Course Title: SPANISH II

Subject: WORLD LANGUAGE

Grade Level: 9-12

Duration: 1 YEAR

Prerequisite: SPANISH 8 OR SPANISH 1B

Elective or Required: REQUIRED

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
Spanish II is a basic to intermediate level course designed to develop basic communicative competency in the Spanish language and provide a general knowledge of Hispanic culture. Students will acquire skills through a variety of authentic activities, both verbal and written. The sources used for these activities include songs, videos, authentic print materials, textbook and teacher-generated documents. Students will increase their vocabulary knowledge of topics such as community, special events, media and past events. The course will also enhance grammatical knowledge of topics such as negation, the preterite and imperfect past tenses and commands.

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SPANISH II

Topic/Unit 1: SCHOOL LIFE

Approximate # Of Weeks: 5

Essential Questions:
- How can I describe my role in the classroom?
- Am I able to list the rules in a typical classroom?
- What do I know about the teacher’s responsibilities?
- Am I familiar with the similarities and differences in school life in different Spanish speaking countries?

Upon completion of this unit students will be able to:
- discuss a variety of extracurricular activities common among today’s youth(7.1.IL.A.1)
- describe the teacher's responsibilities in the classroom(7.1.IL.A.4)
- understand and describe the rules within a classroom/academic setting(7.1.IL.A.4)
- recognize and use various affirmative and negative expressions(7.1.ILB.5)
- ask and tell how long something has been going on using an “hace + time” expression(7.1.ILB.5)

Common Core ELA Standards:
- Writing Standards - 4.W.4
- Speaking and Listening Standards – 4.SL.1,2,4
- Reading Standards – 4.R.1,4,7
- Language Standards – 4.L.3,4

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 - 21st-Century Life & Career Skills
- Standard 9.3 - Career Awareness, Exploration, and Preparation
- Standard 8.1 – Computer and Information Literacy
- Standard 8.2 – Technology Education

Activities – include 21st Century Technologies:
- Play a variation of the vocabulary game TABU in Spanish
- Study vocabulary using online flashcards and games at quizlet.com
- Converse with a classmate about classroom expectations
- Complete workbook exercises
- Debate the pros and cons of student uniforms
- Create & complete a crossword puzzle using the thematic vocabulary
- Practice translating affirmative and negative sentences
• Listen to a podcast describing student life in Argentina
• Design your ideal high school class schedule
• Write a letter to the superintendent suggesting the creation of a new club
• Role play your favorite class – the teacher, the expectations and activities.
• Prepare and present a dialogue that includes the differences in high school life between your school and that of a Spanish speaking country

**Enrichment Activities:**
• Research the differences in school life and activities between the United States and Spanish-speaking countries.
• Listen to podcast about Hispanic life at https://spanishobsessed.com/category/beginner-spanish-audio-and-podcasts

**Methods of Assessments/Evaluation:**
• listening and speaking assessments
• homework and classwork
• dialogues and role play
• exit slips
• quizzes
• pair/share
• voice memos/recordings
• dry erase/white boards
• online quizzes and activities
• class discussion
• open-ended questions
• games and puzzles
• observation
• participation in individual and group settings
• unit test or project

**Resources/Including Online Resources**
• *Realidades 2* – textbook, workbook and ancillaries
• Online Textbook – www.pearsonsuccessnet.com
• Teacher Webpage
• Google Apps for Education
• [www.phschool.com](http://www.phschool.com) – *Realidades 2* student practice site
• [www.quizlet.com](http://www.quizlet.com)
• YouTube – documentary explaining life in Argentine schools
SPANISH II

Topic/Unit 2: SPECIAL EVENTS

Approximate # Of Weeks: 5

Essential Questions:
- Can I describe how to get ready for a special event?
- What do I know about special events in Hispanic culture?
- Am I able to describe daily hygiene habits?
- Do I understand the difference between a regular Spanish verb and a reflexive one?
- Am I able to shop for and purchase various clothing items in Spanish?
- Can I express possession?

Upon completion of this unit students will be able to:
- converse about daily routines (7.1.IL.B.4)
- discuss special events in Hispanic culture (7.1.IL.C.4)
- present information on fashion and shopping (7.1.IL.B.2)
- describe preparing for special events and holidays (7.1.IL.C.4)
- explain events in the past (7.1.IL.A.4)
- understand and correctly use reflexive verbs in context (7.1.IL.B.5)
- express possessive adjectives (7.1.IL.B.5)

Common Core ELA Standards:
- Writing Standards - 4.W.4
- Speaking and Listening Standards – 4.SL.1,2
- Reading Standards – 4.R.1,4,7
- Language Standards – 4.L.3,4

Interdisciplinary Standards (njcccs.org)
- Standard 9.1- 21st-Century Life & Career Skills
- Standard 6.2 -World History, Global Studies
- Standard 6.3 -Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Research and present a common Hispanic holiday with a partner
- Prepare answers to questions about hygiene habits
- Working in a group, guess the meanings of other reflexive verbs not included in the unit
- Read about Dolores Hidalgo and its role in Mexican Independence
- Study vocabulary using online flashcards and games at quizlet.com
- Watch the unit video and fill in the missing words from the script
• Use clip art to create a vocabulary Memory game with a group
• Complete workbook exercises
• Design an advertisement for your favorite department stores
• Listen to *A Primera Vista* exercise on [www.phschool.com](http://www.phschool.com) and answer questions
• Compete with Quizlet’s vocabulary flashcards
• Read the textbook Lectura on the history of “Los Jeans” and discuss in small groups

**Enrichment Activities:**
• Research and present the unusual Hispanic holidays and celebrations that are different from those celebrated in the United States (Día de los Reyes, La Tomatina)
• Create a budget for a typical Quinceañera celebration – include location, dress, food, etc.
• Find and read a health and beauty aid with a label in Spanish

**Methods of Assessments/Evaluation:**
• listening and speaking assessments
• homework and classwork
• dialogues and role play
• exit slips
• quizzes
• pair/share
• voice memos/recordings
• dry erase/white boards
• online quizzes and activities
• class discussion
• open-ended questions
• games and puzzles
• observation
• participation in individual and group settings
• unit test or project

**Resources/Including Online Resources**
• *Realidades 2* – textbook, workbook and ancillaries
• Online Textbook – [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)
• Teacher Webpage
• YouTube – short video clips describing the Quinceañera
• Google Apps for Education
• [www.phschool.com](http://www.phschool.com) – *Realidades 2* student practice site
• [www.quizlet.com](http://www.quizlet.com)
Approximate # Of Weeks: 6

Essential Questions:
- Can I describe common household chores?
- Do I understand how to describe things I did and where I did them?
- Can I describe items I purchased and where I purchased them?
- Am I able to give accurate directions around town?
- What do I know about safe driving habits?
- Am I familiar with commands and when they are used?

Upon completion of this unit students will be able to:
- discuss things they did and where they did them (.7.1.IL.A.4)
- understand and describe items while shopping (.7.1.IL.A.1)
- correctly express the irregular forms of the present progressive (.7.1.IL.B.5)
- discuss good driving habits (.7.1.IL.B.5)
- identify and correctly use direct object pronouns (.7.1.IL.B.5)
- give and comprehend directions using commands (.7.1.IL.B.5)
- express several irregular verbs in the preterite tense (.7.1.IL.B.5)

Common Core ELA Standards:
- Writing Standards - 4.W.4
- Speaking and Listening Standards – 4.SL.1,2,4
- Reading Standards – 4.R.1,4,7
- Language Standards – 4.L.3,4

Interdisciplinary Standards (njcchs.org)
- Standard 9.1- 21st-Century Life & Career Skills
- Standard 8.2 – Technology Education
- Standard 6.2 -World History, Global Studies
- Standard 6.3 -Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Complete workbook exercises
- Prepare and present original dialogue using commands
- Using a smartphone, compete for the fastest Scatter game time on Quizlet
- Create an accurate map of a neighboring area/town, labeling streets and places of interest
- Read textbook article about defensive driving and summarize
- Ask and answer questions about getting around town
• Practice the recognition and placement of direct object pronouns
• Make a list of safe driving habits
• Role play conversation between police office and driver

**Enrichment Activities:**
• Download and print a city map of Madrid, practicing command forms going from landmark to landmark
• Make a list of verbs that only take direct object pronouns and a separate list of those verbs that take both direct and indirect object pronouns.
• Research the currency conversion to Euros and see how much clothing you can purchase in Spain with $200US.

**Methods of Assessments/Evaluation:**
• listening and speaking assessments
• homework and classwork
• dialogues and role play
• exit slips
• quizzes
• pair/share
• voice memos/recordings
• dry erase/white boards
• online quizzes and activities
• class discussion
• open-ended questions
• games and puzzles
• observation
• participation in individual and group settings
• unit test or project

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• Teacher Webpage
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• [www.quizlet.com](http://www.quizlet.com)
SPANISH II

Topic/Unit 4: AS A CHILD/FAMILY MEMORIES

Approximate # Of Weeks: 8

Essential Questions:
- What were my favorite childhood toys and games?
- Can I describe what I was like as a young child?
- Am I able to identify at least one childhood story in Spanish?
- Why are childhood memories important?
- Can I describe what someone used to do?
- What do I know about manners in Spanish speaking countries?
- Can I identify various household pets?

Upon completion of this unit students will be able to:
- discuss the role of manners in the Spanish language (7.1.II.C.4)
- describe a favorite childhood game or toy (7.1.II.B.4)
- compete in a Hispanic childhood game against classmates (7.1.II.C.1)
- comprehend and correctly employ the imperfect tense (7.1.II.B.5)
- identify various household pets and describe their importance (7.1.II.B.4)
- comprehend oral and written stories about their childhood memories (7.1.II.A.4)

Common Core ELA Standards:
- Writing Standards - 4.W.4
- Speaking and Listening Standards – 4.SL.1,2,4
- Reading Standards – 4.RI.2,3,4,7
- Language Standards – 4.L.3,4

Interdisciplinary Standards (njcccs.org)
- Standard 9.1- 21st-Century Life & Career Skills
- Standard 6.2 -World History, Global Studies

Activities – include 21st Century Technologies:
- listen to the pronunciation of unit vocabulary terms and repeat, using Quizlet
- Take a dictation on childhood memories
- Using a smartphone or voice mail, practice, record and send a short excerpt for pronunciation
- Read about common childhood games in Mexico
- Play Boggle to find hidden vocabulary terms
- Complete workbook exercises
- Interview a classmate about a favorite pet
- Practice the endings and uses of the imperfect tense
- Make a list of activities you used to do
- Create an original crossword puzzle and key, using verbs in the imperfect tense
- Complete online exercises to enforce unit topics at www.phschool.com

**Enrichment Activities:**
- Watch a favorite childhood movie, in Spanish
- Play the game of Scrabble in Spanish
- Research how childhood games differ in the various Spanish speaking countries

**Methods of Assessments/Evaluation:**
- listening and speaking assessments
- homework and classwork
- dialogues and role play
- exit slips
- quizzes
- pair/share
- voice memos/recodings
- dry erase/white boards
- online quizzes and activities
- class discussion
- open-ended questions
- games and puzzles
- observation
- participation in individual and group settings
- unit test or project

**Resources/Including Online Resources**
- *Realidades 2* – textbook, workbook and ancillaries
- Online Textbook – www.pearsonsuccessnet.com
- Teacher Webpage
- Google Apps for Education
- www.phschool.com – *Realidades 2* student practice site
- www.quizlet.com
- You Tube – video explaining forms and uses of imperfect tense
Approximate # Of Weeks: 6

Essential Questions:
- What do I know about current events?
- Can I identify the various types of disasters, accidents and emergencies?
- Am I familiar with the general traits of a hero?
- What are the general components of a news broadcast?
- Do I know the names and roles of the professionals involved in the news?
- Can I identify injuries and treatments?
- Can I describe past situations and settings?
- Am I able to list the various rooms of a house and their functions?

Upon completion of this unit students will be able to:
- comprehend oral and written stories about accidents, medical injuries and their treatments(7.1.I.L.A.4)
- converse about past situations and settings(7.1.I.L.B.4)
- identify the traits of a hero (7.1.I.L.B.4)
- correctly use the preterite and imperfect tense in context(7.1.I.L.B.5)
- identify the rooms in a house, their furnishings and their functions(7.1.I.L.A.2)
- give a list of current events and their locations(7.1.I.L.A.4)

Common Core ELA Standards:
- Writing Standards - 4.W.4
- Speaking and Listening Standards – 4.SL.1,2,4
- Reading Standards – 4.RI.2,4,7
- Language Standards – 4.L.3,4

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 - 21st-Century Life & Career Skills
- Standard 9.3 - Career Awareness, Exploration, and Preparation
- Standard 6.1 - U.S. History: America in the World
- Standard 6.3 - Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Illustrate the rooms of the house and their furniture
- Role play an earthquake scene with a classmate
- Play Boggle to find hidden vocabulary terms
• Read the textbook *Lectura* article about a disaster in Chile and answer comprehension questions
• Study vocabulary using online flashcards and games at quizlet.com
• Compare and contrast the uses of the preterite and imperfect tenses
• Complete workbook exercises
• Listen to a Spanish weather forecast and summarize at espanol.weather.com (The Weather Channel)
• Make a list of the traits of a hero
• Prepare and present a dialogue describing a natural disaster
• Write a letter to a local politician, requesting more attention be paid to a recent disaster in your area
• Complete online exercises to enforce unit topics at [www.phschool.com](http://www.phschool.com)

**Enrichment Activities:**
• Read Spanish news articles online at [http://www.onlinenewspapers.com/spain.htm](http://www.onlinenewspapers.com/spain.htm)
• Find and watch a virtual tour of the home of a Hispanic celebrity
• Research the prices and amenities found in a typical 2,000 square foot apartment/house in Barcelona, Spain area.

**Methods of Assessments/Evaluation:**
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• Teacher Webpage
- Google Apps for Education
- You Tube - watch short video clips discussing news/current events
- www.phschool.com – Realidades 2 student practice site
- www.quizlet.com
Approximate # Of Weeks: 5

Essential Questions:
- Can I describe which shows I watch on television?
- Am I able to compare and contrast the types of tv shows?
- What do I know about general cultural perspectives on television programs in Hispanic countries?
- Can I describe movies, their plots and characters?

Upon completion of this unit students will be able to:
- identify general types of programs on tv(7.1.IL.B.4)
- discuss the role of television in today’s world(7.1.IL.C.5)
- comprehend a movie, its plot and characters (7.1.IL.A.4)
- understand general cultural perspectives in Hispanic television shows(7.1.IL.C.1)
- express stem changing –ir verbs in the preterite tense(7.1.IL.B.5)

Common Core ELA Standards:
- Writing Standards - 4.W.2,4
- Speaking and Listening Standards – 4.SL.1,2,4
- Reading Standards – 4.RI.2,4,7
- Language Standards – 4.L.3,4

Interdisciplinary Standards (njcwcs.org)
- Standard 9.1- 21st-Century Life & Career Skills
- Standard 9.3 - Career Awareness, Exploration, and Preparation
- Standard 6.1 -U.S. History: America in the World
- Standard 6.2 -World History, Global Studies
- Standard 6.3 -Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Write a review of a recent movie
- Study vocabulary using online flashcards and games at quizlet.com
- Play Taboo game using thematic unit vocabulary
- Translate famous movie titles from Spanish to English
- Debate the pros and cons of watching television
- Complete workbook exercises
- Prepare and present an interview of a celebrity (role play)
- Use clip art and original illustrations to create a vocabulary Memory game
• Watch a series of Spanish tv commercials and discuss
• Compete in mock Jeopardy game

**Enrichment Activities:**
• Explore Univision.com and watch short video clips
• Watch a Spanish game show on television
• Make a list of favorite Hispanic-heritage actors

**Methods of Assessments/Evaluation:**
• listening and speaking assessments
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• Google Apps for Education
• [www.phschool.com](http://www.phschool.com) – *Realidades 2* student practice site
• [www.quizlet.com](http://www.quizlet.com)
• You Tube – clip on sporting event
• art - Salvador Dali’s “El Futbolista”