

Wallenpaupack Area School District Planned Course Curriculum Guide

Department World Language Department Spanish II

Course Description:

Spanish II is a continuation of the first-level course. It is designed for those students who have successfully completed one semester of Spanish studies in the high school. The student's knowledge will be enhanced through an intercultural context. Students acquire communication skills and content knowledge while exploring the products, practices, and perspectives of Spanish-speaking cultures.

Initial Creation Date (if applicable) and Revision Dates: October 2024

Wallenpaupack Area School District Curriculum	
COURSE: Spanish II	GRADE/S: 9-12
UNIT 1: Repaso de español I	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:
World-Readiness Standards for Learning Languages (ACTFL)
Communication:
1.1 1.2 1.3
Culture
2.1
Connections
3.1
Comparisons
4.1 4.2

UNIT OBJECTIVES (SWBATS): Student will be able to:
Review prior knowledge and enhance their communication skills to be able to advance and build their Spanish skills.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
Direct Instruction
Interpretive readings of authentic printed texts
Cooperative learning
Can-do Statements
Flash Cards
Think, pair, shares
Instructional Conversations
Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
Informal formative assessments daily (instructional conversations, exit tickets, etc.)
Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.
Summative Assessments – Exams, presentations, projects, products

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):
Entreculturas II (including online textbook), Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Review of all Spanish I vocabulary and grammar concepts

Wallenpaupack Area School District Curriculum

COURSE: Spanish II

GRADE/S: 9-12

UNIT 2: Unidad 1 De vuelta a clases

TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2 5.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Exchange information and academic and extracurricular offerings at your school

Read and listen to information about a variety of schools in Spanish-speaking cultures to draw comparisons with your own.

Investigate how schools in the Andean region of South America (Ecuador) promote learning and student involvement.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)

Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations (present your school to visiting students and advise them how to be successful in your school), projects, products

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)
RESOURCES (Technology Based Resources, Text Resources, etc.): Entreculturas II, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos
KEY VOCABULARY: Parts of the school, school subjects, extracurriculars, in-class activities, school professions, teacher descriptions (making comparisons), classroom and school rules (expressing obligation using “hay que...”, “se prohíbe...”, and “se permite...” and stem-changers), and school environment

Wallenpaupack Area School District Curriculum	
COURSE: Spanish II	GRADE/S: 9-12
UNIT 3: Unidad 2: La cultura de una familia	TIMEFRAME: 3 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>World-Readiness Standards for Learning Languages (ACTFL)</p> <p>Communication: 1.1 1.2 1.3</p> <p>Culture: 2.1 2.2</p> <p>Connections: 3.1 3.2</p> <p>Comparisons: 4.1 4.2</p> <p>Communities: 5.1</p>
<p>UNIT OBJECTIVES (SWBATs):</p> <p>Exchange and compare information about family structure, family members, routines, and responsibilities in Mexico and in your family.</p> <p>Analyze family structures, roles of family members, and household norms.</p> <p>Reflect on what family means to you.</p> <p>Predict what your family and home are going to be like in the future.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Direct Instruction</p> <p>Cooperative learning</p> <p>Can-do Statements</p>

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)

Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas II, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos, Microsoft Co-Pilot and Canva to create a digital scrapbook comparing your family with a diverse family from the Spanish-speaking world.

KEY VOCABULARY: Family members, descriptions (personality and physical attributes) (comparisons and superlatives), household chores and family traditions (imperfect tense), daily routines (reflexive verbs),

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COURSE: Spanish II

GRADE/S: 9-12

UNIT 4: Unidad 3: Un mundo hecho por comunidades

TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Explore the layout, services and transportation of communities in Nicaragua
Understand and provide directions to get around in communities
Explain how volunteers inspire and organize others to make a difference
Disseminate information to get people involved in community improvement projects in Central America.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction
Cooperative learning
Can-do Statements
Flash Cards
Think, pair, shares
Instructional Conversations
Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)
Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.
Summative Assessments – Exams, presentations, projects, products, such a video blog centered around working in the community to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas II, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos, Microsoft Co-Pilot to create an itinerary for a day trip in the Spanish-speaking world including directions for how to arrive at the various tourist destinations.

KEY VOCABULARY: Places, services, and stores in the community (regular preterite and saber/conocer), modes of transportation, asking and giving directions (informal positive and negative commands), volunteering and working in the community (double vowel preterite)

COURSE: Spanish II	GRADE/S: 9-12
UNIT 5: Unidad 4: En la cocina de mi abuela	TIMEFRAME: 3 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS: World-Readiness Standards for Learning Languages (ACTFL) Communication: 1.1 1.2 1.3 Culture: 2.1 2.2 Connections: 3.1 3.2 Comparisons: 4.1 4.2 Communities: 5.1 5.2</p>
<p>UNIT OBJECTIVES (SWBATS): Identify ingredients necessary to prepare Caribbean recipes (Cuba). Demonstrate how to prepare typical dishes and explain their cultural importance. Give and receive advice about how to care for common illnesses. Promote the use of traditional recipes and ingredients to address common health issues.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Direct Instruction Cooperative learning Can-do Statements Flash Cards Think, pair, shares Instructional Conversations Technology-based games</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Informal formative assessments daily (instructional conversations, exit tickets, etc.) Formative Assessments – vocabulary quizzes, teacher made worksheets, etc. Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p>

Entreculturas II, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos, Microsoft Co-Pilot to create a traditional Caribbean recipe.

KEY VOCABULARY: Caribbean foods and products, kitchen vocabulary (formal commands, irregular preterite and direct object pronouns), parts of the body, illnesses and remedies (verbs like gustar)

Wallenpaupack Area School District Curriculum

COURSE: Spanish I

GRADE/S: 9-12

UNIT 6: Unidad 5: La vida social

TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Interact with others in a variety of shopping situations.

Narrate what you did with friends and family, and outdoors.

Extend, accept, and politely turn down invitations to social events.

Explore the adventures of young people in Peru and describe your own.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas II, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos, Microsoft Co-Pilot for students to create an itinerary for an outdoor excursion in Peru including the specific sporting goods and clothing you will need to purchase.

KEY VOCABULARY: Accepting/Declining invitations, outdoor leisure activities (preterite and imperfect), expression of opinion and frequency, shopping, bargaining of prices, sporting goods (object pronouns and demonstratives)

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COURSE: Spanish II

GRADE/S: 9-12

UNIT 7: Unidad 6: Un viaje al extranjero

TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Communicate basic needs and requests related to travel, lodging, dining, and getting around.

Explore various historic, cultural, and geographic destinations in Argentina.

Describe responsible and culturally sensitive tourism.

Narrate a story about a past travel experience.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares
Instructional Conversations
Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
Informal formative assessments daily (instructional conversations, exit tickets, etc.)
Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.
Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):
Entreculturas II, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Travel and tourism, air travel (por v. para, preterite v. imperfect, affirmative and negative expressions, formal commands, third-person irregulars in the preterite)