differences
- Explain the indigenous influence that still exists in Mexico today
 - Read about the indigenous populations in various regions such as Oaxaca
 - Explain how crafts, music, dances and foods reflect indigenous cultures
 - Research El Zócalo in Mexico City as a means of showing the long history of indigenous civilizations and modern life living together
 - Discuss the flag of Mexico and its connection to native culture
 - Identify artists like Frida Kahlo and her indigenous style compared to Diego Rivera with his modern political artwork
- Understanding a historical narrative
 - Identify typical common language used in storytelling, childrens' stories a native American legends
 - Discuss basic characters found in an Aztec legend (warrior, emperor, princess, enemy, war, army)
 - Use language for narrating events from the distant past
 - Watch a video that narrates the story of the Izta and Popo volcanoes in Puebla, Mexico
 - Read the story of Ixta and Popo for understanding
 - Read the Mazatec legend of why the possum has a bald tail
- Use the imperfect tense to tell a story
 - Demonstrate ability to conjugate verbs in the imperfect by completing sentences
 - Listen to stories that use the imperfect and complete comprehension questions
 - Write a paragraph describing what your childhood was like
- Compare basic structural elements of archaeological ruins from an ancient city and those of a modern city
 - Identify parts of a city, both ancient and modern, such as pyramids, temples, monuments, skyscrapers, cathedrals, traffic lights, etc.
 - Discuss different types of ancient societal structures, religions, and technology: hunting and gathering societies, agrarian societies, development of astronomy and calendars, use of tools, etc.
- Identify important modern-day tourist sites in Mexico City
 - Read about important places to visit in Mexico City
 - Take a virtual tour of Mexico City
- Understand how to give and receive driving or walking directions
 - Engage in conversation giving and receiving directions to get from place to place in a modern city
 - Read and follow directions to get from one place to another
- Use preterite tense orthographic changes
 - Write using words like leer and construir in the preterite

- Discuss preterite irregular yo forms of -car, -gar, -zar verbs
- Correct spelling errors in paragraphs to demonstrate understanding of orthographic changes
- Engage in conversation that uses the above words
- Compare indigenous words that have migrated to Spanish and English
 - Identify foods and other terms that were adopted by Europeans as they explored and learned about the Americas
- Use preterite irregular verbs venir, querer, decir and traer
 - Discuss how different past tense forms can change the meaning of some verbs
 - Write sentences using irregular verbs, observing spelling changes
 - Create a narrative that describes an excursion to an archaeological site
- Discuss the mesoamerican ballgame
 - Define and explain the boundaries of mesoamerica
 - Identify different indigenous groups that are part of mesoamerica
 - Explain the connection between religion and sports in native American societies
 - Watch a video of modern recreationalists playing the ancient ballgame
 - Read a paragraph about the rules of the ballgame
 - Compare modern games to the ancient ballgame

Extensions: Create a skit to re-enact an Aztec or other mesoamerican legend

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects
- Multimedia activities
- Online self-graded activities

Materials & Resources:

- Textbook
- Textbook ancillaries
- Special department workbooks
- Worksheets
- CD player
- DVD player
- Projector
- Various apps and online tutorials

Assessments:

- Formative assessment
- Vocabulary quiz
- Written test
- Written project or performance
- Listening assessment
- Classroom participation
- Classwork and homework edited and graded
- Warmup

Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: Preparing Food in Spain

Time frame: 15 blocks

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss Spain's geography and languages
- Describe typical foods from Spain
 - Watch videos on how to prepare foods like paella, gazpacho and la tortilla española
 - Read about churros and churro shops
- Discuss famous artists and works of art from Spain
 - Read about and view the works of El Greco
 - Read about and view the works of Antoni Gaudí
 - Explain the genre of surrealism
 - Identify the surrealist painters Ángel Planells and Salvador Dalí
 - Discuss the genre of still life as it relates to food
- Describe how food tastes
 - Discuss the different tastes and how to say if food is good or bad
 - Read examples of Pablo Neruda's odes to ordinary things
 - Explain how Pablo Neruda describes simple foods like salt and olive oil in extraordinary ways
 - Read an article about the Elementary Odes of Pablo Neruda
- Identify and describe ingredients used in cooking and food preparation methods
 - Match ingredients with their flavor profile
 - Correct sentences that inaccurately describe certain foods
 - Engage in conversation about personal preferences for certain flavors
- Make adjectives into superlatives
 - Discuss relative superlatives vs absolute superlatives
 - Form superlatives using -ísimo
 - Practice describing foods using superlatives
 - Watch a video of people tasting and describing foods
- Make polite commands
 - Use usted and ustedes commands to give instructions
 - Demonstrate ability to form commands
 - Explain the difference between affirmative and negative commands
 - Use commands to make recommendations
 - Instruct one person to make a Spanish dish
 - Instruct multiple [people to make a dish
 - Listen to instructions on how to create a Spanish omelette
- Use pronouns with commands
 - Explain the difference in pronoun placement between affirmative commands and negative commands
 - Spell commands with pronouns, observing appropriate accents
- Discuss the Spanish tradition of tapas
 - Explain what tapas are, giving examples of typical Spanish tapas
 - Watch videos of people going out for tapas

- Watch videos of people preparing tapas
- Read articles about this tradition
- Engage in polite conversation between server and customer in a restaurant
 - Extend knowledge of ordering, descriptions of food and place settings
 - Discuss how explaining problems to a server when dining is an essential survival skill
 - Watch a video of interactions between customers and waitstaff
- Use affirmative and negative words in conversation and reading
 - Read an article that contains many indefinite words
 - Watch a video of people using indefinite words
- Use double-object pronouns
 - Discuss placement of pronouns when there are two recipients of an action
 - Write sentences using this structure
 - Engage in a conversation where the second speaker replaces spoken objects with pronouns
- Compare and contrast mealtimes in various countries as well as our own tendencies
 - Compare breakfast, lunch and dinner and the principal mealtime
 - Read a paragraph about mealtimes around the Spanish-speaking world
- Compare and contrast famous restaurants in Spain and other countries
 - Explain what is served at these restaurants
 - Discuss the history or importance of these restaurants and foods

Extensions: Create a cooking show that demonstrates how to make one or more typical Spanish dishes

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
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Curriculum Scope & Sequence

Planned Course: Spanish II

Unit: El Cine en Los Angeles

Time frame: 5 blocks

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss the Spanish and Mexican history in the city of Los Angeles
 - Watch video on the history of Spanish missions in the American southwest
 - Read about Spanish occupation of the American west
 - Explain Mexico's independence from Spain
 - Describe major events in the United States struggle vs. Mexico over the boundary
 - Research latinamerican murals found in the city of Los Angeles
- Describe Mexican-American celebrations that are popular in the United States
 - Explain the significance of Cinco de Mayo, Mexican Independence Day, and El Día de los muertos
- Research Latin American celebrities in movies, television or music
 - Students will report on the origin and accomplishments of the celebrity of their choice
- Explain the history of Tex-Mex food
- Identify people involved in filmmaking, parts of the filmmaking process, genres of films, and descriptions of films
 - Based on the description, determine the appropriate filmmaking term
 - Engage in conversations that describe pictures of different film elements
 - Write a paragraph about the steps to making a film
- Form affirmative and negative tú commands
 - Explain how informal commands are different from the formal commands that we learned in the previous unit
 - Acting as a film director, give directions to people working under you
 - Complete the sentences with the appropriate commands
 - Engage in conversation telling somebody when to do the various activities of their morning routine
 - Write a paragraph telling someone what they should do if they want to be a movie star
 - Describe a picture, in which everybody is misbehaving, by acting as a parent, a teacher or a director and telling them what NOT to do
- Discuss chicano art and recreation in the southwestern U.S.

Extensions: Choose a cinematic genre of their choice and make a short film

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
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