

Grade: 10-12

Title: Spanish II

Topic/Concept: Review of Spanish One

Time Allotment: 4 weeks

Unit Sequence: 1

Major Concepts to be learned:

- Recall vocabulary from last year
- Conjugate verbs from last year
- Carry on basic conversations

Expected Skills to be demonstrated:

- Identify vocabulary words from Spanish One
- Form -ar/-er/-ir verbs in the present tense identify irregular verbs as irregular in the yo or stem-changers
- Form basic sentence structures in written form
- Ask and answer basic questions orally
- 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:

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

- Written exams
- Oral exams

Grade: 10-12

Title: Spanish II

Topic/Concept: VOCABULARY - Clothing

Time Allotment: 2 weeks

Unit Sequence: 2

Major Concepts to be learned:

- Recognize and identify the vocabulary words in the spoken language
- Translate the vocabulary words from English to Spanish and Spanish to English
- Use the vocabulary words in basic sentences and questions

Expected Skills to be demonstrated:

- Pronounce the vocabulary words accurately
- Identify the words alone and in context
- Translate the words to spanishuse the words in basic sentences
- 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

Grade: 10-12

Title: Spanish II

**Topic/Concept: Direct Object &
Indirect Object Pronouns**

Time Allotment: 4 weeks

Unit Sequence: 3

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Translate a sentence using the appropriate pronouns
- Write a sentence multiple ways to review tenses and sentence structure
- Relate the pronouns to english
- Recognize why we use pronouns (to avoid repetition and make the sentence flow)
- Place the pronouns in the proper order
- 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 pronounform 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

Grade: 10-12

Title: Spanish II

Topic/Concept: Preterit Tense

Time Allotment: 5 weeks

Unit Sequence: 4

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Conjugate all verb types in the preterit tense
- Use the verbs in the tense in sentence form
- Ask and answer questions using the new tense
- Identify and use supporting vocab with the tense
- Pronounce the newly formed verbs accurately
- 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:

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

- Written tests
- Oral quizzes

Grade: 10-12

Title: Spanish II

Topic/Concept: Imperfect Tense

Time Allotment: 5 weeks

Unit Sequence: 5

Major Concepts to be learned:

- When to use the imperfect (past) tense
- How the imperfect differs from the preterit
- How to form the imperfect with regular verbs
- How to form the imperfect with the 3 irregular verbs (ir-ser-ver)
- Recognize and identify supporting vocab that is used primarily with the imperfect tense (siempre/used to/por____/cuando era joven../mientras)

Expected Skills to be demonstrated:

- Conjugate all verbs in the imperfect tense
- Compare and contrast preterit and imperfect
- Define the imperfect tense and give its clue words
- 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

Grade: 10-12

Title: Spanish II

Topic/Concept: Don Quixote

Time Allotment: 2 weeks

Unit Sequence: 6

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Recount a few tales of Don Quixote's adventures
- Explain the premise of the story
- List characters and the meaning behind their names
- 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

Grade: 10-12

Title: Spanish II

Topic/Concept: Commands

Time Allotment: 4 weeks

Unit Sequence: 7

Major Concepts to be learned:

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

Expected Skills to be demonstrated:

- Pronounce the commands with the pronouns correctly
- Use commands in the appropriate boxes
- Identify and recognize commands in written and oral forms
- 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

- Relate the commands to how they are formed in English (similarities and differences)
- Form the commands according to who you are referring to in given situation and scenarios
- Put the commands with direct and indirect objects and then convert them to pronouns
- Focus on command and pronoun order with accents

Instructional Strategies:

Assessments:

Cooperative groups
Lecture
Written work
Role Play
Note Taking
Games-songs

- Series of written tests
- Oral quizzes

Grade: 10-12

Title: Spanish II

Topic/Concept: Demonstrative Adjectives & Pronouns

Time Allotment: 2 weeks

Unit Sequence: 8

Major Concepts to be learned:

- Translation of the demonstratives
- Usage of the demonstratives
- Placement of the demonstratives

Expected Skills to be demonstrated:

- Pronounce the adjectives and the pronouns correctly
- Distinguish the difference between the demonstrative adjective and pronoun use the adjectives and pronouns correctly in a sentence structure
- Accent the pronouns accordingly
- 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

- Relating the demonstrative adjectives to those in English
- Showing the difference between a demonstrative adjective and a demonstrative pronoun in meaning
- Placing accents over the demonstrative when it becomes a pronoun
- Placing the adjective before instead of after like most Spanish adjectives do
- Placing the pronoun in the correct place in the sentence with no noun after it
- Practicing the pronunciation of these new words with and without the accented stress

Instructional Strategies:

Assessments:

Cooperative groups
Lecture
Written work
Note Taking
Games-mnemonic devices

- Written tests
- Oral quizzes

Grade: 10-12

Title: Spanish II

Topic/Concept: Final Review and Test

Time Allotment: 2 weeks

Unit Sequence: 9

Major Concepts to be learned:

- Recall the vocabulary from the year
- Recall the grammar concepts from the year
- Use the information from both years to form meaningful thoughts and ideas
- Communicate with both years of information

Expected Skills to be demonstrated:

- Communicate more effectively
- Recognize and identify more vocabulary words
- 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:

Cooperative 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

Grade: 10-12

Title: Spanish II

Topic/Concept: Body Vocabulary

Time Allotment: 2 weeks

Unit Sequence: 10

Major Concepts to be learned:

- Recognize and identify the vocabulary words in the Spanish language
- Translate words from English to Spanish and Spanish to English
- Use the words in basic sentences and questions

Expected Skills to be demonstrated:

- Pronounce the vocabulary accurately
- Identify words alone and in context
- Respond to questions orally using the vocabulary
- Translate the words to spanish
- 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

Grade: 10-12

Title: Spanish II

Topic/Concept: Food Vocabulary

Time Allotment: 2 weeks

Unit Sequence: 11

Major Concepts to be learned:

- Recognize and identify the vocabulary words in Spanish
- Translate the vocabulary words from English to Spanish and Spanish to English
- Use the words in basic sentences and questions

Expected Skills to be demonstrated:

- Pronounce the vocabulary accurately
- Identify words alone and in context
- Respond to questions orally using the vocabulary
- 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

Grade: 10-12

Title: Spanish II

Topic/Concept: House Vocabulary

Time Allotment: 2 weeks

Unit Sequence: 12

Major Concepts to be learned:

- Recognize and identify the vocabulary words in the spoken language
- Translate the words from english to spanish and spanish to english
- Use the words in basic sentences and questions

Expected Skills to be demonstrated:

- Pronounce the vocabulary accurately
- Identify the words alone and in context
- Respond to questions orally using the vocabulary
- Translate the words to spanish
- 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:

Cooperative groups
Lecture
Note Taking
Games-short video-flashcards

- Written test
- Listening comprehension