



Mount Pleasant Central School District

Spanish II, World Languages

We believe in fostering lifelong language learning through engagement, cultural understanding and open mindedness; in cultivating and nurturing world citizens to move forward in a diversified, global society; in promoting language production in order to encourage world readiness; and in the importance of acquiring functional proficiency at each level in the target languages.

What unique opportunities will we encounter by acquiring a language? In this class, students will continue to develop language skills in the three modes of communication (Interpretive, Interpersonal, and Presentational). Our topics will incorporate real-world experiences and social scenarios that students can apply to daily life and conversation. A main goal is for students to collaborate with peers and use the target language in performance-based tasks, such as explaining good health practices. We emphasize the use of authentic materials to strengthen the acquisition of speaking, reading, listening, and writing.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Introduction	September	<ul style="list-style-type: none">- Spanish-Speaking countries-Map of countries & capitals	<ul style="list-style-type: none">- Where is the country located...- Where are you from?- Spanish-speaking countries- Capitals	Standard 4: Relating Cultural Practices and Products to Perspectives- Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.	<ul style="list-style-type: none">- Utilizing knowledge of geography & location of countries.	<ul style="list-style-type: none">-The implementation of prior and new knowledge of Spanish-Speaking countries/capitals with geography.	<ul style="list-style-type: none">- Spanish-Speaking countries quiz (map label & facts)

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<p>At the doctor's office</p>		<ul style="list-style-type: none"> -Discuss common illnesses and treatments -Ask and answer questions in a medical context -Give advice using commands and obligation expressions -Express duration and intensity of symptoms 	<p>Symptoms & Illness</p> <ul style="list-style-type: none"> -me duele(n) -me siento -la fiebre -la tos -el dolor de cabeza -el dolor de garganta -el estómago -la gripe -el resfriado 	<p>Interpersonal:</p> <p>Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.</p>	<p>Students will develop:</p> <ul style="list-style-type: none"> -Oral fluency in structured real-life scenarios -Question formation in context -Use of commands for giving advice 	<ul style="list-style-type: none"> - Students develop real-world communication skills regarding medical and health situations. 	<p>Visit at the Doctor's Office. Students complete both</p> <p>Role-play a visit to the doctor.</p> <p>Must include:</p> <ul style="list-style-type: none"> At least 3 symptoms 2 follow-up questions 2 pieces of medical advice (commands or obligation) Clear interaction (natural exchange, not memorized script) -Logical organization -8–12 connected sentences
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Technology	December/ January	- Influence of Technology in everyday life. - Personal connections & differing technology use across cultures.	Devices & Tools -la pantalla -el dispositivo portátil -el teléfono celular -la computadora -portátil -la tableta -la aplicación -el mensaje -el correo electrónico	Cultural Comparisons- learners use the target language to compare the products and practices of the cultures studied and their own. Anchor Standard: Communication- learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.	- reflect on a personal opinion of technology. - collaborate with a classmate to produce a dialogue conversation. - character to display personal interest and creation. - assess articles related to global technology use and education.	- The impact of technology and our lifestyle. -Technology shapes communication and identity. -Digital habits influence lifestyle and well-being. and cultural differences.	Interpretive Article Analysis Students read authentic articles and: - Identify main idea -dentify supporting details -Explain cultural differences -Reflect on impact Performance-Based Assessments Interpersonal Dialogue: Technology & Lifestyle dialogue discussing:

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The home and living environment	February	Describe parts of a home and neighborhood Identify and describe rooms, furniture, and decorations Discuss household responsibilities and daily chores Use direct object pronouns in context Use present progressive to describe actions happening now	- household chores - rooms in a house - neighborhood - furniture, decorations la casa el apartamento el barrio la cocina el dormitorio el baño la sala el comedor el garaje el jardín	Interpretative: Students will: -Interpret reading passages about family routines and home life -Identify direct object pronouns in context -Recognize present progressive in authentic texts -Interpret short audio clips describing household activities -Identify main idea and supporting details	Students will: -Move from sentence-level production to connected paragraphs -Develop confidence speaking without reading -Increase detail and elaboration in writing -Practice real-world communicative tasks	A home reflects personal identity and lifestyle. Responsibilities are shared within a family and community. proficiency.	Students are applying the house vocabulary from this unit to solve a real-world task: recommending an apartment for a winter stay in a Spanish-speaking country.”

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Nature	March/April	Students explore how the natural environment was in the past, how it has changed, and what actions are necessary to protect it today.	<ul style="list-style-type: none"> -places in nature -animales -environmental problems - recycling - protect - environment - conservation -protection & action 	<p>Interpersonal I Students must:</p> <ul style="list-style-type: none"> • Agree or disagree • Add a reason • Ask a question <p>Interpretative Short audio: Describe a beach before and after contamination. Students answer:</p> <ul style="list-style-type: none"> • Main idea • What is happening? • What happened? 	<p>Students build narrative skills using the Imperfect tense for description and background, and spiral Preterite for events and change.</p> <ul style="list-style-type: none"> - present a product and investigate its benefits for the environment -collaborate in groups and develop ideas for helping the environment 	<p>Supporting Questions: How did animals live in the past? What was happening in the past? What happened to change the environment? What should we do to conserve nature? Daily interactions and activities impact the world in which we live and we must demonstrate ways to protect it and ideas how to improve it.</p>	<p>Project: “El planeta antes, ahora y mañana”</p> <p>Format options:</p> <ul style="list-style-type: none"> • Live storytelling • Slideshow • Video documentary <p>Must include: imperfect verbs, preterite verbs, obligation expressions, transitions, intensifier, Clear organization</p>

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<p>In the City</p>	<p>May/June</p>	<ul style="list-style-type: none"> -Identify and describe places in a city -Ask for and give directions -Describe city life in the present and past -Compare city and rural environments -Discuss transportation options -Narrate events that occurred in the city -Express preferences 	<p>Places in the City: la Transportation. Giving Directions:gira/doblar City Life & Environment:</p>	<p>Interpretive Students will:</p> <ul style="list-style-type: none"> -Interpret maps and city descriptions -Understand short reading passages about urban life -Listen to conversations asking for directions -Identify main ideas and supporting details usage in contex 	<ul style="list-style-type: none"> - analyze a series of short video clips and answer questions, and recall information - construct a town map that incorporates the chapter vocabulary <p>Students will develop</p>	<ul style="list-style-type: none"> -Cities shape how people live and interact. -Urban environments present both opportunities and challenges. -Effective communication is necessary to navigate 	<p>Final Assessment: City Comparison Presentation Prompt: Compare how a city was in the past and how it is now. Include what people should do to improve city life.</p>
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