



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
**CURRICULUM**

# Spanish II

**Prepared by:**  
**Susana Caldelas**

*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

*Director of Curriculum, Instruction, & Assessment:*

June Chang

*Approved by the Midland Park Board of Education on  
October 7, 2014*

## Spanish II

### Course Description:

Spanish II is a high school level course and a continuation of beginning Spanish level 1. In this course, a variety of techniques are used to address different learning styles and multiple intelligences. The four modalities of listening, speaking, reading, and writing will be practiced to acquire vocabulary, develop communication skills, and enhance language learning strategies in the context of Spanish-speaking cultural situations. This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication on the novice-high level according to ACTFL standards. Culture is integrated from the basic intro to vocabulary, to the different themes that are discussed in readings, video clips, and other cultural activities. Connections to other disciplines are addressed through theme pages, readings and project assignments. The students will not only gain specific knowledge and skills in order to communicate in real life situations, but will develop cultural and esthetic appreciation of the Spanish-speaking world.

### Suggested Course Sequence:

- Unit 1: Repaso (A-F) Level I: 6 weeks
- Unit 2: Chapter 1 En avión: 6 weeks
- Unit 3: Chapter 2 ¡Una rutina diferente!: 6 weeks
- Unit 4: Chapter 3 En tren: 6 weeks
- Unit 5: Chapter 4 En el restaurante: 6 weeks
- Unit 6: Chapter 5 ¿Qué se celebra?: 6 weeks

**Pre-requisite:** Spanish level I

**Unit Overview**

<b>Content Area:</b>	Spanish
<b>Unit Title:</b>	Unit I: Repaso A-F of Level I
<b>Target Course/Grade Level:</b>	Spanish II
<b>Unit Summary:</b> In the Repaso Unit, students will review the vocabulary they learned in Level 1 associated with friends, family, home, school activities, personality, health, sports, shopping and summer/winter activities. They will also review grammar topics such as the verbs ser and tener, nouns, articles, adjectives, possessive adjectives, present tense of regular and irregular verbs, indirect and direct object pronouns, and the preterite of regular and irregular verbs.	
<b>21<sup>st</sup> century themes:</b> Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.	

**Learning Targets**

<b>Standards</b>	
7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.	
7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>7.1.NH.A.4</b>	Comprehend conversations and written information on a variety of topics.
<b>7.1.NH.A.7</b>	Compare and contrast unique linguistic elements in English and the target language.
<b>7.1.NH.B.2</b>	Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
<b>7.2.NH.B.4</b>	Discuss the characteristics of the school community in the target culture and compare with those in the U.S.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do students introduce themselves?</li> <li>• How do people from other cultures introduce themselves?</li> <li>• How do healthy eating customs differ from culture to culture?</li> <li>• How do leisure activities play a role in the lives of students in Spanish-speaking countries?</li> <li>• How does one describe healthy eating habits?</li> <li>• How do you talk about sports?</li> <li>• How do we compare sports in the U.S. and Spanish-speaking countries?</li> <li>• How does one describe a person’s personality, conditions, or emotions?</li> <li>• How does one buy clothes in a market place?</li> <li>• How does one talk about buying foods?</li> <li>• How does one discuss resorts in Spanish-speaking countries?</li> </ul>
---

<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Across the globe, people have different concepts of greetings and salutations.</li> <li>• Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</li> <li>• Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.</li> <li>• What comprises the great variety of interesting and delicious foods throughout the Spanish-speaking world.</li> <li>• Focusing on a universal theme such as sports allows students to relate personally to the material and encourages them to perceive their own experience from a global perspective.</li> <li>• By focusing on the universal themes of health and human emotions, this unit invites students to compare important aspects of their everyday lives with those of Spanish speakers.</li> <li>• The concept of travel connotes different meaning to people according to their needs, likes, resources, and experiences.</li> </ul>
--

**Unit Learning Targets**

Students will...

- Discuss and talk about vocabulary topics from Level I (*Amigos, alumnos y parientes, En casa y en la escuela, Personalidad y Salud, Los deportes, De compras, y De vacaciones*).
- Review grammar topics such as ser and estar, nouns, articles, adjectives, verb tener, possessive adjectives, present tense of regular and irregular verbs, contractions, indirect and direct object pronouns, verbs saber and conocer, comparatives and superlatives, and the preterite of regular and irregular verbs.

**Evidence of Learning**
**Summative Assessment ( 10 days)**

Listening activities	Oral presentation: A typical school day
Authentic reading assignments	Group skit: In a café
Vocabulary quizzes	Individual project: Deportes en el mundo hispano
Chapter test	Writing assignment: House description
Mini-skits: ¿De dónde son?	Speaking activity: Vacaciones

**Equipment Needed:** Cd player/language lab, Interwrite board, Elmo, computers

**Teacher Resources:** Textbook: ¡Así se dice 2! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, and online websites).

**Formative Assessments**

- |   |   |
|---|---|
| • Brainstorming activity: Vocabulary game | • Thumbs up/down activities                       |
| • Observation of oral discourse           | • Whiteboard activities                           |
| • Discussions                             | • Communicative activities                        |
| • Questioning                             | • Dice Game                                       |
| • Do now/exit slips                       | • Comic strip: En una tienda de ropa              |
| • Sentence strips                         | • Category book foldable: Interactive Study guide |
| • Conjugation puzzles                     | • Ball toss                                       |

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Vocabulary Level I	On-going throughout the unit
2	Ser & Estar, The verb tener	4 class days
3	Nouns, articles, adjectives & possessive adjectives	4 class days
4	Present tense of regular & irregular verbs	6 class days
5	Indirect object pronouns	3 class days
6	Saber & Conocer	2 class days
7	Comparatives & Superlatives	2 class days
8	Preterite of regular & irregular verbs	4 class days
9	Direct object pronouns	3 class days

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

Quia Interactive Online Student Edition found at [quia.com](http://quia.com)

QuickPass [glencoe.com](http://glencoe.com)

Así se dice StudentWorks Plus

Así se dice PowerTeach

[conjuguemos.com](http://conjuguemos.com)

[studyspanish.com](http://studyspanish.com)

[bbcenespañol.com](http://bbcenespañol.com)

[puzzlemaker.com](http://puzzlemaker.com)

Unit Overview	
<b>Content Area:</b>	Spanish
<b>Unit Title:</b>	Unit 2: Chapter 1 En avión
<b>Target Course/Grade Level:</b>	Spanish II
<p><b>Unit Summary:</b> In this chapter, students will be able to talk about preparing for a trip and traveling by air. Students will also discuss air travel in South America. In doing this, students will use the present progressive tense and verbs that have g in the yo form of the present tense.</p>	
<p><b>21<sup>st</sup> century themes:</b> Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.</p>	
Learning Targets	
<p><b>Standards</b></p> <p>7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.</p> <p>7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</p>	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>7.1.NH.A.2</b>	Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures.
<b>7.1.NH.B.3</b>	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
<b>7.1.NH.B.4</b>	Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
<b>7.1.NH.C.1</b>	Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
<b>7.1.NH.C.2</b>	Use language creatively in writing to respond to a variety of oral or visual prompts.
<b>7.2.NH.A.3</b>	Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s) country(ies).
<b>7.2.NH.B.1</b>	Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does transportation found in own community compare to what is common in parts of the Spanish-speaking world?</li> <li>• How do you talk about packing for a trip and getting to the airport?</li> <li>• How do you tell what you do at the airport?</li> <li>• How do you talk about being on an airplane?</li> <li>• How do you discuss air travel in South America?</li> <li>• How do you use verbs that have g in the yo form of the present tense?</li> <li>• How do you form the present progressive tense?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The concept of travel connotes different meaning to people according to their needs, resources, and experiences.</li> <li>• The use of foreign language for personal enjoyment, travel, work and enrichment encourages life-long language learning.</li> <li>• Travel provides opportunities to gain new insight about self and the world.</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Talk about packing for a trip and getting to the airport</li> <li>• Tell what you do at the airport</li> <li>• Talk about being on an airplane</li> <li>• Discuss air travel in South America</li> <li>• Use verbs that have g in the yo form of the present tense</li> </ul>	

- Use the present progressive tense

**Evidence of Learning**

**Summative Assessment (10 days)**

Listening activities	Oral Presentations: Preparing for a trip
Speaking activities	Partner Skit between flight attendant and passenger
Authentic reading assignments	Group Project: Traveling Brochure Powerpoint
Vocabulary quizzes	Individual Project: Create boarding pass
Chapter tests	Writing assignment: Letter to service organization
Reading assignment: Article about air travel	Explanation of photographs from chapter

**Equipment Needed:** Cd player/language lab, Interwrite board, Elmo, computers

**Teacher Resources:** Textbook: ¡Así se dice 2! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, and online websites).

**Formative Assessments**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Observation of oral discourse</li> <li>• Discussions</li> <li>• Questioning</li> <li>• Do now/exit slips</li> <li>• Foldables: Study organizer</li> <li>• Charades</li> </ul> | <ul style="list-style-type: none"> <li>• Thumbs up/down activities</li> <li>• Whiteboard activities</li> <li>• Communicative activities</li> <li>• Dice Game</li> <li>• Soccer ball toss</li> <li>• Vocabulary snatch game</li> <li>• Large physical maps of Spanish-speaking countries in Latin America</li> </ul> |
|--|---|

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Talk about packing for a trip and getting to the airport	On-going throughout the chapter
2	Tell what you do at the airport	4 class days
3	Talk about being on an airplane	4 class days
4	Discuss air travel in South America	2 class days
5	Verbs that have g in the yo form of Present Tense	4 class days
6	Present Progressive Tense	5 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	3 days
9	Chapter 1 Tests Reading and Writing Test Speaking Test	3 days
10	Cumulative Review	2 days

**Teacher Notes:**

**Curriculum Development Resources**

Quia Interactive Online Student Edition found at [quia.com](http://quia.com)

QuickPass [glencoe.com](http://glencoe.com)

Así se dice StudentWorks Plus

Así se dice PowerTeach

[conjuguemos.com](http://conjuguemos.com)

[studyspanish.com](http://studyspanish.com)

[bbcenespañol.com](http://bbcenespañol.com)

[googlemaps.com](http://googlemaps.com)

[puzzlemaker.com](http://puzzlemaker.com)



Unit Overview			
<b>Content Area:</b>	Spanish		
<b>Unit Title:</b>	Unit 3: Chapter 2 ¡Una rutina diferente!		
<b>Target Course/Grade Level:</b>	Spanish II		
<p><b>Unit Summary:</b> In this chapter, students will build upon their language skills by learning additional parts of the body as they talk about their daily routine. To put daily chores in a more interesting context, students will also talk about backpacking and camping. To accomplish these goals, students will learn reflexive verbs and the commands with the expression <i>favor de</i>.</p> <p><b>21<sup>st</sup> century themes:</b> Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.</p>			
Learning Targets			
<p><b>Standards</b></p> <p>7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.</p> <p>7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</p>			
<b>CPI#</b>	Cumulative Progress Indicator (CPI)		
<b>7.1.NH.A.3</b>	Discuss people, places, objects, and daily activities based on oral or written descriptions.		
<b>7.1.NH.A.4</b>	Comprehend conversations and written information on a variety of topics.		
<b>7.1.NH.A.6</b>	Identify the main idea and theme, and describe that main characters and setting in readings from age appropriate, culturally authentic selections.		
<b>7.1.NH.C.2</b>	Use language creatively in writing to respond to a variety of oral or visual prompts.		
<b>7.2.NH.A.3</b>	Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s) country(ies).		
<b>7.2.NH.B.2</b>	Discuss various elements of age appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you identify more parts of the body?</li> <li>• How do you talk about your daily routine in the morning and at night?</li> <li>• How do you describe a backpacking/camping trip?</li> <li>• How do you use reflexive verbs when describing your daily routine?</li> <li>• How do you use commands politely using the expression <i>favor de</i>?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The daily routine of young people in the USA is different from young people in Spanish-speaking cultures.</li> <li>• Backpackers in Spanish speaking countries are similar to and different from those in the USA.</li> <li>• There are many famous campsites and tourist attractions throughout the Spanish-speaking world.</li> </ul> </td> </tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you identify more parts of the body?</li> <li>• How do you talk about your daily routine in the morning and at night?</li> <li>• How do you describe a backpacking/camping trip?</li> <li>• How do you use reflexive verbs when describing your daily routine?</li> <li>• How do you use commands politely using the expression <i>favor de</i>?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The daily routine of young people in the USA is different from young people in Spanish-speaking cultures.</li> <li>• Backpackers in Spanish speaking countries are similar to and different from those in the USA.</li> <li>• There are many famous campsites and tourist attractions throughout the Spanish-speaking world.</li> </ul>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you identify more parts of the body?</li> <li>• How do you talk about your daily routine in the morning and at night?</li> <li>• How do you describe a backpacking/camping trip?</li> <li>• How do you use reflexive verbs when describing your daily routine?</li> <li>• How do you use commands politely using the expression <i>favor de</i>?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The daily routine of young people in the USA is different from young people in Spanish-speaking cultures.</li> <li>• Backpackers in Spanish speaking countries are similar to and different from those in the USA.</li> <li>• There are many famous campsites and tourist attractions throughout the Spanish-speaking world.</li> </ul>		
<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Identify more parts of the body</li> <li>• Talk about your daily routine</li> <li>• Talk about backpacking and camping</li> <li>• Use reflexive verbs</li> <li>• Use commands with <i>favor de</i></li> </ul>			

**Evidence of Learning**
**Summative Assessment (10 days)**

Listening activities	Oral Presentations: Preparing for a trip
Speaking activities	Partner Skit: En la farmacia
Authentic reading assignments	Group Project: Poster Being Healthy
Vocabulary quizzes	Individual Project: Booklets of Daily routine
Chapter tests	Writing assignment: Diary entry of typical day
Reading assignment: Los mochileros	Explanation of photographs from chapter

**Equipment Needed:** Cd player/language lab, Interwrite board, Elmo, computers

**Teacher Resources:** Textbook: ¡Así se dice 2! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, and online websites). Museo de Arte Fine Art Transparencies.

**Formative Assessments**

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Foldables: Study organizer
- Charades
- Recipe: Chipas
- Simon Dice: Parts of Body
- Class sentences/silly sentences
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Soccer ball toss
- Vocabulary rompecabezas
- Museo de Arte: Transparencies
- Paragraph completion activities

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Parts of the body	4 class days
2	Daily routine	10 class days
3	Backpacking and camping	On-going throughout the chapter
4	Reflexive Verbs	On-going throughout the chapter
5	Stem-changing reflexive verbs	5 class days
6	Commands with favor de	5 class days
7	Developing reading comprehension skills	3 days
8	Chapter review	3 days
9	Chapter 1 Tests Reading and Writing Test Speaking Test	3 days
10	Cumulative Review	2 days

<b>Teacher Notes:</b>		
<b>Curriculum Development Resources</b> Quia Interactive Online Student Edition found at quia.com QuickPass glencoe.com Así se dice StudentWorks Plus Así se dice PowerTeach conjuguemos.com studyspanish.com bbcenespañol.com googlemaps.com puzzlemaker.com		

Unit Overview	
<b>Content Area:</b>	Spanish
<b>Unit Title:</b>	Unit 4: Chapter 3 En tren
<b>Target Course/Grade Level:</b>	Spanish II
<p><b>Unit Summary:</b> In this chapter, students will learn the basic vocabulary they need to travel by train in the Spanish-speaking world. They will learn where the train is an important and convenient means of transportation and where train service is nonexistent. Students will come to enjoy some very special train trips in Peru and Mexico. They will also learn the preterite of irregular verbs and the prepositional pronouns.</p>	
<p><b>21<sup>st</sup> century themes:</b> Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.</p>	
Learning Targets	
<b>Standards</b>	
7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.	
7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>7.1.NH.A.3</b>	Discuss people, places, objects, and daily activities based on oral or written descriptions.
<b>7.1.NH.A.4</b>	Comprehend conversations and written information on a variety of topics.
<b>7.1.NH.A.5</b>	Apply knowledge and skills gained in other core content areas to the learning of the target language.
<b>7.1.NH.B.4</b>	Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
<b>7.1.NH.B.5</b>	Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
<b>7.1.NH.C.2</b>	Use language creatively in writing to respond to a variety of oral or visual prompts.
<b>7.2.NH.A.3</b>	Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you use vocabulary to train travel?</li> <li>• How do you read a train schedule?</li> <li>• How do you discuss interesting train trips in Peru and Mexico?</li> <li>• Why are indigenous populations such as the Incas in Peru and the Tarahumara in Mexico important today?</li> <li>• How do you use the preterite of irregular verbs?</li> <li>• How do you use the verb decir in conversation?</li> <li>• How do you use prepositional pronouns?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The use of foreign language for personal enjoyment, travel, work and enrichment encourages life-long language learning.</li> <li>• There are ways to express specific travel needs, such as purchasing train tickets, checking train schedules, and boarding/changing trains in Spanish speaking countries.</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Use vocabulary related to train travel</li> <li>• Discuss interesting train trips in Peru and Mexico</li> <li>• Use the preterite of irregular verbs</li> <li>• Use the verb decir</li> <li>• Use prepositional pronouns</li> </ul>	

**Evidence of Learning**
**Summative Assessment (10 days)**

Listening activities	Oral Presentations: Train trip
Speaking activities	Partner Skit: Purchasing train ticket
Authentic reading assignments	Group Project: Create travel itinerary 7 day train trip through a Spanish-speaking country
Vocabulary quizzes	Oral Presentation: Trip to Panamá or Colón
Story Telling	Writing assignment: Fabulous trip you took
Chapter tests	Explanation of photographs from chapter
Reading assignment: Viajes ferroviarios	

**Equipment Needed:** Cd player/language lab, Interwrite board, Elmo, computers

**Teacher Resources:** Textbook: ¡Así se dice 2! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, and online websites).

**Formative Assessments**

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Foldables: Study organizer
- Recipe: Arroz tapado
- Comic strip
- Refrán: proverbs
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Soccer ball toss
- Vocabulary rompecabezas
- Category book
- Paragraph completion activities

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Vocabulary related to train travel	On-going throughout the chapter
2	Interesting train trips in Peru and Mexico	5 class days
3	Preterite of irregular verbs	5 class days
4	Verb decir	4 class days
5	Prepositional pronouns	5 class days
6	Train travel in the Spanish-speaking world	On-going throughout the chapter
7	Developing reading comprehension skills	3 days
8	Chapter review	3 days
9	Chapter 1 Tests Reading and Writing Test Speaking Test	3 days
10	Cumulative Review	2 days

<b>Teacher Notes:</b>		
<b>Curriculum Development Resources</b> Quia Interactive Online Student Edition found at quia.com QuickPass glencoe.com Así se dice StudentWorks Plus Así se dice PowerTeach conjuguemos.com studyspanish.com bbcenespañol.com googlemaps.com puzzlemaker.com		

Unit Overview	
<b>Content Area:</b>	Spanish
<b>Unit Title:</b>	Unit 5: Chapter 4 En el restaurante
<b>Target Course/Grade Level:</b>	Spanish II
<p><b>Unit Summary:</b> In this chapter, students will identify more foods as well as the items for a place setting. They will also learn many types of eating venues in the Spanish-speaking world as they consider dining customs that are both similar to and different from their own. To help accomplish this, students will also learn the stem-changing verbs (e-i; o-u), adjectives of nationality ending in consonant, and the passive voice with se.</p>	
<p><b>21<sup>st</sup> century themes:</b> Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.</p>	
Learning Targets	
<b>Standards</b>	
7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.	
7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>7.1.NH.B.2</b>	Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
<b>7.1.NH.C.1</b>	Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
<b>7.1.NH.C.2</b>	Use language creatively in writing to respond to a variety of oral or visual prompts.
<b>7.2.NH.A.3</b>	Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
<b>7.2.NH.A.4</b>	Examine tangible products of the target culture(s) and begin to infer why people produce and use them.
<b>7.2.NH.B.1</b>	Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
<b>7.2.NH.B.3</b>	Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you order and pay for a meal at a restaurant?</li> <li>• How do you identify different foods from the Spanish-speaking world?</li> <li>• How do you identify eating utensils and dishes?</li> <li>• How do you discuss restaurants in Spain and Latin America?</li> <li>• How do you use stem-changing verbs in the present and the preterite tense?</li> <li>• How do you use adjectives of nationality?</li> <li>• How do you use the passive voice with se?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Restaurant experiences in the United States and those of the Spanish-speaking countries have cultural similarities and differences.</li> <li>• There are a great variety of interesting and delicious foods throughout the Spanish-speaking world.</li> <li>• Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Order and pay for a meal at a restaurant</li> <li>• Identify more foods</li> <li>• Identify eating utensils and dishes</li> <li>• Discuss restaurants in Spain and Latin America</li> <li>• Use stem-changing verbs in the present and the preterite</li> <li>• Use adjectives of nationality</li> </ul>	

- Use the passive voice with se

### Evidence of Learning

#### Summative Assessment (10 days)

Listening activities  
 Speaking activity: Talk about a meal at home  
 Authentic reading assignments  
 Vocabulary quizzes  
 Story Telling  
 Venn Diagram: Comparison of restaurants  
 Chapter tests  
 Reading assignment: Restaurantes de España

Oral Presentations: Describe a meal that you enjoy and why  
 Partner Skit: Ordering and paying for a meal  
 Group Project: Poster in the passive voice  
 Writing: Restaurant review  
 Video: Cooking show  
 Recipe page  
 Writing assignment: Business letter to a manager of restaurant  
 Explanation of photographs from chapter

**Equipment Needed:** Cd player/language lab, Interwrite board, Elmo, computers

**Teacher Resources:** Textbook: ¡Así se dice 2! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, and online websites).

#### Formative Assessments

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Foldables: Study organizer
- Graphic Organizer
- Comic strip
- Refrán: proverbs
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Bingo Game
- Vocabulary rompecabezas & word search
- Category book
- Paragraph completion activities

### Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Order and pay for a meal at a restaurant	5 class days
2	Identify more foods	On-going throughout the chapter
3	Identify eating utensils and dishes	5 class days
4	Discuss restaurants in Spain and Latin America	5 class days
5	Use stem-changing verbs in the present and preterite	On-going throughout the chapter
6	Use adjectives of nationality	5 days
7	Use the passive voice with se	5 days
8	Chapter review	3 days
9	Chapter 1 Tests Reading and Writing Test Speaking Test	3 days
10	Cumulative Review	2 days



**Teacher Notes:**

**Curriculum Development Resources**

Quia Interactive Online Student Edition found at quia.com

QuickPass glencoe.com

Así se dice StudentWorks Plus

Así se dice PowerTeach

conjuguemos.com

studyspanish.com

bbcenespañol.com

googlemaps.com

puzzlemaker.com

Unit Overview	
<b>Content Area:</b>	Spanish
<b>Unit Title:</b>	Unit 6: Chapter 5 ¿Qué se celebra?
<b>Target Course/Grade Level:</b>	Spanish II
<p><b>Unit Summary:</b> In this chapter, students will learn the vocabulary they need to discuss some very important holidays celebrated in Spain and Latin America. They will also learn the regular and irregular forms of the imperfect tense. This will be reinforced as students read about the memories of some Latino friends who discuss how they spent different holidays as children in their home countries.</p>	
<p><b>21<sup>st</sup> century themes:</b> Creativity and Innovation. Communication Literacy. Critical thinking and problem solving. Communication and Collaboration. Information Literacy. Life and Career Skills. Global Awareness. Cross-Cultural Skills.</p>	
Learning Targets	
<b>Standards</b>	
7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.	
7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.	
<b>CPI#</b>	Cumulative Progress Indicator (CPI)
<b>7.1.NH.A.3</b>	Discuss people, places, objects, and daily activities based on oral or written descriptions.
<b>7.1.NH.B.5</b>	Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
<b>7.1.NH.C.2</b>	Use language creatively in writing to respond to a variety of oral or visual prompts.
<b>7.2.NH.A.1</b>	Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
<b>7.2.NH.A.3</b>	Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).
<b>7.2.NH.B.3</b>	Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
<b>7.2.NH.C.2</b>	Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you talk about several Hispanic holidays?</li> <li>• How do you compare holidays that you celebrate with those in some Spanish-speaking countries?</li> <li>• How do you use regular and irregular forms of the imperfect tense to talk about your childhood?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• There are holidays celebrated in the Spanish-speaking countries that are different from what we celebrate in the United States.</li> <li>• Holidays celebrated in different countries are a part of one's culture.</li> <li>• Knowing about other holidays celebrated in the Spanish-speaking world allows us to be more accepting and understanding of people.</li> </ul>
<p><b>Unit Learning Targets</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Talk about several Hispanic holidays</li> <li>• Compare holidays that you celebrate with those in some Spanish-speaking countries</li> <li>• Use regular and irregular forms of the imperfect tense</li> </ul>	

**Evidence of Learning**
**Summative Assessment (10 days)**

Listening activities	Oral Presentations: Talk about your childhood
Speaking activity: Talk about a favorite holiday	Partner Skit: Favorite holiday foods
Authentic reading assignments	Group Project: Calendar for year that includes major Hispanic holidays
Journal Entry: Holiday you remember most as child	Writing: Restaurant review
Vocabulary quizzes	Create menu for a holiday party
Story Telling	Writing assignment: Compare holidays in U.S. with Hispanic holidays
Chapter tests	
Reading assignment: Unas fiestas hispanas	
Explanation of photographs from chapter	

**Equipment Needed:** Cd player/language lab, Interwrite board, Elmo, computers

**Teacher Resources:** Textbook: ¡Así se dice 2! & Audio and Video Program. Vocabulary transparencies. Power point presentations. YouTube and other cultural video(s) clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, and online websites). Museo de Arte Transparencies

**Formative Assessments**

- Observation of oral discourse
- Discussions
- Questioning
- Do now/exit slips
- Foldables: Study organizer
- Graphic Organizer
- Partner Activity: Entrevista
- Recipe: Cola de mono
- Thumbs up/down activities
- Whiteboard activities
- Communicative activities
- Dice Game
- Bingo Game
- Vocabulary rompecabezas & word search
- Papel picado activity
- Category book
- Calendario Maya

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Hispanic holidays	On-going throughout the chapter
2	Identify celebration vocabulary terms	On-going throughout the chapter
3	Compare holidays that you celebrate with those in Spanish-speaking countries	On-going throughout the chapter
4	Regular forms of the imperfect tense	7 class days
5	Irregular forms of the imperfect tense	7 class days
6	El Día de San Juan reading activity	3 days
7	Unas fiestas hispanas reading activity	3 days
8	Chapter review	3 days
9	Chapter 1 Tests Reading and Writing Test Speaking Test	3 days
10	Cumulative Review	2 days

**Teacher Notes:**

**Curriculum Development Resources**

Quia Interactive Online Student Edition found at quia.com

QuickPass glencoe.com

Así se dice StudentWorks Plus

Así se dice PowerTeach

conjuguemos.com

studyspanish.com

bbcenespañol.com

googlemaps.com

puzzlemaker.com