SPANISH II

COURSE DESCRIPTION

Grade Level: 9-12  Department: Classical and World Languages
Course Title: Spanish II  Credits: 5
Course Code: 051400

Board of Education adoption date: August 22, 2011
Board of Education

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Spanish II - Introduction

Introduction

Course Philosophy

World language study intensifies native language skills and enables students to communicate on a broader basis by teaching them to understand, speak, read and write a second or third language. In acquiring these skills, students must learn the structure of language and the techniques of self-expression. This enhances the capacity for analytical thinking.

World Language learning can reinforce mathematical and scientific skills. It can involve computers, Internet, tapes, compact disks, DVDs, television and radio. The study of world literatures and cultures brings a humanizing dimension to a technologically-oriented world. It highlights human values, fostering physical and emotional well being in a balanced environment. Students with world language competency and other appropriate skills have many opportunities in today’s job market in government, business, industry, education, research, social services and the media.

The Spanish II language program has been designed to enable students to attain basic to intermediate language skills for communication in the interpretive, interpersonal, and presentational modes, as specified in the New Jersey Core Content Standards for World Language learning. This program is not limited to a single theory of language learning but it is based on a variety of principles and methods proven by current research to increase students’ language acquisition as well as heighten their awareness and understanding of Spanish speaking cultures.

Course Description

The Spanish II language program has been designed to enable students to attain basic to intermediate language skills for communication in the interpretive, interpersonal, and presentational modes, as specified in the New Jersey Core Content Standards for World Language learning. This program is not limited to a single theory of language learning but it is based on a variety of principles and methods proven by current research to increase students’ language acquisition as well as heighten their awareness and understanding of Spanish speaking cultures.

The ongoing use of the Spanish in the classroom will help the students attain the Cumulative progress indicators within each of these standards. The daily activities should be designed to increase overall language acquisition for usage. Although grammar and vocabulary are components of the instruction they should be used as tools to increase communication as well as improve accuracy in language use. Through interpersonal, interpretive and presentational modes of communication, students will be afforded the opportunity to achieve academic growth in the target language.

Throughout the academic year, students should be assessed through all 3 modes of communication through a variety of assessment strategies. Teachers are encouraged to incorporate assessments of this nature within each unit in order to hold students accountable for acquiring, interpreting, and presenting real language in the form of authentic communicative tasks.
## Course Map and Proficiencies/ Pacing

### Course Map

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Understanding and usage of a new language will help me better understand my own language.</td>
<td>Why is it important to know how to communicate in another language?</td>
<td>Teacher constructed evaluative tools, including but not limited to:</td>
</tr>
<tr>
<td>The ability to communicate is an essential component of the human experience.</td>
<td>How can my communication with a foreign speaker be more meaningful if I speak his or her language?</td>
<td>Aural tests</td>
</tr>
<tr>
<td>The ability to understand language and culture will facilitate international relations.</td>
<td>How is meaning derived not only from words themselves but also from variations in grammatical structure?</td>
<td>O.P.I.</td>
</tr>
<tr>
<td>Each language has its own unique meaning categories and certain components of one language do not necessarily exist in another.</td>
<td>What are some semantic categories that exist in Spanish language but not in English?</td>
<td>Essays</td>
</tr>
<tr>
<td>Language is made up of various linguistic signs, all of which are linked to meaning. When these signs are put together a message is created.</td>
<td>How can my ability to utilize interpersonal, intrapersonal, and presentational communication in Spanish increase my ability to do the same in English?</td>
<td>Objective tests</td>
</tr>
<tr>
<td>Successful communication is to know how, when, and why to convey a message to different audiences.</td>
<td>What are the grammatical differences and similarities between English and Spanish?</td>
<td>Reading comprehension</td>
</tr>
<tr>
<td>Language learning involves acquiring strategies to fill communication gaps.</td>
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</tbody>
</table>

| | | Formative | Summative |
| | | Performances | Unit tests |
| | | Class participation | Performances |
| | | Homework | O. P. I. |
| | | Surveys | Midterm exam |
| | | Quizzes | Final exam |
| | | Projects | Quizzes |
| | | Oral assessment | Projects |
| | | Aural assessment | Projects |
| | | Portfolios | Presentational activities |
| | | Role-plays | Picture prompts for oral assessment |
| | | Interpretive activities | Interpretive activities |
| | | Interpersonal activities | Interpersonal activities |
| | | Short presentational activities | Presentational activities |
| | | Exit tickets | Picture prompts for written assessment |
Cultural perspectives are gained by both using the language and by experiencing the products and practices of its culture.

Heightened awareness of foreign cultures leads to the reduction of negative stereotypes.

There is a vast and varied world in which Spanish is spoken.

Spanish culture and language is embedded into U.S. society and will become more so in the future.

Language and culture are intertwined. Culture shapes language and language shapes culture.

<table>
<thead>
<tr>
<th>How is language a product of culture?</th>
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<tbody>
<tr>
<td>How are perspectives (attitudes, values and beliefs) reflected in the products and social practices of Spanish speaking culture?</td>
</tr>
<tr>
<td>What role does stereotyping play in forming and sustaining prejudices about other cultures?</td>
</tr>
<tr>
<td>How can examining similarities as well as differences reduce stereotypes?</td>
</tr>
<tr>
<td>What cultural products and practices from the Spanish speaking world exist in the United States?</td>
</tr>
<tr>
<td>What are some similarities and differences between the culture of the Spanish speaking world and the United States?</td>
</tr>
<tr>
<td>What are some similarities and differences between the cultures of different regions and countries in the Spanish speaking world?</td>
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<tr>
<th>Surveys designed to trigger the affective domain of learners</th>
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<tbody>
<tr>
<td>Self-reflective essay to determine assumptions about culture(s)</td>
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</tbody>
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<tr>
<th>Surveys</th>
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<tr>
<td>Interpretive reactions based on cultural artifacts indicative of a specific culture</td>
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<tr>
<td>Interviews of people of the culture studied</td>
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<td>Debates regarding differing values or beliefs</td>
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<tr>
<th>Role‐plays</th>
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<tr>
<td>Reaction essays</td>
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<td>Portfolios</td>
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<td>Symbolic representations</td>
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<tr>
<td>Group projects</td>
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</table>
## Proficiencies and Pacing

**NOTE** - Unit numbers do not coincide with chapter numbers. The units appear in a suggested order, which is different from the order in which they are presented in the text book.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Understanding(s) and Goal(s)</th>
<th>Recommended Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Unit</td>
<td>At the conclusion of this unit, students will be able to: 1. Describe and discuss: - Themselves and others - Schools and school supplies - Family and the home - Sports - Airports - Health and routines - Summer and winter activities 2. Discuss present and past events and activities</td>
<td>2-3 weeks</td>
</tr>
<tr>
<td>Unit 1: En el restaurante</td>
<td>At the conclusion of this unit, students will be able to: 1. Describe the restaurant and foods 2. Discuss present and past activities and events 3. Distinguish regional differences in cuisines form around the Spanish speaking world</td>
<td>3-4 weeks</td>
</tr>
<tr>
<td>Unit 2: La cocina hispana</td>
<td>At the conclusion of this unit, students will be able to: 1. Describe kitchens and foods 2. Read and write a recipe 3. Tell people what to do - familiar, formal, and groups 4. Identify paella - its history, importance 5. Distinguish regional differences in cuisines form around the Spanish speaking world</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit 3: Un viaje en tren</td>
<td>At the conclusion of this unit, students will be able to: 1. Describe train travel 2. Discuss past events and activities 3. Compare and contrast train travel to other modes of transportation</td>
<td>3-4 weeks</td>
</tr>
<tr>
<td>Unit 4: Telecomunicaciones</td>
<td>At the conclusion of this unit, students will be able to: 1. Describe technology 2. Discuss ongoing past events and activities 3. Compare and contrast modern technology to past technology</td>
<td>2-3 weeks</td>
</tr>
<tr>
<td>Unit 5: De compras</td>
<td>At the conclusion of this unit, students will be able to: 1. Describe clothing stores, markets, and supermarkets 2. Discuss past events and activities 3. Describe things in general terms without an active subject 4. Compare and contrast shopping trends in the Spanish speaking world</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>
| Unit 6: Los pasatiempos | At the conclusion of this unit, students will be able to:  
1. Describe parks, amusement parks, zoos, and hobbies  
2. Discuss future events and activities  
3. Compare people, places and things with differing qualities  
4. Compare and contrast leisure activities and games  
5. Identify cultural significance of "domino" | 3 weeks |
|------------------------|----------------------------------------------------------------------------------------------------------|--------|
| Unit 7: El hotel       | At the conclusion of this unit, students will be able to:  
1. Describe hotels  
2. Discuss future events and activities  
3. Compare and contrast leisure lodging in the Spanish speaking world | 3 weeks |
| Unit 8: El vuelo       | At the conclusion of this unit, students will be able to:  
1. Describe airports and airlines  
2. Describe geographical configurations  
3. Discuss actions and events that "would" happen  
4. Identify important airports in the Spanish speaking world  
5. Compare and contrast train travel to other modes of transportation | 3 weeks |
| Unit 9: Las emergencias| At the conclusion of this unit, students will be able to:  
1. Describe emergencies, hospitals, and doctors  
2. Identify body parts and injuries  
3. Compare things of equal quality or quantity  
4. Understand the importance of certain roles in the health care profession  
5. Compare and contrast health care based on various factors (socioeconomic, political, geographical, etc.) | 2 weeks |
| Unit 10: La ciudad y el campo | At the conclusion of this unit, students will be able to:  
1. Describe city life  
2. Describe country (rural) life  
3. Discuss actions and events that are progressing in the present  
4. Discuss actions and events that were progressing in the past  
5. Identify importance and uniqueness of Buenos Aires, Argentina  
5. Compare and contrast city life and country life | 3 weeks |
**Spanish II - Review Unit**

**Unit Plan**

**Enduring Understandings:**
Understanding and usage of a new language will help me better understand my own language.

**Essential Questions:**
Why is it important to know how to communicate in another language?

**Unit Goals:**
1. Describe and discuss:
   - Themselves and others
   - Schools and school supplies
   - Family and the home
   - Sports
   - Airports
   - Health and emotions
   - Summer and winter activities
2. Discuss present and past events and activities.
3. Shorten sentences and refer to things already mentioned.

**Recommended Duration:** 2-3 weeks
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<tr>
<td>How can my ability to communicate in Spanish be reinforced in order to increase my level of communication in the future?</td>
<td>Identify and describe: Themselves and others, Schools and school supplies, Family and the home, Sports, Airports, Health and emotions, Summer and winter activities</td>
<td><strong>Buen Viaje II</strong>&lt;br&gt;Repasos A-G&lt;br&gt;Tactile&lt;br&gt;Visuals&lt;br&gt;Text ancillaries: Multimedia presentation&lt;br&gt;Audio activities&lt;br&gt;Video activities&lt;br&gt;Workbook&lt;br&gt;Teacher created practice activities&lt;br&gt;Student produced basic research on trains in Spain</td>
<td>Interpersonal activities&lt;br&gt;Role plays: Passenger, Conductor, Ticket agent&lt;br&gt;Information gap activities&lt;br&gt;OPI&lt;br&gt;Surveys&lt;br&gt;Interactive games and activities&lt;br&gt;Interpretive activities&lt;br&gt;Reading comprehension&lt;br&gt;Listening comprehension&lt;br&gt;Picture recognition and identification of words&lt;br&gt;Presentational activities&lt;br&gt;Orally describe a picture&lt;br&gt;Skits/Videos: Buying a ticket, Train ride&lt;br&gt;Multimedia presentations&lt;br&gt;Sentence and paragraph writing: Use answers to a series of questions to write a paragraph&lt;br&gt;Write a story to describe a picture&lt;br&gt;Tell a story to describe a picture</td>
<td>Tests/ quizzes&lt;br&gt;OPI&lt;br&gt;Role plays&lt;br&gt;Skits&lt;br&gt;Aural/oral assessments&lt;br&gt;Reading comprehension&lt;br&gt;Speaking assessment</td>
</tr>
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</table>
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Differentiation**

Use of level 1 ancillary material to supplement instruction and facilitate language use. Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The individual learning experience can be supported through a wide variety of performance assessments.

Options given within the parameters of alternative and authentic assessments.

Provide idea maps and concept charts for vocabulary retention rather than traditional vocabulary lists.

Provide key vocabulary necessary for the comprehension of reading selections.

Provide extra practice with key vocabulary through teacher-created activities and exercises.

Allow students to practice the verb usage through a variety of written and oral/aural exercises.

Create guided conversations to allow students to work with key vocabulary and advanced grammar.

Teacher/students can utilize resources for vocabulary and derivative e.g. flash cards, online textbook based vocabulary activities, “Quia” (teacher created activities)

Teacher/students can utilize resources for grammar e.g. online textbook based grammar activities, “Quia” (teacher created activities)

Teacher/students can utilize resources for cultural assignments e.g. media center, educational excursions, online resources and activities.

Strategies for differentiation in this unit are as follows: adjusting the level of questions, tiering the level of assignments, accelerating or decelerating the pace of instructions, creating flexible grouping of students, peer teaching and editing etc.
**Technology**

Basic research on cultural differences related to the following:

School procedures - schedules, uniforms, etc.

Basic health care practices

Sports

Access and submit assignments electronically via websites and email

Create an audio/visual presentation incorporating vocabulary and real language usage

Studyspanish.com grammar activities to practice the preterit and present tense

Use of digital voice recorders to complete oral assessments

When applicable - utilization of additional technology tools provided by the school

**College and Workplace Readiness**

Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.

Increase time management by giving short and long term due dates for assignments.

Create performance-based assessments.

Increase accountability by requiring possession of materials for a given unit at all times.

Encourage independence by offering choice within the parameters of an assignment.

Require that students present their assignments and/or projects to the class in order to develop their presentation skills.

Develop teamwork by assigning group assessments.

Review note taking and organization skills by using graphic organizers.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
**Spanish II - Unit 01**

**Unit Plan**

**Enduring Understandings:**
Each language has its own unique meaning categories and certain components of one language do not necessarily exist in another.

There is a vast and varied world in which Spanish is spoken.

Spanish culture and language is embedded into U.S. society and will become more so in the future.

Language and culture are intertwined. Culture shapes language and language shapes culture.

**Essential Questions:**
What are some semantic categories that exist in Spanish language but not in English?

How is language a product of culture?

How are perspectives (attitudes, values and beliefs) reflected in the products and social practices of Spanish speaking culture?

How can examining similarities as well as differences reduce stereotypes?

What cultural products and practices from the Spanish speaking world exist in the United States?

What are some similarities and differences between the culture of the Spanish speaking world and the United States?

What are some similarities and differences between the cultures of different regions and countries in the Spanish speaking world?

**Unit Goals:**
Describe a restaurant.

Discuss regional cuisine in Spanish-speaking world.

Describe present and past events and activities.

**Recommended Duration:** 4 weeks
<table>
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<tr>
<th>Guiding/Topical Questions</th>
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</tr>
</thead>
</table>
| How does geography and history affect the availability and popularity of certain types of food and thus influence the cuisine of certain regions of the world and how does this variation compare to the cuisine of the U.S.? | Identify and describe:  
Table settings  
Payment methods  
Foods within categories  
Regional foods  
Make a dinner reservation  
Compare and contrast tipping etiquette  
Order food  
Make requests  
Pay the bill  
Describe what happened | Text chapter 2:  
*Buen Viaje II*  
Vocabulary  
Grammar:  
Present stem changing verbs  
Preterit stem changing verbs including "decir" from chapter 1  
Culture:  
Comida mexicana  
Comida española  
Comida del caribe  
Tactile  
Real food  
Table setting items  
Visuals  
Text ancillaries:  
Multimedia  
Audio activities  
Video activities  
Workbook  
Teacher created practice activities | Interpersonal activities  
Role plays:  
Waiter  
Customer  
Chef  
Information gap activities  
OPI  
Interpretive activities  
Culture readings:  
Comida mexicana  
Comida española  
Comida del caribe  
Reading comprehension  
Listening comprehension  
Presentational activities  
Skits/videos:  
Making a reservation  
Ordering food  
Multimedia presentations  
Writing and speaking  
Differentiated activities  
Fly swatter  
Pictionary | Tests/quizzes  
OPI  
Role plays  
Skits  
Aural/oral assessments  
Reading comprehension  
Create a skit that take place in a restaurant involving the customer, waiter, and chef  
Write a story about your worst or best restaurant experience  
Design a menu |
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Converse on a variety of familiar topics and/or topics studied in other content areas.

Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)

Interpersonal Mode

Request, suggest, and make arrangements.

Extend, accept, and decline an invitation.

Presentational Mode

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

Identify people, places, objects, and activities in daily life based on oral or written descriptions.

Assign an alternate assessment in which students design a menu

Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The individual learning experience can be supported through a wide variety of performance assessments.

Options given within the parameters of alternative and authentic assessments.

Provide idea maps and concept charts for vocabulary retention rather than traditional vocabulary lists.

Basic internet research on differences and similarities in the cuisines of the Spanish-speaking world.

Access and submit assignments electronically via websites and email.

Create an audio/visual presentation incorporating vocabulary and real language usage.

StudySpanish.com grammar activities to practice verb tenses.

Use of digital voice recorders to complete oral assessments.

When applicable - utilization of additional technology tools provided by the school.
Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.

Increase time management by giving short and long term due dates for assignments.

Create performance-based assessments.

Increase accountability by requiring possession of materials for a given unit at all times.

Encourage independence by offering choice within the parameters of an assignment.

Require that students present their assignments and/or projects to the class in order to develop their presentation skills.

Develop teamwork by assigning group assessments.

Review note taking and organization skills by using graphic organizers.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
Enduring Understandings:
Understanding and usage of a new language will help me better understand my own language.
Language is made up of various linguistic signs, all of which are linked to meaning. When these signs are put together a message is created.
Successful communication is to know how, when, and why to convey a message to different audiences.
Cultural perspectives are gained by both using the language and by experiencing the products and practices of its culture.
Heightened awareness of foreign cultures leads to the reduction of negative stereotypes.
There is a vast and varied world in which Spanish is spoken.
Language and culture are intertwined. Culture shapes language and language shapes culture.

Essential Questions:
Why is it important to know how to communicate in another language?
How is meaning derived not only from words themselves but also from variations in grammatical structure?
What are some semantic categories that exist in Spanish language but not in English?
How is language a product of culture?
How are perspectives (attitudes, values and beliefs) reflected in the products and social practices of Spanish speaking culture?
What cultural products and practices from the Spanish speaking world exist in the United States?
What are some similarities and differences between the culture of the Spanish speaking world and the United States?
What are some similarities and differences between the cultures of different regions and countries in the Spanish speaking world?

Unit Goals:
Describe kitchens and foods.
Describe actions involved in cooking.
Tell people what to do.
Read and write recipes.

Recommended Duration: 4 weeks
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<tr>
<td>How does diet, cooking methods, or typical recipes vary from one culture to another?</td>
<td>Identify and describe: Foods Kitchen equipment Read, understand and write a recipe Tell people what to do: familiarly - friends politely - adults/strangers groups</td>
<td>Text chapter 10, 11: <strong>Buen Viaje II</strong> Vocabulary - Chap 10 only Grammar Ch. 10-11: Ud. Commands Uds. commands Tú commands Negative tú commands Culture: La paella Conexiones - la nutrición Tactile Real food Visuals Text ancillaries: Multimedia Audio activities Video activities Workbook Teacher-created practice activities</td>
<td>Interpersonal activities Role plays: Family members cooking together Information gap activities OPI Work with a partner and act out commands as he/she tells you what to do Interpretive activities Culture readings: La paella Conexiones - la nutrición Reading comprehension Listening comprehension Visual-word recognition Presentational activities Skits/videos: Write a recipe and create a cooking demonstration Multimedia presentations Sentence writing Paragraph writing Tell a story to describe a picture Write a story to describe a picture Differentiated activities Fly swatter Pictionary</td>
<td>Tests/quizzes OPI Role plays Skits Aural/oral assessments Reading comprehension Performance assessment Speaking test</td>
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All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

FL.3-12.7.1.NH - 12.7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
FL.3-12.7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
FL.3-12.7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
FL.3-12.7.1.NH.A Interpretive Mode
FL.3-12.7.1.NH.B Interpersonal Mode
FL.3-12.7.1.NH.B.A.2.2 Ask for and give permission.
FL.3-12.7.1.NH.B.C Presentational Mode
FL.3-12.7.1.NH.C The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
FL.3-12.7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

**Differentiation**

An assessment of recipe writing and cooking demonstration can be modified to meet the individual needs of certain learners

Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The individual learning experience can be supported through a wide variety of performance assessments.

Options given within the parameters of alternative and authentic assessments.

Provide idea maps and concept charts for vocabulary retention rather than traditional vocabulary lists.

**Technology**

Authentic tasks including basic internet research to find recipes from Spanish speaking countries

Access and submit assignments electronically via websites and email

Create an audio/visual presentation incorporating vocabulary and real language usage

Studyspanish.com grammar activities to practice verb tenses

Use of digital voice recorders to complete oral assessments

When applicable - utilization of additional technology tools provided by the school
Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.

Increase time management by giving short and long term due dates for assignments.

Create performance-based assessments.

Increase accountability by requiring possession of materials for a given unit at all times.

Encourage independence by offering choice within the parameters of an assignment.

Require that students present their assignments and/or projects to the class in order to develop their presentation skills.

Develop teamwork by assigning group assessments.

Review note taking and organization skills by using graphic organizers.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
Spanish II - Unit 03

**Unit Plan**

**Enduring Understandings:**
Understanding and usage of a new language will help me better understand my own language.

The ability to understand language and culture will facilitate international relations.

**Essential Questions:**
Why is it important to know how to communicate in another language?

What are some similarities and differences between the culture of the Spanish speaking world and the United States?

**Unit Goals:**
Describe train travel.

Compare transportation choices.

Discuss past events and activities.

**Recommended Duration:** 3 weeks
<table>
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<tr>
<td>How does train travel get influenced by geography, economics, and social patterns in Spain?</td>
<td>Identify and describe what and who is found: In the train station On the train Make requests for train tickets Discuss a train ride including a meal and an overnight train Identify important geographical points in Spain as well as the train stations that serve them Compare and contrast modes of transportation in Spain and the United States Describe past events and activities</td>
<td><strong>Buen Viaje II</strong> Chapter I Vocabulary Grammar: Preterite of irregular verbs Culture: <em>El AVE</em> De Cuzco a Machu Picchu Tactile Visuals Text ancillaries: Multimedia Audio activities Video activities Workbook Teacher created practice activities Student produced basic research on trains in Spain</td>
<td>Interpersonal activities Role plays: Passenger Conductor Ticket agent Information gap activities OPI Surveys Interactive games and activities Interpretive activities Culture readings: <em>El AVE</em> De Cuzco a Machu Picchu Reading comprehension Listening comprehension Picture recognition and identification of words Presentational activities Orally describe a picture Skits/videos: Buying a ticket Train ride Multi media presentations Sentence and paragraph writing: Use answers to a series of questions to write a paragraph Write a story to describe a picture Tell a story to describe a picture</td>
<td>Tests/quizzes OPI Role plays Skits Aural/oral assessments Reading comprehension In groups - write and act out a scene that would take place in the train station or on the train</td>
</tr>
</tbody>
</table>
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

FL.3-12.7.1.NH.A tell and write about cultural products associated with the target culture(s), and simulate common cultural practices.

Infer the meaning of some unfamiliar words when used in familiar contexts.

The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes and travel.)

Interpersonal Mode

Ask and answer questions related to everyday life.

Initiate, maintain, and end a conversation.

Presentational Mode

Recognize some common gestures and cultural practices associated with target culture(s).

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

Differentiation

Instead of acting out a skit students can create a comic strip or storyboard of various scenes taking place on the train.

Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The individual learning experience can be supported through a wide variety of performance assessments.

Options given within the parameters of alternative and authentic assessments.

Provide idea maps and concept charts for vocabulary retention rather than traditional vocabulary lists.

Provide key vocabulary necessary for the comprehension of reading selections.

Technology

Authentic tasks including basic internet research on el AVE: Find videos, ticket prices and routes, compare AVE to regular train.

Access and submit assignments electronically via websites and email.

Create an audio/visual presentation incorporating vocabulary and real language usage.

Studyspanish.com grammar activities to practice the preterite tense.

Use of digital voice recorders to complete oral assessments.

When applicable - utilization of additional technology tools provided by the school.
Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.

Increase time management by giving short and long term due dates for assignments.

Create performance-based assessments.

Increase accountability by requiring possession of materials for a given unit at all times.

Encourage independence by offering choice within the parameters of an assignment.

Require that students present their assignments and/or projects to the class in order to develop their presentation skills.

Develop teamwork by assigning group assessments.

Review note taking and organization skills by using graphic organizers.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
**Spanish II - Unit 04**

**Enduring Understandings:**
The ability to understand language and culture will facilitate international relations.

Language learning involves acquiring strategies to fill communication gaps.

**Essential Questions:**
How is meaning derived not only from words themselves but also from variations in grammatical structure?

What are the grammatical differences and similarities between English and Spanish?

How is language a product of culture?

**Unit Goals:**
Describe technology - computer, phone, cell phone.

Describe ongoing past events and activities.

**Recommended Duration:** 3 weeks
<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
<th>Content/Themes/Skills</th>
<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing present day technology to that of 5, 10, 20, 50 etc. years ago, how does technological advancement compare from one country to another?</td>
<td>Identify and describe: Computers Phones/cell phones/PDAs Technology words including but not limited to: text message, touch screen, USB port/drive Describe past events in a descriptive manner Describe habitual or ongoing past actions Compare modern computers to how they used to be</td>
<td><strong>Buen Viaje II</strong> Text chapter 3: Vocabulary (updated to include current technology terms) Grammar - Imperfect tense Culture: Conexiones - Computadora Teacher provided readings Tactile Visuals Additional vocabulary for current/modern technology: laptop touch screen USB/flash drive text message etc. Text ancillaries: Multimedia Audio activities Video activities Workbook Teacher created practice activities</td>
<td>Interpersonal activities Role plays Customer/clerk buying a new cell phone or laptop Information gap activities OPI Intrapersonal activities Culture readings: Conexiones – Computadora Teacher provided readings Reading comprehension Listening comprehension Presentational activities Sentence writing Paragraph writing Skits/videos: TV or radio commercial advertising merchandise at a computer or cell phone store</td>
<td>Tests/quizzes OPI Role plays Skits Aural/oral assessments Reading comprehension Skits/videos: TV or radio commercial advertising merchandise at a computer or cell phone store Multimedia presentations</td>
</tr>
</tbody>
</table>
Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Converse on a variety of familiar topics and/or topics studied in other content areas.

Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Interpretive Mode

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Interpersonal Mode

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

Presentational Mode

Identify people, places, objects, and activities in daily life based on oral or written descriptions.

### Differentiation

Students with individual needs may be offered alternate options to the advertisement assignment. Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. The individual learning experience can be supported through a wide variety of performance assessments. Options given within the parameters of alternative and authentic assessments. Provide idea maps and concept charts for vocabulary retention rather than traditional vocabulary lists.

### Technology

Basic internet research on the history of technological advancement

Access and submit assignments electronically via websites and email

Create an audio/visual presentation incorporating vocabulary and real language usage

Studyspanish.com grammar activities to practice verb tenses

Use of digital voice recorders to complete oral assessments

When applicable - utilization of additional technology tools provided by the school
Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.

Increase time management by giving short and long term due dates for assignments.

Develop teamwork by assigning group assessments.

Review note taking and organization skills by using graphic organizers.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
Spanish II - Unit 05

<table>
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<tr>
<th>Unit Plan</th>
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</table>

**Enduring Understandings:**
Understanding and usage of a new language will help me better understand my own language.

Successful communication is to know how, when, and why to convey a message to different audiences.

Language learning involves acquiring strategies to fill communication gaps.

Language and culture are intertwined. Culture shapes language and language shapes culture.

**Essential Questions:**
How is meaning derived not only from words themselves but also from variations in grammatical structure?

How can my ability to utilize interpersonal, intrapersonal, and presentational communication in Spanish increase my ability to do the same in English?

What are the grammatical differences and similarities between English and Spanish?

How is language a product of culture?

**Unit Goals:**
Describe food and clothing stores.

Compare and contrast shopping choices.

Describe past events and activities.

**Recommended Duration:** 4 weeks
<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
<th>Content/Themes/Skills</th>
<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
</tr>
</thead>
</table>
|                          | Why is there an inverse proportion between quality and convenience when purchasing products and how do socioeconomic and geographical factors play a role in shopping choices because of this? | **Buen Viaje II**  
Text chapter 4:  
Vocabulary  
Grammar: Preterite vs. imperfect  
Passive "se"  
Culture: De compras  
Conexiones - marketing  
Tactile  
Real clothing  
Real jewelry  
Visuals  
Text ancillaries: Multimedia  
Audio activities  
Video activities  
Workbook  
Teacher created practice activities | Interpersonal activities  
Role plays: Store clerk/customer  
Information gap activities  
OPI  
Interpretive activities  
Culture: De compras  
Conexiones - marketing  
Listening comprehension  
Visual-word recognition  
Presentational activities  
Aural/oral assessments  
Reading comprehension  
Performance assessment | Tests/quizzes  
OPI  
Role plays  
Skit  
Aural/oral assessments  
Reading comprehension  
Performance assessment |
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Differentiation**

Due to the high volume of vocabulary in this unit the vocabulary lessons and practice can be split based on topics - food shopping, body parts, clothing shopping, shoe shopping, jewelry shopping. Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. The individual learning experience can be supported through a wide variety of performance assessments. Options given within the parameters of alternative and authentic assessments.

**Technology**

Virtual shopping spree in stores in Spanish speaking countries that have websites that incorporate newly acquired vocabulary terms and expressions.
Access and submit assignments electronically via websites and email.
Create an audio/visual presentation incorporating vocabulary and real language usage.
Studyspanish.com grammar activities to practice verb tenses.
Use of digital voice recorders to complete oral assessments.
When applicable - utilization of additional technology tools provided by the school.
Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.

Increase time management by giving short and long term due dates for assignments.

Create performance-based assessments.

Increase accountability by requiring possession of materials for a given unit at all times.

Encourage independence by offering choice within the parameters of an assignment.

Require that students present their assignments and/or projects to the class in order to develop their presentation skills.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
Enduring Understandings:
Language is made up of various linguistic signs, all of which are linked to meaning. When these signs are put together a message is created.

Successful communication is to know how, when, and why to convey a message to different audiences.

Cultural perspectives are gained by both using the language and by experiencing the products and practices of its culture.

Heightened awareness of foreign cultures leads to the reduction of negative stereotypes.

Essential Questions:
How can my communication with a foreign speaker be more meaningful if I speak his or her language?
How can my ability to utilize interpersonal, intrapersonal, and presentational communication in Spanish increase my ability to do the same in English?
What are the grammatical differences and similarities between English and Spanish?
How are perspectives (attitudes, values and beliefs) reflected in the products and social practices of Spanish speaking culture?
What are some similarities and differences between the culture of the Spanish speaking world and the United States?
What are some similarities and differences between the cultures of different regions and countries in the Spanish speaking world?

Unit Goals:
Discuss leisure activities and games.
Describe future events and actions.
Make comparisons of quality.

Recommended Duration: 3 weeks
<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
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<tr>
<td><strong>What similarities and/or differences exist among different age groups (children, teenagers, adults) with regard to leisure activities in the United States and the Spanish speaking world and how do work and school schedules further limit or increase leisure time activities?</strong></td>
<td>Identify and describe: Parks Amusement parks Games Hobbies Distinguish leisure activities among: Age groups Regions of the Spanish speaking world Understand the significance of &quot;Domino&quot; as an embedded part of Caribbean culture Tell about actions that will take place in the future Compare people, places, and things to each other and make superlative statements</td>
<td><strong>Buen Viaje II</strong> Text chapter 5: Vocabulary Grammar: Future tense Comparative and superlative Culture: Domingo...parque El domino Tactile Visuals Text ancillaries: Multimedia Audio activities Video activities Workbook Teacher created practice activities</td>
<td>Interpersonal activities Role plays Information gap activities OPI Play domino Interpretive activities Culture readings: Domingo...parque El domino Reading comprehension Listening comprehension Visual-word recognition Presentational activities Skits/videos: Chess/domino game A day in the park Audio or visual advertisement for a park or amusement park Multimedia presentations Sentence writing Paragraph writing Tell a story to describe a picture Write a story to describe a picture</td>
<td>Tests/quizzes OPI Role plays Skits - students will engage in a paired activity and create a skit about their future plans Aural/oral assessments Teacher will dress in appropriate clothing and predict students' futures for additional motivation Reading comprehension Performance assessment Picture prompts</td>
</tr>
</tbody>
</table>
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

Interpretive Mode

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)

Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

Interpersonal Mode

Ask and answer questions related to everyday life.

Presentational Mode

Recognize some common gestures and cultural practices associated with target culture(s).

Differentiation

Students will select an activity and/or diversion of their choice and discuss with a partner in the form of an oral skit.

They will also discuss what they will do on the weekend for a future time element.

They will compare and contrast games played in the United States to those played in the Spanish-speaking world.

Technology

Find websites of parks and amusement parks in Spanish speaking countries and compare hours of operation, prices, attractions, etc.

Access and submit assignments electronically via websites and email.

Create an audio/visual presentation incorporating vocabulary and real language usage.

Studyspanish.com grammar activities to practice verb tenses.

Use of digital voice recorders to complete oral assessments.

When applicable - utilization of additional technology tools provided by the school.
Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.

Increase time management by giving short and long term due dates for assignments.

Create performance-based assessments.

Increase accountability by requiring possession of materials for a given unit at all times.

Encourage independence by offering choice within the parameters of an assignment.

Require that students present their assignments and/or projects to the class in order to develop their presentation skills.

Develop teamwork by assigning group assessments.

Review note taking and organization skills by using graphic organizers.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
**Enduring Understandings:**
Successful communication is to know how, when, and why to convey a message to different audiences. Language learning involves acquiring strategies to fill communication gaps. There is a vast and varied world in which Spanish is spoken. Language and culture are intertwined. Culture shapes language and language shapes culture.

**Essential Questions:**

Why is it important to know how to communicate in another language?

How can my communication with a foreign speaker be more meaningful if I speak his or her language?

What role does stereotyping play in forming and sustaining prejudices about other cultures?

How can examining similarities as well as differences reduce stereotypes?

What cultural products and practices from the Spanish speaking world exist in the United States?

**Unit Goals:**
Describe hotels.
Discuss events taking place in the future.

**Recommended Duration:** 3 weeks
<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
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<th>Suggested Strategies</th>
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</tr>
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<tbody>
<tr>
<td>How do factors including age group, type of trip, and economics influence hospitality choices and how do these factors differ between the United States and the Spanish speaking world thus further influencing hospitality as an industry?</td>
<td>Identify and describe: Hotel Lobby Rooms People that work in hotel Guests Check in and out of a hotel Make a hotel reservation Ask for a certain type of room Identify significance of &quot;Paradores&quot; in Spain Compare and contrast lodging types: Luxury Comfort Economical (hostels) Describe actions that take place in the future</td>
<td><strong>Buen Viaje II</strong> Text chapter 6: Vocabulary Grammar - Future of irregular verbs Culture: Paradores Albergues Tactile Visuals Text ancillaries: Multimedia Audio activities Video activities Workbook Teacher-created practice activities</td>
<td>Interpersonal activities Role plays Information gap activities OPI Interpretive activities Culture readings: Paradores Albergues Reading comprehension Listening comprehension Visual-word recognition Presentational activities Skits/videos: Act out a series of scenes in a hotel stay Audio/video commercial Multimedia presentations Sentence writing Paragraph writing Tell a story to describe a picture Write a story to describe a picture</td>
<td>Tests/quizzes OPI Role plays Skits Aural/oral assessments Reading comprehension Performance assessment Picture prompts Oral Written</td>
</tr>
</tbody>
</table>
**Differentiation**

Household terminology related to the bathroom and/or bedroom will be recycled in this unit - individuals may require additional reinforcement of these terms acquired in previous years.

Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The individual learning experience can be supported through a wide variety of performance assessments.

Allow students to practice the verb usage through a variety of written and oral/aural exercises.

**Technology**

Use the internet to check prices, availability, and details surrounding the "paradores" in Spain as well as some youth hostels that are available throughout the Spanish speaking world.

Access and submit assignments electronically via websites and email.

Create an audio/visual presentation incorporating vocabulary and real language usage.

Studyspanish.com grammar activities to practice verb tenses.

Use of digital voice recorders (DVRs) to complete oral assessments.

**College and Workplace Readiness**

Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.

Increase time management by giving short and long term due dates for assignments.

Create performance-based assessments.

Increase accountability by requiring possession of materials for a given unit at all times.
**Spanish II - Unit 08**

**Unit Plan**

**Enduring Understandings:**
Understanding and usage of a new language will help me better understand my own language.
Heightened awareness of foreign cultures leads to the reduction of negative stereotypes.
There is a vast and varied world in which Spanish is spoken.

**Essential Questions:**
Why is it important to know how to communicate in another language?
How can my communication with a foreign speaker be more meaningful if I speak his or her language?
What are some similarities and differences between the cultures of different regions and countries in the Spanish speaking world?

**Unit Goals:**
Describe airlines, airports.
Describe geographical structures.
Identify significant airports in the Spanish-speaking world.

**Recommended Duration:** 3 weeks
<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
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<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
</tr>
</thead>
</table>
| How is modern and possibly future transportation affected by weather, geography, economics, culture, access, etc. and how do these factors vary within the Spanish speaking world and the United States? | Identify and describe: Airport On the airplane Workers and their roles Geography terms Check in and board Land and disembark Describe what "would" take place under certain circumstances Identify "El alto" and its significance | **Buen Viaje II**  
Text chapter 7:  
Vocabulary  
Grammar - the conditional tense  
Culture:  
El alto en Bolivia  
Alrededores...La Paz  
Conexiones - la geografía  
Tactile  
Visuals  
Text ancillaries:  
Multimedia  
Audio activities  
Video activities  
Workbook  
Teacher created practice activities | Interpersonal activities  
Role plays  
Pilot/copilot  
Passengers  
Agent  
Flight attendant  
Information gap activities  
OPI  
Interpretive activities  
Culture readings:  
El alto en Bolivia  
Alrededores...La Paz  
Conexiones - la geografía  
Reading comprehension  
Listening comprehension  
Visual-word recognition  
Flight simulator videos  
Presentational activities  
Skits/videos: A few scenes of someone arriving to or taking off from "el alto" airport in Bolivia  
Multimedia presentations  
Advertisements  
Sentence writing  
Paragraph writing  
Tell a story to describe a picture  
Write a story to describe a picture | Tests/quizzes  
OPI  
Role plays  
Skits  
Aural/oral assessments  
Reading comprehension  
Performance assessment  
Picture prompts for oral or written assessment |
Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Human and animal migration is often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

Interpersonal Mode

Interpersonal Mode

Interpersonal Mode

Interpersonal Mode

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

Differentiation

Additional reinforcement of previously acquired vocabulary related to the airport and air travel.

Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The individual learning experience can be supported through a wide variety of performance assessments.

Options given within the parameters of alternative and authentic assessments.

Provide idea maps and concept charts for vocabulary retention rather than traditional vocabulary lists.

Provide key vocabulary necessary for the comprehension of reading selections.

Technology

Use the internet to check prices, availability, and details surrounding airports in Bolivia or others that are of particular interest.

Use flight simulator computer programs to reinforce language usage in the context of the airplane.

Access and submit assignments electronically via websites and email.

Create an audio/visual presentation incorporating vocabulary and real language usage.

Studyspanish.com grammar activities to practice verb tenses.

Use of digital voice recorders to complete oral assessments.

When applicable - utilization of additional technology tools provided by the school.
Encourage independence by offering choice within the parameters of an assignment.

Require that students present their assignments and/or projects to the class in order to develop their presentation skills.

Develop teamwork by assigning group assessments.

Review note taking and organization skills by using graphic organizers.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
Enduring Understandings:
The ability to communicate is an essential component of the human experience. Language is made up of various linguistic signs, all of which are linked to meaning. When these signs are put together a message is created. Language learning involves acquiring strategies to fill communication gaps. There is a vast and varied world in which Spanish is spoken.

Essential Questions:
Why is it important to know how to communicate in another language?
How can my communication with a foreign speaker be more meaningful if I speak his or her language?
What role does stereotyping play in forming and sustaining prejudices about other cultures?
How can examining similarities as well as differences reduce stereotypes?

Unit Goals:
Describe emergencies

Describe hospitals

Discuss the roles of medical professionals

Recommended Duration: 3 weeks
<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
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</tr>
</thead>
</table>
| How do the roles of medical professionals vary based on socioeconomic, geographical and cultural factors? | Identify and describe: Hospitals Medical professionals Emergencies/Accidents Body parts Compare Spanish speaking countries to the United States and Spanish speaking countries to each other regarding: roles of medical professionals nurse practitioners health care profession as a whole | **Buen Viaje II**  
Text chapter 8:  
Vocabulary  
Grammar - comparison of equality  
Culture: Practicantes Problemas médicos  
Tactile  
Visuals  
Text ancillaries:  
Multimedia  
Audio activities  
Video activities  
Workbook  
Teacher created practice activities | Interpersonal activities  
Role plays: Patient  
Doctor  
Nurse  
Paramedic  
Technician  
Information gap activities  
OPI  
Interpretive activities  
Cultural readings: Practicantes Problemas medicos  
Reading comprehension  
Listening comprehension  
Visual-word recognition  
Presentational activities  
Skits/videos  
Multimedia presentations  
Sentence writing  
Paragraph writing  
Tell a story to describe a picture  
Write a story to describe a picture  
Differentiated activities  
Fly swatter/smack that  
Pictionary  
Charades | Tests/quizzes  
OPI  
Role plays  
Skits  
Aural/oral assessments  
Reading comprehension  
Performance assessment  
Speaking test  
Act out and present a skit taking place in a medical scenario- rubric to be created |
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- Identify Interpersonal Presentational Tell Identify Interpretive Recombine Give Identify Imitate Wellness
FL.3-12.7.1.NH
FL.3-12.7.1.NH.B.2
FL.3-12.7.1.NH.B.3
FL.3-12.7.1.NH.C.1
FL.3-12.7.1.NH.C.5
FL.3-12.7.1.NH.A
FL.3-12.7.1.NH.A.H
FL.3-12.7.1.NH.B
FL.3-12.7.1.NH.C
FL.3-12.7.1.NH.A.4
FL.3-12.7.1.NH.A.6

**Differentiation**

Use of Total Physical Response (TPR) activities such as "Simon says" or pantomime activities to reinforce body parts and injuries. Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

Teacher/Students can utilize resources for grammar e.g. online textbook based grammar activities, “Quia” (teacher created activities)

Teacher / Students can utilize resources for cultural assignments e.g. media center, educational excursions, online resources and activities.

**Technology**

- Authentic tasks including basic internet research on health care throughout the Spanish speaking world

- Access and submit assignments electronically via websites and email

- Create an audio/visual presentation incorporating vocabulary and real language usage

- Studyspanish.com grammar activities to practice verb tenses

- Use of digital voice recorders (DVRs) to complete oral assessments

- When applicable - utilization of additional technology tools provided by the school
College and Workplace Readiness

Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.
Increase time management by giving short and long term due dates for assignments.

Create authentic assessments to engender more student accountability.

Encourage independence by offering choice within the parameters of an assignment.

Require that students present their assignments and/or projects to the class in order to develop their presentation skills.

Develop teamwork by assigning group assessments.

Review note taking and organization skills by using graphic organizers.

Encourage use of online tools and electronic access and submission of assignments to encourage technological literacy.
Spanish II - Unit 10

Unit Plan

Enduring Understandings:
Understanding and usage of a new language will help me better understand my own language. Each language has its own unique meaning categories and certain components of one language do not necessarily exist in another. Cultural perspectives are gained by both using the language and by experiencing the products and practices of its culture. Heightened awareness of foreign cultures leads to the reduction of negative stereotypes. There is a vast and varied world in which Spanish is spoken.

Essential Questions:
Why is it important to know how to communicate in another language?

How is meaning derived not only from words themselves but also from variations in grammatical structure?

What are some semantic categories that exist in Spanish language but not in English?

What role does stereotyping play in forming and sustaining prejudices about other cultures?

How can examining similarities as well as differences reduce stereotypes?

What are some similarities and differences between the cultures of different regions and countries in the Spanish speaking world?

Unit Goals:
Describe city life

Describe country/rural life.

Recognize significance of Buenos Aires, Argentina.

Describe events that are in progress or were in progress.

Recommended Duration: 3 weeks
<table>
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<tr>
<th>Guiding/Topical Questions</th>
<th>Content/Themes/Skills</th>
<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
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<tr>
<td>How are social, economic, and geographical differences indicative to the style of living within a culture and how do those differences vary from one Spanish speaking country to another as well as to the United States?</td>
<td>Identify and describe: Different zones of cities Residential Industrial Commercial Transportation Country/rural life Farming terms Recognize harvest season vs. planting season Describe events that were in progress Describe events that are in progress Identify things based on proximity Identify Buenos Aires and recognize its importance</td>
<td>Text chapter 9: Vocabulary Grammar: Progressive tenses Demonstrative adjectives Culture: Buenos Aires Una ciudad norteamericana... Conexiones - ciencias sociales Tactile Visuals Text ancillaries: Multimedia Audio activities Video activities Workbook Teacher created practice activities</td>
<td>Interpersonal activities Role plays: Farmer/consumer Office worker Information gap activities OPI Interpretive activities Cultural readings: Buenos Aires, Argentina Conexiones - ciencias sociales Reading comprehension Listening comprehension Visual-word recognition Presentational activities Skits/videos: A scene that takes place in a city or a farm The day in the life of... Newspaper article featuring a travel section on a city in a Spanish speaking country Multimedia presentations Sentence writing Paragraph writing Tell a story to describe a picture Write a story to describe a picture Differentiated activities Fly swatter/smack that Pictionary Charades</td>
<td>Tests/quizzes OPI Role plays Skits Aural/oral assessments Reading comprehension Performance assessment Speaking assessment using picture prompts or oral questioning Skits/videos: A scene that takes place in a city or a farm Newspaper article featuring a travel section on a city in a Spanish speaking country</td>
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</table>
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Ask and respond to questions, make requests, and express preferences in various social situations.

Converse on a variety of familiar topics and/or topics studied in other content areas.

Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)

Human and animal migration is often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

Interpersonal Mode

Interpreive Mode

Presentational Mode

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

**Differentiation**

Students will receive additional reinforcement of previously acquired forms of the verb **estar**, the present participle, and formation of the imperfect tense before understanding the recombinat of the those concepts.

Students can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.

The individual learning experience can be supported through a wide variety of performance assessments.

Options given within the parameters of alternative and authentic assessments.

**Technology**

Authentic tasks including basic internet research on cities/rural areas of interest.

Access and submit assignments electronically via websites and email.

Create an audio/visual presentation incorporating vocabulary and real language usage.

Studyspanish.com grammar activities to practice verb tenses.

Use of digital voice recorders to complete oral assessments.

When applicable - utilization of additional technology tools provided by the school.
Basic research should integrate and evaluate sources of information that are delivered through different formats, such as reading materials, audio passages, visual media.
Increase time management by giving short and long term due dates for assignments.

Create performance-based assessments.

Increase accountability by requiring possession of materials for a given unit at all times.

Encourage independence by offering choice within the parameters of an assignment.

Complete a survey about careers using an educational wiki.

Complete a target language personality survey.