

LCPS

Spanish II Curriculum Guide

World Languages and Cultures

LCPS

2013-2014

Spanish Level II – SY 2013 – 2014

Quarter 1 Unit 1: Repaso de Gramática AP THEME: Grammar review to help reinforce all AP Themes and Subthemes		Recommended pacing: 2 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
<u>Virginia State Foreign Language Standards of Learning for Level :</u> S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. S 1.2 Students understand and interpret written and spoken language on a variety of topics. S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: Maintain a discussion related to basic grammar learned in level I. Discuss and/or debate: level I topics for review. Topics can include but are not limited to restaurant, places in the community, family, celebrations, etc. INTERPRETIVE MODE: • Demonstrates comprehension of content from authentic audio, visual and text related to subjects presented from the previous level. PRESENTATIONAL MODE: • Produce oral and written reports on information about Spanish-speaking countries or previously mentioned topics.	CULTURES: • Explore Spanish-speaking cultures and relationships in other countries. CONNECTIONS: • Make connections between the culture of the United States and Spanish-speaking countries.	COMPARISONS: • Compare and contrast customs between the United States and Spanish-speaking countries.	Talk about: Aforementioned topics Vocabulary: Review level I vocabulary. Grammar: present tense verbs (regular verbs, -ar, -er, -ir) verbs <i>tener, hacer, querer, jugar, dormir, preferir, etc.</i> stem-changing verbs present progressive correct word order of nouns and adjectives definite articles (el, la, los, las) and indefinite articles (un, una, unos, unas) interrogative words (por qué, cuándo, dónde, etc.) transition words (después, cuando, luego, etc.)

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Quarter 1 Unit 1 USEFUL VOCABULARY	Interrogative Words	Transition and Connecting Words	Definite Articles	Stem-Changing Verbs	Additional Grammar
	¿Por qué?	después	el/la/los/las	tener	regular –ar, -er, -ir verbs
	¿Cuándo?	luego		querer	present progressive
	¿Dónde?	mientras	Indefinite Articles	dormir	tener que + <i>infinitive</i>
	¿Cuánto?	entonces	un/una/unos/unas	jugar	ir + a + infinitive
	¿Qué?	a veces		poder	ser vs. estar
	¿Cómo?	primero, segundo, etc.		preferir	noun/adjective agreement
		en la mañana, en la tarde, etc.			noun/adjective word order
		ayer		Yo-Go Verbs	
		anoche		hacer	
		antes		poner	
		durante		traer	
		ahora		tener (also stem-changing)	
		con		jugar (also stem-changing)	
		porque			
	para				
	por				

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Quarter 1 Unit 2A: Tu Día Escolar, Classroom Items, Activities, and Rules AP THEME: Contemporary Life, Science and Technology AP SUBTHEME: Education, Social Impact of Technology in the Classroom		Recommended pacing: 3 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
<u>Virginia State Foreign Language Standards of Learning for Level :</u> S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. S 1.2 Students understand and interpret written and spoken language on a variety of topics. S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: Maintain a discussion related to: What you do in school. Discuss and/or debate: Classroom rules, and impact of technology in the classroom Express and explain: Ideas using affirmative and negative words. Express opinions and react to: School rules and customs in other countries. INTERPRETIVE MODE: • Demonstrates comprehension of content from authentic audio visual texts relating to: School activities, subjects, rules, classroom items and good study habits. PRESENTATIONAL MODE: • Produce oral and written reports on: Present information about school activities, subjects, a favorite class, and rules.	CULTURES: • Explore attitudes when reacting to: Student-teacher relationships in a school setting. CONNECTIONS: • Make connections between: Grading systems in different Spanish-speaking countries	COMPARISONS: • Compare and contrast: Rules and customs in other countries with those of your own school.	Talk about classroom objects School activities classroom rules impact of technology in the classroom Express affirmative and negative ideas Vocabulary school activities school rules classroom objects Grammar: the verbs <i>tener, hacer, poner, traer</i> the phrases ‘ <i>tener que</i> ’, ‘(no) <i>se prohíbe</i> ’, and ‘ <i>hay que</i> ’ followed by an infinitive stem-changing verbs affirmative and negative words

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Quarter 1 Unit 2A USEFUL VOCABULARY	What you do in class	Classroom Rules	School Objects	Negative and Affirmative words	Classroom Technology	Other Useful Words
	aprender de memoria	(no) se permite	el armario	a veces	el control remoto	¿Qué más...?
	contestar	a tiempo	el asiento	algo	el laboratorio de computación	acabar de + <i>infinitive</i>
	dar un discurso	empezar	el bolígrafo/ la pluma	alguien	el ratón	almorzar
	discutir	entender	el borrador	algún/alguna (s)	el teclado	conocer
	el informe/ el ensayo	entregar	el carnet de identidad	nadie	el teléfono celular	el material/los materiales
	la tarea	la regla/las reglas de la clase	el cuaderno	ningún/ninguno-a (s)	la computadora	el uniforme
	el proyecto	llegar tarde	el lápiz	nunca	la impresora	es necesario
	enseñar	llegar temprano	el sacapuntas	siempre	la pantalla	examinar
	explicar	prestar atención	la carpeta			hay que + <i>infinitive</i>
	hacer una pregunta	repasar	la cinta adhesiva			la materia/las materias
	pedir ayuda	repetir	la grapadora			lo que...
	preguntar	respetar	la hoja de papel			otra vez
	sacar una mala nota	se prohíbe	la mochila			para + <i>infinitive</i>
	sacar una buena nota	tener que	las tijeras			sobre...
calificaciones		los marcadores			tener que + <i>infinitive</i>	
		los materiales				
RECYCLED/ONGOING TOPICS/STRUCTURES	<p>General review: present tense verbs; stem-changing verbs in the present; go-go verbs, <i>ser</i> and <i>estar</i>, prepositions of location (al lado de, delante de, detrás de, etc); adjectives to describe the classes (aburrida, difícil, divertida, fácil, interesante, práctica, etc.); and words such as, <i>primer piso, segundo piso, y sótano</i>.</p> <p>New Grammar: expressions ‘tener que + <i>infinitive</i>’, ‘hay que+ <i>infinitive</i>’, and ‘(no)se prohíbe+ <i>infinitive</i>’; affirmative and negative words;</p>					
RESOURCES/ACTIVITIES	<p><i>Realidades II</i> (Chapter 1A), <i>Realidades I</i> (Chapter 6B), visual photos/PowerPoint’s of schools/students in Spanish-speaking countries, newspaper articles on education systems, practice workbook parts I & II, audio and video CDs.</p>					
ASSESSMENTS/ RUBRICS NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.	Suggested Interpretive Task		Suggested Interpersonal Task		Suggested Presentational Task	
	View and describe classroom pictures Listening exercises Reading Exercises		Students describe to each other their daily class schedule including the location of the classroom, the time, and what is done in the class		Create a visual schedule to present Create a graph/chart of differences between school here and in Spanish-speaking countries Create a visual chart of your ideal school with favorite rules	

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Quarter 1 Unit 2B: Tu Día Escolar, Extracurricular Activities AP THEME: Contemporary Life AP SUBTHEME: Education, Leisure, and Sports		Recommended pacing: 3 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
Virginia State Foreign Language Standards of Learning for Level : S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. S 1.2 Students understand and interpret written and spoken language on a variety of topics. S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: Maintain a discussion related to: What you do after school. Express and explain: comparisons between people, things, or activities knowing a person vs. knowing a skill or information • Express opinions and react to: how long has an activity been going on	CULTURES: • Explore attitudes when reacting to: perspectives on extracurricular activities CONNECTIONS: • Make connections between: Use of social media (e.g., facebook model) to create projects	COMPARISONS: • Compare and contrast: the different activities and sports of the US and Spanish speaking countries people and things	Talk about extracurricular activities places what people know (facts) or what they know how to do (skills) how long something has been going on Vocabulary extracurricular activities pastimes Grammar making comparisons using <i>tan...como</i> , and <i>tanto(a/s)...como</i> verbs <i>saber, conocer</i> , and <i>ir</i> expression ‘hace + time’ Understand cultural perspectives on extracurricular activities.
INTERPRETIVE MODE: • Demonstrates comprehension of content from authentic audio visual texts relating to: School activities, subjects, rules, classroom items and good study habits.			
PRESENTATIONAL MODE: • Produce oral and written reports on: favorite activities and pastimes			

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Quarter 1 Unit 2B USEFUL VOCABULARY	Extracurricular Activities	Athletic Activities	Music and Drama	Actions	Internet Activities	Other Useful Words and Phrases
	el ajedrez	el animador/ la animadora	el bailarín/ la bailarina	asistir a	crear una página de red	¿cuánto tiempo hace que...?
	el club/los clubes	el entrenador	el coro	conocer	estar en línea	el interés
	el equipo	el hockey	el ensayo	entrenar	hacer una búsqueda	entre
	el fotógrafo/ la fotógrafa	hacer gimnasia	el/la cantante	ganar	navegar en la red	hace + <i>time</i> + que...
	el/la miembro	jugar a los bolos	el músico/ la música	grabar	oprimir (aquí)	la oportunidad/ las oportunidades
	el pasatiempo	la natación	ensayar	participar (en)	redes sociales	me interesa
	la reunión/ las reuniones	las artes marciales	la orquesta	perder	enviar un correo electrónico	tan + <i>adj</i> + como
	la fotografía	el jugador/ la jugadora	la banda	saber		tantos (as) + <i>noun</i> + como
	la práctica		la canción/ las canciones	sacar fotos		
	las actividades extracurriculares		la voz/ las voces	ser miembro de...		
	los jóvenes			tomar lecciones		
			volver (o-ue)			
RECYCLED/ONGOING TOPICS/STRUCTURES	<p>General review: locations such as, el gimnasio, el cine, la sala/el salon de clases, la biblioteca, el laboratorio, la oficina, etc.; the verb <i>ir</i></p> <p>New Grammar: Verbs <i>saber</i> and <i>conocer</i>; Making comparisons (<i>más/menos...que, mejor/peor...que, menor/mayor...que, tan/tanto...como</i>); superlatives (<i>el más/menos...de</i>); time expressions (using <i>hace + time + que</i>);</p>					
RESOURCES/ ACTIVITIES	<p><i>Realidades II</i> (Chapter 1B), visual photos/PowerPoint's of schools/students doing sports, Spanish television news/sports reports (audio and visual), practice workbook parts I & II, audio and video CDs.</p>					
ASSESSMENTS/ RUBRICS NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.	Suggested Interpretive Task		Suggested Interpersonal Task		Suggested Presentational Task	
	Create a chart/graph to demonstrate the popularity of different sports Create a web page to showcase your school activities		Write a letter/e-mail describing your activities Create posters showing favorite hobbies		Create a brochure of your school activities Give a speech to ‘incoming’ students to describe what is available	

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Quarter 2 Unit 3A: Un Evento Especial, Daily Routines and Getting Ready for a Special Event AP THEME: Families and Communities AP SUBTHME: Customs and Ceremonies		Recommended pacing: 2 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
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COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: Maintain a discussion related to: Daily routines and preparing for a special event Talk about: Daily routines Getting ready for a special event INTERPRETIVE MODE: Demonstrates comprehension of content from reading, watching and listening material relating to: daily routines and getting ready for a special events PRESENTATIONAL MODE: • Produce an oral report on: How to prepare for a special event Compare a special event in the US with those in a Spanish-speaking country		COMPARISONS: • Compare and contrast: different activities/events of the US and Spanish speaking countries	Describe: getting ready for a special event Talk about daily routines Vocabulary daily routines personal daily routine items body parts events Grammar reflexive verbs verbs <i>ser</i> and <i>estar</i> possessive adjectives (long form)

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Quarter 2 Unit 3A USEFUL VOCABULARY	Getting Ready	Things You Need	Body Parts	Special Events	How you feel	Other Useful Words and Phrases	
	despertarse (e-ie)	el champú	el cuerpo	el aniversario	entusiasmado (a)	antes de	
	levantarse	el jabón el cepillo	la cabeza	el baile (formal)	nervioso (a)	después de	
	prepararse	el gel	el pelo	el bautizo	tranquilo (a)	depende de	
	arreglarse (el pelo)	el desodorante	la cara	el concurso	apurado (a)	luego	
	bañarse	la pasta dental	los ojos	la audición/ las audiciones	cómodo (a)	por ejemplo	
	ducharse	el agua de colonia	la nariz	la boda	emocionado(a)	mientras (tanto)	
	secarse	el maquillaje	la boca	la cita	feliz /contento(a)	lentamente	
	lavarse (la cara)	el cepillo	los labios	la confirmación		rápidamente	
	afeitarse	el peine	los dientes	la fiesta de quince años		el salón de belleza	
	cepillarse (los dientes/el pelo)	el secador	la oreja	la graduación		la quinceañera	
	peinarse	el espejo	el cuello	la primera comunión		el novio / la novia	
	mirarse	la ducha	el pecho	un evento especial		te ves (bien)	
	ponerse	la toalla	el estómago			luces (bien)	
	vestirse (e-i)	las joyas (de oro/de plata)	el brazo			primero	
	pintarse (el pelo/las uñas)	el cinturón	la muñeca			finalmente	
	cortarse (el pelo/las uñas)		la mano			en la mañana	
	acostarse (o-ue)		el dedo			en la tarde	
	pedir prestado (a) a		la pierna / las rodillas			en la noche	
			el pie			guapo(a)	
		la piel					
		la espalda					
		las cejas					
		las pestañas					
RECYCLED/ONGOING TOPICS/STRUCTURES	<p>General review: present tense, the verbs <i>ser</i> and <i>estar</i>, and telling time.</p> <p>New grammar structure: reflexive verbs, and possessive adjectives (long form)</p>						
RESOURCES/ ACTIVITIES	<p><i>Realidades II</i> (Chapter 2 A), <i>Realidades I</i> (Chapter 7A), <i>Selecciones</i>, Spanish television (audio and visual), practice workbook parts I & II, audio and video CDs.</p>						
ASSESSMENTS/ RUBRICS	Suggested Interpretive Task			Suggested Interpersonal Task		Suggested Presentational Task	
NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.	<p>Reading and listening to passages of daily routines and descriptions of events. Create models to review body parts. Simón dice game.</p>			<p>Create a personal book/video journal/power point about daily routines. Write a letter about a special event you are going to. Create invitations to a special event.</p>		<p>Create and present a collage of a special event you attended. Record and present a special event. Create pieces of Dali/Picasso artwork with the body and present.</p>	

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Quarter 2 Unit 3B: Un Evento Especial, Clothing and Fashion AP THEME: Beauty and Aesthetics, Families and Communities AP SUBTHEME: Ideals of Beauty, Holidays and Celebrations		Recommended pacing: 2 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
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S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. S 1.2 Students understand and interpret written and spoken language on a variety of topics. S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: Maintain a discussion related to: Clothing and fashion Ask for assistance in a shopping situation Express opinions and react to: clothing preferences fashion fit INTERPRETIVE MODE: Demonstrates comprehension of content from authentic audio visual texts relating to: preferences in attire and personal choice PRESENTATIONAL MODE: Produce an oral report on: a personal fashion design identifying the clothing worn according to body parts and /or climate Evaluates and interprets written texts and materials on Spanish-speaking fashion designers.	CULTURES: Investigate fashion styles and costs in Spanish-speaking countries. Discuss different Spanish-speaking fashion designers. CONNECTIONS: Make connections between fashion styles in Spanish-speaking countries and the U.S. Make connections between historical contexts and current attitudes towards fashion.	COMPARISONS: • Compare and contrast: traditional clothing from Spanish speaking countries to the U.S.	Talk about: clothing and where to wear it fashion and materials sizing Vocabulary: clothing shopping numbers body parts Grammar: stem-changing verbs <i>pensar, querer, and preferir</i> demonstrative adjectives verb ‘quedar’ to express fit

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Quarter 2 Unit 3B USEFUL VOCABULARY	About Clothing	Types of Fabrics	Describing Clothing	About Specific Items	Other Useful Words and Phrases
	el abrigo	¿De qué está hecho (a)?	accesible	ese/esa	¿Cómo me/te queda(n)?
	el suéter	está hecho (a) de...	el estilo	esos/esas	me/te queda(n) bien/mal
	el traje	algodón	la marca	este/esta	apretado (a)
	el traje de baño	cuero	la talla	estos/estas	exagerado (a)
	el vestido	lana	el número	los/las dos	flojo (a)
	la blusa	seda	estar de moda	un/una	llevar
	la camisa	tejido	pasado (a) de moda	unos/unas	pensar (e-ie)
	la camiseta	tela sintética	nuevo (a)		preferir (e-ie)
	la chaqueta		viejo (a)		querer (e-ie)
	la falda	Colores:	bonito (a)		quizás
	la gorra	claro (a)	feo (a)		tener razón
	la sudadera	de sólo un color	corto (a)		escoger
	las botas	de un sólo color	largo (a)		¿Qué te parece?
	los calcetines	oscuro (a)	elegante		me parece que...
	los jeans	pastel	la talla		me gusta
	los pantalones	vivo (a)	pequeña		
	los pantalones cortos		mediano (a)		
	los zapatos	Patrones:	grande		
	el calzado	de puntitos	extra grande		
	la corbata	floreado (a)			
	los guantes	rallado (a) / de rayas, a rayas			
el sombrero					
la bufanda					
RECYCLED/ONGOING TOPICS/STRUCTURES	General review: stem changing verbs <i>pensar, querer, preferir</i> ; indefinite articles, body parts; adjective/noun agreement New grammar: Demonstrative adjectives; verb <i>quedar</i> to express fit.				
RESOURCES/ ACTIVITIES	<i>Realidades I</i> (Chapter 7A), <i>Realidades II</i> (Chapter 2 A), <i>Selecciones</i> , Spanish television (audio and visual), newspaper advertisements, authentic clothing items for comparisons, photos/ slideshow of clothing, fashion magazines, practice workbook parts I & II, audio and video CDs.				
ASSESSMENTS/ RUBRICS NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.	Suggested Interpretive Task		Suggested Interpersonal Task		Suggested Presentational Task
					Design a clothing item or a fashion according to seasons/weather and/or body parts Give a speech on fashion design

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Quarter 2 UNIT 4: De Compras, Shopping and Prices AP THEME: Contemporary Life, Global Challenges AP SUBTHEME: Advertising and Marketing, Economic Issues		Recommended pacing: 4 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
Virginia State Foreign Language Standards of Learning for Level : S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions S 1.2 Students understand and interpret written and spoken language on a variety of topics S 3.1 Students reinforce and further their knowledge of other disciplines S 5.1 Students use Spanish both within and beyond the school setting			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>INTERPERSONAL MODE:</p> <ul style="list-style-type: none"> • Maintain a discussion related to shopping for clothing, gifts, and accessories in the preterite tense. • Discuss and/or debate a variety of stores. • Express opinions and react to store advertisements clothing materials gifts and accessories pricing <p>INTERPRETIVE MODE:</p> <ul style="list-style-type: none"> • Demonstrate comprehension of content from authentic audio visual texts relating to shopping, clothes, gifts, and accessories in the preterite tense. • Evaluate and interpret <u>authentic store advertisements</u>. <p>PRESENTATIONAL MODE:</p> <ul style="list-style-type: none"> • Produce an oral or written report on traditional gifts of Spanish-speaking countries. • Produce an oral or written presentation reflecting current trends and/or attitudes in society related to going to the mall. 	<p>CULTURES:</p> <ul style="list-style-type: none"> • Discuss the importance of specialty shops in Spanish-speaking countries. • Cross Curricular- Reinforce mathematics skills. • Reinforce knowledge of geography. <p>CONNECTIONS:</p> <ul style="list-style-type: none"> • Make connections between historical contexts and current attitudes towards fashion and shopping. • Make connections between clothing prices in Spanish-speaking countries and the U.S. 	<p>COMPARISONS:</p> <ul style="list-style-type: none"> • Compare and contrast specialty shops. • Compare and contrast traditional currencies from Spanish speaking countries to the U.S. <p>COMMUNITIES:</p> <ul style="list-style-type: none"> • Explore local stores that sell products from Spanish-speaking countries in your own community. • Identify local Spanish speaking communities and cultural events. 	<p>Describe Events in the Past</p> <p>Talk about:</p> <ul style="list-style-type: none"> Shopping and clothing Gifts and accessories Type of stores Prices Events in the past tense <p>Vocabulary:</p> <ul style="list-style-type: none"> Shopping Gift and accessories Places to shop Prices/Numbers <p>Grammar:</p> <ul style="list-style-type: none"> Preterite tense for regular verbs, and –car/-gar/-zar endings Direct object pronouns Demonstrative adjectives Using adjectives as nouns <p>Understand cultural perspectives on gift-giving and shopping in Spanish-speaking countries.</p>

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Quarter 2 Unit 4 USEFUL VOCABULARY	Shopping Places	Gifts and Accessories	Prices/Numbers	Sales and Purchases	Verbs Related to Shopping	Other Useful Words and Phrases
	el almacén	el bolsa / la bolsa	¿Cuánto cuesta(n)...?	¿En qué puedo servirle?	comprar	¿Cuándo?
	el centro comercial	el llavero	costar (o-ue)	la caja	buscar	ayer
	el mercado	el monedero	el dólar	la caja registradora	encontrar (o-ue)	anteayer / antier
	la joyería	la billetera	el euro	el/la dependiente	anunciar	anoche
	la librería	la cartera	el peso	el cajero / la cajera	entrar	la semana pasada
	la zapatería	el portafolio	las monedas	el cajero automático	gastar	el año pasado
	la tienda	el regalo	los billetes	el cheque (personal)	mirar	el pasado
	la tienda de descuentos	el anillo	el precio	el cheque de viajero	pagar (por)	recientemente
	la tienda de electrodomésticos	la pulsera	cien	el cupón de regalo	probarse	inmediatamente
	la tienda de ropa	el reloj	doscientos (as)	en efectivo	regatear	abierto (a)
	las tiendas de especialidades (pescadería, panadería, frutería)	el reloj de pulsera	trescientos (as)	la tarjeta de crédito	vender	cerrado (a)
	las tiendas departamentales	los aretes	cuatrocientos (as)	en descuento		la entrada
	la Red	el collar	quinientos (as)	el descuento		la salida
	¿Dónde?	la cadena	seiscientos (as)	la ganga		el letrero
		el perfume	setecientos (as)	la liquidación		el marcado
		los anteojos / las gafas de sol	ochocientos (as)	la oferta		¡Uf!
		el disco compacto	novecientos (as)	alto (a)		perdón
		un videojuego	cientos	bajo (a)		¡Vamos!
		el software / el programa de computadora	mil	barato (a)		en realidad
		el teléfono celular		caro (a)		me/te importa (n)
				mucho		hace + <i>time</i> expression
				poco		
				tanto		
				tan + adjetivo		

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<p>Quarter 2 Unit 4</p> <p>RECYCLED/ONGOING TOPICS/STRUCTURES</p>	<p>Review of: location and position words (<i>a la derecha de, a la izquierda de, al lado de, cerca de, delante de, detrás de, lejos de</i>); <i>hace + time</i> expressions</p> <p>New Grammar: Regular preterite tense, including “-car”, “-gar”, and “-zar” verbs; direct object pronouns; demonstrative adjectives; and using adjectives as nouns.</p>		
<p>RESOURCES/ ACTIVITIES</p>	<p><i>Realidades I</i> (Chapter 7B), <i>Realidades II</i> (2B), newspaper articles/advertisements, authentic clothing items for “purchasing”, store advertisements, radio or television advertisements.</p>		
<p>ASSESSMENTS/ RUBRICS</p> <p>NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.</p>	<p style="text-align: center;">Suggested Interpretive Task</p> <p>Create a chart to compare and contrast places in which you buy gifts (internet, department stores, electronic stores, specialty stores).</p> <p>Listen to an advertisement on the radio for a clothing store that is going out of business, and answer true and false questions about what you hear.</p>	<p style="text-align: center;">Suggested Interpersonal Task</p> <p>Perform a skit as a sales clerk and a customer.</p> <p>Describe back to school shopping experiences.</p> <p>Create an open-air market for different countries and have students “shop” and talk about preferences and pricing</p>	<p style="text-align: center;">Suggested Presentational Task</p> <p>Create a TV or radio ad for a store.</p> <p>Create a poster to illustrate and describe things you bought for your boyfriend or girlfriend.</p> <p>Write an email to a friend describing what you bought at the mall.</p>

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<p>Quarter 3 Unit 5A: Experiencias, Errands & Places in the City AP THEME: Family and Communities, Contemporary Life, Personal and Public Identities AP SUBTHEME: Customs and Ceremonies, Travel, Beliefs, and Values</p>		<p>Recommended pacing: 2 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i></p>	
<p><u>Virginia State Foreign Language Standards of Learning for Level :</u></p> <p>S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. S 1.2 Students understand and interpret written and spoken language on a variety of topics. S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. S 4.1 Students use Spanish both within and beyond the school setting</p>			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>INTERPERSONAL MODE: Maintain a discussion related to: Experiencias en la ciudad Talk about: Errands you did and where you did them Community stores and services Explain: Why you weren't able to do certain errands or household chores Discuss: Things you have bought and where you bought them</p> <p>INTERPRETIVE MODE: • Demonstrates comprehension of content from reading, watching and listening material relating to: errands in the community and household chores</p> <p>PRESENTATIONAL MODE: • Produce an oral or written report on: A letter telling someone what chores they should do Interesting places in the city and what to do there</p>	<p>Shopping in open-air markets</p>	<p>COMPARISONS: • Compare and contrast: the different places in your community and those of Spanish speaking countries, such as plazas</p>	<p>Talk about running errands in the community where you went what you bought Explain why you couldn't do a certain errand or chore Vocabulary: places around town errands and chores Grammar: Direct object pronouns Irregular preterite forms of ir, ser, hacer, tener, estar, poder</p>

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Quarter 3 Unit 5A USEFUL VOCABULARY	Places in the community	About Mail	Items in a Sporting-Goods Store	Pharmacy Products	About Errands	Other Useful Words
	el banco	echar una carta	el equipo deportivo	el cepillo de dientes	cerrar (e-ie)	¡cómo no!
	el cajero automático	el buzón/ los buzones	el palo de golf	el champú	cobrar un cheque	caramba
	el centro	el correo	la pelota	el jabón	cortar el césped	casi
	el parque	el paquete	la raqueta de tenis	la pasta dental	hacer la cama	ir
	el centro comercial	el sello	los patines		cuidar a	en seguida
	el cine	enviar (i-í)			dar de comer al perro / al gato	estar
	el consultorio	la carta			devolver (o-ue) (un libro)	hacer
	el hospital	la tarjeta postal			el médico / la médica	hasta
	el museo				el/la dentista	hasta pronto
	el restaurante				ir a pie	las diligencias/los deberes
	el supermercado				la gasolina	los quehaceres
	la biblioteca				lavar los platos/la ropa/el coche	poder
	la escuela				limpiar el baño	por
	la estación de servicios/ las estaciones de servicios				llenar (el tanque)	pronto
	la farmacia				pasar la aspiradora	quedarse
	la gasolinera				poner la mesa	se me olvidó
	la iglesia				quitar el polvo	ser
	la librería				sacar (un libro)	tener
	la piscina				se abre	todavía
la playa				se cierra	varios(as)	
la plaza						
la tintorería						
RECYCLED/ONGOING TOPICS/STRUCTURES	General review of household chores, and telling time. New grammar structure: Direct object pronouns, and Irregular preterite forms of <i>ir, ser, hacer, tener, estar, poder</i>					
RESOURCES/ ACTIVITIES	<i>Realidades II</i> (Chapter 3A), <i>Realidades I</i> (Chapter 6B), <i>Selecciones</i> , Spanish television (audio and visual), newspaper advertisements, authentic pictures of places around the community					
ASSESSMENTS/ RUBRICS NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.	Suggested Interpretive Task		Suggested Interpersonal Task		Suggested Presentational Task	
	Listen and understand as people tell where they went, what they did, and give excuses		Transform the classroom into a community with locations to go and do the errands. Have students be clerks/doctors and others be the client.		Create a booklet describing the rooms in your house and what chores are done there Create a booklet describing the places around your town and what errands you do there	

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Quarter 3 Unit 5B: Experiencias, Traveling, Vacations, Modes of Transportation, and Nationalities AP THEME: Personal and Public Identities, Contemporary Life AP SUBTHEME: Nationalism and Patriotism, Travel		Recommended pacing: 2 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>		
<u>Virginia State Foreign Language Standards of Learning for Level :</u> S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. S 1.2 Students understand and interpret written and spoken language on a variety of topics. S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. S 4.1 Students use Spanish both within and beyond the school setting				
COMMUNICATION -Interpersonal -Interpretive -Presentational		CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: Maintain a discussion related to: Experiencias durante un viaje de vacaciones Talk about: activities done on vacation local attractions visited modes of transportation used how the trip was the local people INTERPRETIVE MODE: • Demonstrates comprehension of content from reading, watching and listening material relating to: what someone did and where he went during his vacation PRESENTATIONAL MODE: • Produce an oral or written report on: your best trip or vacation			COMPARISONS: Talk about services available to Spanish-speakers at local tourist attractions	Talk about travel vacations past events Vocabulary: vacation places activities modes of transportation nationalities Grammar: Personal ‘a’ Regular and irregular preterite for the verbs <i>aprender, salir, ver,</i> and <i>ir</i>

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Quarter 3 Unit 6: Tú y Tu Comunidad AP THEME: Families and Communities, Global Challenges AP SUBTHEME: Citizenship, Environmental Issues		Recommended pacing: 2 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
<u>Virginia State Foreign Language Standards of Learning for Level :</u>			
S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. S 1.2 Students understand and interpret written and spoken language on a variety of topics. S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. S 4.1 Students use Spanish both within and beyond the school setting			
COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: Maintain a discussion related to: Giving directions to get around town Talk about: getting to places around town good driving habits modes of transportation Give commands to other people INTERPRETIVE MODE: • Demonstrates comprehension of content from reading, watching and listening material relating to: driving directions and advice PRESENTATIONAL MODE: • Produce an oral or written report on: how to get from a starting point to a point of interest			Talk about getting around giving directions points of interest good driving habits Vocabulary: asking for and giving directions driving advice about driving Grammar: Direct object pronouns <i>me, te, nos</i> Regular and Irregular affirmative <i>tú</i> commands Present Progressive – irregular forms

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Quarter 3 Unit 6 USEFUL VOCABULARY	About Driving	To give and Receive Driving Advice	To ask for and give Directions	Other Useful Words	
	el camión/los camiones	¡Basta!	¿Cómo se va...?	crear	
	el carro	ancho (a)	a la derecha	decir	
	el coche	de acuerdo	a la izquierda	dormir	
	el conductor / la conductora	déjame en paz	aproximadamente	este (punto cardinal)	
	el cruce de calles	dejar	bajar	las escaleras (mecánicas)	
	el peatón	despacio	complicado (a)	leer	
	el permiso de manejar	esperar	cruzar / cruzar la calle	norte	
	el Puente	estar seguro (a)	derecho	oeste	
	el semáforo	estrecho (a)	desde	pedir	
	el tráfico	exceso de velocidad	doblar	próximo (a)	
	el/la policía	me estás poniendo nervioso (a)	el metro	repetir	
	la avenida	peligroso (a)	en medio de	seguir	
	la carretera	quitar	girar	servir	
	la cuadra	tener cuidado	hasta	sur	
	la esquina	ya	manejar	traer	
	la estatua		parar	vestir	
	la fuente		pasar		
	la parada de (autobús, taxi, etc.)		por		
	la plaza		quedar		
la señal de pare/ alto		seguir (e-i)			
los pasillos		subir			
poner una multa		tener prisa			
		tomar			
RECYCLED/ONGOING TOPICS/STRUCTURES	Continued use of the present and preterite tenses, and local modes of transportation New grammar: Direct object pronouns <i>me, te, nos</i> ; regular and irregular affirmative <i>tú</i> commands; present progressive – irregular forms				
RESOURCES/ ACTIVITIES	<i>Realidades II</i> (Chapter 3B), <i>Realidades I</i> (Chapter 8A), <i>Selecciones</i> , Spanish television (audio and visual), newspaper articles, authentic maps and road signs, workbook part 1 and 2.				
ASSESSMENTS/ RUBRICS NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.	Suggested Interpretive Task		Suggested Interpersonal Task		Suggested Presentational Task
	Read and listen to advice for establishing good driving habits Read and listen to driving directions		Create a city map with labels Create road signs Write about things that might happen as you drive that would make you nervous		Create a city map with points of interests and labels, then have the class follow your directions to the different points of interest.

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Quarter 4 Unit 7A: Celebrando el Pasado, Childhood Activities AP THEME: Families and Communities AP SUBTHEME: Childhood and Adolescence, Friendship and Love	Recommended pacing: 2 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>
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Virginia State Foreign Language Standards of Learning for Level :

S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
 S1.2 Students understand and interpret written and spoken language on a variety of topics.
 S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.
 S 4.1 Students use Spanish both within and beyond the school setting

COMMUNICATION -Interpersonal -Interpretive -Presentational	CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
<p>INTERPERSONAL MODE: Maintain a discussion related to: childhood toys, pets and activities, and to or for whom something is done Talk about: Activities that you used to do as a child Pets, toys and games Describe what you were like as a child</p> <p>INTERPRETIVE MODE: • Demonstrates comprehension of content from reading, watching and listening material relating to: childhood, pets, toys, and games</p> <p>PRESENTATIONAL MODE: • Produce an oral or written report on: What you were like as a child and what you used to do</p>		Compare and contrast nursery rhymes and songs in Spanish-speaking countries to those in the US	Talk about toys playing with other children what you used to do what you were like Vocabulary: Toys Animals Childhood activities and places Behaviors and characteristics Grammar: The imperfect tense of regular verbs: <i>jugar, hacer, vivir</i> The imperfect tense of irregular verbs <i>ir, ver, and ser</i>

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Quarter 4 Unit 7A USEFUL VOCABULARY	Toys	Animals	Things you used to do	Places	Explaining Actions	Personal Characteristics	Other Useful Words	
	el columpio	el gato	coleccionar	el jardín de infantes	de niño (a)	bien educado (a)		
	el dinosaurio	el perro	ir de campamento	el patio de recreo	de pequeño (a)	consentido (a)		
	el juguete / los juguetes	el pez / los peces	la escuela primaria	la guardería infantil	de vez en cuando	creativo (a)		
	el muñeco	la lagartija	molestar		el vecino / la vecina	desobediente		
	el oso de peluche	la tortuga	pelearse		la verdad	generoso (a)		
	el tren eléctrico		saltar (a la cuerda)		mentir (e-ie)	inquieto (a)		
	el triciclo		tirar (la bola, la pelota, las piedras, etc.)		obedecer (c-zc)	juguetón / juguetona		
	la colección / las colecciones				ofrecer	mentiroso (a)		
	la cuerda				permitir	obediente		
	la muñeca				por lo general	prudente		
	los bloques				portarse bien/mal todo el mundo	tímido (a) travieso (a)		
RECYCLED/ONGOING TOPICS/STRUCTURES	New grammar: Imperfect tense of regular verbs (<i>jugar, hacer, vivir</i>); Imperfect vs. Perfect Preterite; Imperfect tense of irregular verbs <i>ir, ser, ver</i>							
RESOURCES/ ACTIVITIES	<i>RealidadesII</i> (Chapter 4A), <i>Selecciones</i> , Spanish television (audio and visual), newspaper articles, newspaper advertisements, toys, pictures, home videos, storybooks							
ASSESSMENTS/ RUBRICS NOTE: Teachers should use the appropriate PALS rubrics for speaking and writing IPAs.	Suggested Interpretive Task		Suggested Interpersonal Task			Suggested Presentational Task		
	Interpret other students' pictures of their childhood Create a fable for other students to read Write captions to a story using the perfect and imperfect preterite		Write a simple storybook (fictional or personal) to share			Create a home video or slideshow		

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Quarter 4 Unit 7B: Celebrando el Pasado, Family, Food, and Holiday Celebrations AP THEME: Families and Communities, Personal and Public Identities, Global Challenges AP SUBTHEME:: Family Structures, Beliefs and Values, Nutrition and Food Safety			Recommended pacing: 4 weeks <i>Teachers need to appropriate the number of lessons to the caliber of students in the class so long as they are being given opportunities to meet the objectives of the unit.</i>	
Virginia State Foreign Language Standards of Learning for Level : S 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. S 1.2 Students understand and interpret written and spoken language on a variety of topics. S 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics. S 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.				
COMMUNICATION -Interpersonal -Interpretive -Presentational		CULTURES/ CONNECTIONS	COMPARISONS/ COMMUNITIES	ESSENTIAL KNOWLEDGE (Facts & Skills)
INTERPERSONAL MODE: Maintain a discussion related to family members, relatives, and holiday celebrations in the past Talk about: Family and relatives How people interact Social/holiday gatherings Foods served at certain events INTERPRETIVE MODE: • Demonstrates comprehension of content from reading, watching and listening material relating to descriptions about a person from the past, holiday celebrations and family. PRESENTATIONAL MODE: • Produce an oral or written report on or about: Holiday celebrations Social gatherings Family/friends interactions Foods served at certain events			Compare and contrast types of foods eaten at social gatherings.	Talk about <ul style="list-style-type: none"> • Family and relatives • Describe people and situations in the past • How people interact • Holiday celebrations Vocabulary: <ul style="list-style-type: none"> • Family members • Holiday celebrations Grammar: <ul style="list-style-type: none"> • The imperfect tense: describing a situation in the past • Using reflexives

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Quarter 4 Unit 7B USEFUL VOCABULARY	Family		Talking about people	About Special Events	Food	Other Useful Words	
	el abuelo	la madrastra	contar (o-ue) (chistes)	¡Felicidades!	arroz con gandules	antiguo (a)	
	el bisabuelo	la madre	el / la bebé	alrededor de	arroz con leche	beber	
	el cuñado	la madrina	feliz	casarse (con)	el dulce	comer	
	el hermanastro	la nieta	los mayores	cumplir años	el helado	el cuchillo	
	el hermano	la prima	llevarse bien/mal	charlar	el jamón	el mantel	
	el hijastro	la sobrina	llorar	divertirse (e-ie)	el lechón	el plato	
	el nieto	la suegra	reírse (e-í)	el aniversario	el pavo	el tenedor	
	el padrastro	la tía	reunirse	el carbón (for children who have been bad)	el pescado	el vaso	
	el padre	los abuelos		el del día festivo	el pollo	es un sueño	
	el padrino	los hermanos		el desfile	el postre	frecuentemente	
	el primo	los padres		el día de los Reyes Magos	el queso	había	
	el sobrino	los parientes	Manners and Customs	el pesebre	el refresco	la cuchara	
	el suegro	los tíos	abrazar(se)	enorme	el rosca/roscón de reyes	la mesa	
	el tío		besar(se)	felicitarse	el turrón	la servilleta	
	familia, la		dar(se) la mano	hacer un picnic	la comida	la silla	
	la abuela		despedirse (e-i) de	la boda	la manzana	la taza	
	la bisabuela		los modales	la costumbre	las bebidas	los regalos	
	la cuñada		saludar(se)	la fiesta de sorpresa	las tapas	mientras (que)	
	la hermana		sonreír (e-í)	la navidad	las uvas	ofrecer	
	la hermanastra			la reunión / las reuniones	los mariscos	poner	
	la hijastra			las fiestas patronales	los pastel de tres leches	recordar (o-ue)	
				las luces	los pasteles	retirar(se)	
				los fuegos artificiales	los polvorones	sentar(se)	
				los villancicos	los tamales	servir(se)	
			nacer				
			Nochebuena				
			Nochevieja				
			regalar				
RECYCLED/ONGOING TOPICS/STRUCTURES	Imperfect tense, reflexives, “-ito” and “-isimo”, adjective/noun agreement (review). Present and preterite tense (review)						
RESOURCES/ ACTIVITIES	<i>Realidades II</i> (Chapter 4B), family trees, magazines, menus, cookbooks, advertisements, product labels, plastic foods or pictures of foods, http://onlinefreespanish.com/aplica/lessons/familygame.htm , http://spanishplans.files.wordpress.com/2011/10/simpsonfamilyspanish.jpg , http://www.quia.com/sh/34838.html?AP_rand=1832158196 , http://www.questgarden.com/04/55/8/051013102135/t-index.htm ,						
ASSESSMENTS/ RUBRICS	Suggested Interpretive Task		Suggested Interpersonal Task		Suggested Presentational Task		
	Dramatizations		WebQuest about a Hispanic holiday, present and do a mock celebration Celebrate as a class a special Hispanic holiday		Select a Hispanic celebration and present to the class Create a scrapbook/family photo album and illustrate pictures of family members celebrating a special holiday		