

**Course Title:** Spanish II

**Topic/Concept:** Review of Spanish One

**Time Allotment:** 4 weeks

**Unit Sequence:** 1

**Major Concepts to be learned:**

1. Recall vocabulary from last year
2. Conjugate verbs from last year
3. Carry on basic conversations

**Expected Skills to be demonstrated:**

1. Identify vocabulary words from Spanish One
2. Form -ar/-er/-ir verbs in the present tense identify irregular verbs as irregular in the yo or stem-changers
3. Form basic sentence structures in written form
4. Ask and answer basic questions orally
5. Pronounce Spanish words accurately -good knowledge of consonant/vowel combinations and their sounds

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Reviewing general vocab (nouns)
- Reviewing how to conjugate all verbs in the present tense
- Reviewing basic sentence structure
- Practicing asking and answering questions in the target language

**Instructional Strategies:**

**Assessments:**

Coooperative groups  
Written work  
Hands-on activity  
Role Play  
Note Taking  
Flashcards

- Written exams
- Oral exams

Course Title: Spanish II

Topic/Concept: VOCABULARY: Clothing

Time Allotment: 2 weeks

Unit Sequence: 2

**Major Concepts to be learned:**

1. Recognize and identify the vocabulary words in the spoken language
2. Translate the vocabulary words from English to Spanish and Spanish to English
3. Use the vocabulary words in basic sentences and questions

**Expected Skills to be demonstrated:**

1. Pronounce the vocabulary words accurately
2. Identify the words alone and in context
3. Translate the words to spanishuse the words in basic sentences
4. Respond to questions orally using the vocabulary words

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- See the words used in a variety of ways
- Hear the words spoken alone and in the context of sentences and paragraphs
- Create meaningful projects to practice using the words and aid in memory retention (fashion show/diagrams)simon says activity

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Written work  
Hands-on activity  
Role Play  
Oral presentation  
Note Taking  
Flashcards/games/songs

- Written tests
- Listening tests (oral description of a word with a written response)
- Oral quizzes

Course Title: Spanish II

Topic/Concept: Direct Object and Indirect Object Pronouns

Time Allotment: 4 weeks

Unit Sequence: 3

**Major Concepts to be learned:**

1. Identify and label all the pronouns and their meanings
2. Place the pronouns in one of the three possible places
3. Place the pronouns in the correct order (io and then do)

**Expected Skills to be demonstrated:**

1. Translate a sentence using the appropriate pronouns
2. Write a sentence multiple ways to review tenses and sentence structure
3. Relate the pronouns to english
4. Recognize why we use pronouns (to avoid repetition and make the sentence flow)
5. Place the pronouns in the proper order
6. Make the necessary changes with the irregulars (le or les to se)

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Relate the DO and IO pronouns to their English equivalents
- Replace the DO and the IO with the appropriate pronoun
- Form 3 different types of sentences to give us more options for pronoun placement (1.before the conjugated 2.attached to the infinitive 3. Attached to the present participle)

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Written work  
Note Taking  
Games/educational video

- Written tests

**Course Title:** Spanish II

**Topic/Concept:** Preterit Tense

**Time Allotment:** 5 weeks

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. Basic knowledge of when to use this past tense
2. Supporting vocab of the preterit tense (ayer/pasado/anoche/anteayer)
3. How to form the preterit tense with regular and irregular verbs

**Expected Skills to be demonstrated:**

1. Conjugate all verb types in the preterit tense
2. Use the verbs in the tense in sentence form
3. Ask and answer questions using the new tense
4. Identify and use supporting vocab with the tense
5. Pronounce the newly formed verbs accurately
6. Translate paragraphs written in the preterit tense correctly

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Relate the preterit tense to the English equivalent
- Form the regulars in the 6 chart
- Identify and conjugate the irregulars (the YO Spelling Changers/Stem-Changers/\*14)
- Know the theory behind the logical irregulars

**Instructional Strategies:**

**Assessments:**

Coooperative groups  
Lecture  
Written work  
Educational videos/games/songs/flashcards

- Written tests
- Oral quizzes

**Course Title:** Spanish II

**Topic/Concept:** Imperfect Tense

**Time Allotment:** 5 weeks

**Unit Sequence:** 5

**Major Concepts to be learned:**

1. When to use the imperfect (past) tense
2. How the imperfect differs from the preterit
3. How to form the imperfect with regular verbs
4. How to form the imperfect with the 3 irregular verbs (ir-ser-ver)
5. Recognize and identify supporting vocab that is used primarily with the imperfece tense (siempre/used to/por \_\_\_/cuando era

**Expected Skills to be demonstrated:**

1. Conjugate all verbs in the imperfect tense
2. Compare and contrast preterit and imperfect
3. Define the imperfect tense and give its clue words
4. Translate spanish to english and english to spanish

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- Oral dialogues
- Written comparisons of the preterit and imperfect tenses
- Question and answer using the tense correctly
- Read stories and choose the correct past tense (Cenicienta) (El Pajaro Herido) (El Regalo para Mama)

**Instructional Strategies:**

**Assessments:**

Coooperative groups  
Lecture  
Group discussion  
Written work  
Role Play  
Note Taking

- Written conjugation test
- Written translation test
- Oral quiz

**Course Title:** Spanish II

**Topic/Concept:** Don Quixote

**Time Allotment:** 2 weeks

**Unit Sequence:** 6

**Major Concepts to be learned:**

1. Knowledge of the fictional story of "Don Quixote, Man of La Mancha" major events that occur in the novel
2. The author and time the novel was written

**Expected Skills to be demonstrated:**

1. Recount a few tales of Don Quixote's adventures
2. Explain the premise of the story
3. List characters and the meaning behind their names
4. List facts about the novel-when and where it was written and the author

**PA Standards/Anchors:**

**Eligible Content:**

12.3.1.A

- Discuss the Spanish Inquisition and how it affected Miguel de Cervantes
- Discuss the chivalrous attitude of Alonso Quijano
- Watch two movies about Don Quixote's adventures

**Instructional Strategies:**

**Assessments:**

Lecture  
Group discussion  
Note Taking  
Quizzes

- Quizzes
- Discussion

Course Title: Spanish II

Topic/Concept: Commands

Time Allotment: 4 weeks

Unit Sequence: 7

**Major Concepts to be learned:**

1. When to use a command in Spanish
2. How to form a command in all subjects (tu-ud-uds-nos-vos)
3. How to put direct and indirect object pronouns with the commands to make more complex structures

**Expected Skills to be demonstrated:**

1. Pronounce the commands with the pronouns correctly
2. Use commands in the appropriate boxes
3. Identify and recognize commands in written and oral forms
4. Form commands with and without pronouns

**PA Standards/Anchors:**

**Eligible Content:**

12.1.2.A 12.1.2.B 12.1.2.C 12.1.2.D 12.1.2.E 12.1.2.F	<ul style="list-style-type: none"><li>• Relate the commands to how they are formed in English (similarities and differences)</li><li>• Form the commands according to who you are referring to in given situation and scenarios</li><li>• Put the commands with direct and indirect objects and then convert them to pronouns</li><li>• Focus on command and pronoun order with accents</li></ul>
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**Instructional Strategies:**

**Assessments:**

Coooperative groups Lecture Written work Role Play Note Taking Games-songs	<ul style="list-style-type: none"><li>• Series of written tests</li><li>• Oral quizzes</li></ul>
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Course Title: Spanish II

Topic/Concept: Body Vocabulary

Time Allotment: 2 weeks

Unit Sequence: 8

**Major Concepts to be learned:**

1. Recognize and identify the vocabulary words in the Spanish language
2. Translate words from English to Spanish and Spanish to English
3. Use the words in basic sentences and questions

**Expected Skills to be demonstrated:**

1. Pronounce the vocabulary accurately
2. Identify words alone and in context
3. Respond to questions orally using the vocabulary
4. Translate the words to spanish
5. Use the words in basic sentences

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- See the words used in a variety of ways
- Hear the words spoken alone and in the context of sentences and paragraphs
- Create a meaningful project to practice using the words and aid in memory retention (diagrams)
- Simon says game/activity

**Instructional Strategies:**

**Assessments:**

Cooperative groups	Lecture
Written work	Hands-on activity
Role Play	Note Taking
Flashcards-games	

- Written test
- Oral quiz
- Listening quiz

**Course Title:** Spanish II

**Topic/Concept:** Food Vocabulary

**Time Allotment:** 2 weeks

**Unit Sequence:** 9

**Major Concepts to be learned:**

1. Recognize and identify the vocabulary words in Spanish
2. Translate the vocabulary words from English to Spanish and Spanish to English
3. Use the words in basic sentences and questions

**Expected Skills to be demonstrated:**

1. Pronounce the vocabulary accurately
2. Identify words alone and in context
3. Respond to questions orally using the vocabulary
4. Translate the words to spanishuse the words in basic sentences

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- See the words used in a variety of context
- Hear the words spoken alone and in context of sentence and paragraph
- Create a meaningful project to practice using the words to aid in memory retention (menu)(restaurant dialogue)

**Instructional Strategies:**

**Assessments:**

Lecture  
Written work  
Role Play  
Note Taking  
Flashcards-ordering food video-games(memory)(Bingo)

- Written test
- Oral quiz
- Listening comprehension quiz

Course Title: Spanish II

Topic/Concept: House Vocabulary

Time Allotment: 2 weeks

Unit Sequence: 10

**Major Concepts to be learned:**

1. Recognize and identify the vocabulary words in the spoken language
2. Translate the words from english to spanish and spanish to english
3. Use the words in basic sentences and questions

**Expected Skills to be demonstrated:**

1. Pronounce the vocabulary accurately
2. Identify the words alone and in context
3. Respond to questions orally using the vocabulary
4. Translate the words to spanish
5. Use the words in basic sentences

**PA Standards/Anchors:**

**Eligible Content:**

12.1.1.A  
12.1.1.B  
12.1.1.C  
12.1.1.D  
12.1.1.E

- See the words used in a variety of ways
- Hear the words spoken alone and in the context of a sentence or paragraph
- Create a meaningful project to practice using the words to aid in memory retention (floor plan)

**Instructional Strategies:**

**Assessments:**

Coooperative groups  
Lecture  
Note Taking  
Games-short video-flashcards

- Written test
- Listening comprehension

Course Title: Spanish II

Topic/Concept: Demonstrative Adjectives and Pronouns

Time Allotment: 2 weeks

Unit Sequence: 11

**Major Concepts to be learned:**

1. Translation of the demonstratives
2. Usage of the demonstratives
3. Placement of the demonstratives

**Expected Skills to be demonstrated:**

1. Pronounce the adjectives and the pronouns correctly
2. Distinguish the difference between the demonstrative adjective and pronoun use the adjectives and pronouns correctly in a sentence structure
3. Accent the pronouns accordingly
4. Form questions and answers with the demonstratives orally

**PA Standards/Anchors:**

**Eligible Content:**

12.1.2.A 12.1.2.B 12.1.2.C 12.1.2.D 12.1.2.E 12.1.2.F	<ul style="list-style-type: none"><li>• Relating the demonstrative adjectives to those in English</li><li>• Showing the difference between a demonstrative adjective and a demonstrative pronoun in meaning</li><li>• Placing accents over the demonstrative when it becomes a pronoun</li><li>• Placing the adjective before instead of after like most Spanish adjectives do</li><li>• Placing the pronoun in the correct place in the sentence with no noun after it</li><li>• Practicing the pronunciation of these new words with and without the accented stress</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Written work Note Taking Games-mnemonic devices	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral quizzes</li></ul>
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**Course Title:** Spanish II

**Topic/Concept:** Final Review and Test

**Time Allotment:** 2 weeks

**Unit Sequence:** 12

**Major Concepts to be learned:**

1. Recall the vocabulary from the year
2. Recall the grammar concepts from the year
3. Use the information from both years to form meaningful thoughts and ideas
4. Communicate with both years of information

**Expected Skills to be demonstrated:**

1. Communicate more effectively
2. Recognize and identify more vocabulary words
3. Form sentences smoothly-sentences that flow and aren't as choppy

**PA Standards/Anchors:**

**Eligible Content:**

12.1.2.A	12.1.2.B
12.1.2.C	12.1.2.D
12.1.2.E	12.1.2.F

- Putting all the past and more current information together to form more complex sentences
- Communicating with a broader vocabulary
- Expanding grammar concepts to be more involved and detailed

**Instructional Strategies:**

**Assessments:**

Coooperative groups  
Lecture  
Written work  
Hands-on activity  
Role Play  
Note Taking  
Games-songs-flashcards

- Final test is a large cumulative written exam that extends over a week -usually doing 2 pages per day