

## SPANISH II CURRICULUM UNIT #3

### North Smithfield and Burrillville School Districts

**TITLE OF UNIT #3:** *Una vez y siempre* **COURSE** Spanish II  
**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** one quarter

#### OVERVIEW OF UNIT:

Students will communicate what they did in the past using the preterite and the imperfect tenses. Students will then compare and contrast the uses of the two past tenses. Students will be able to make connections as they relate to events in the past tense and properly distinguish between the preterite and imperfect.

*What happened recently?  
 What was your life like as a child?*

#### STANDARDS:

COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS	COMMUNITIES	READING	WRITING
Communicate in more than one language in order to function in a variety of situations and for multiple purposes <ul style="list-style-type: none"> <li>Interpersonal Communication</li> <li>Interpretive Communication</li> <li>Presentational Communication</li> </ul>	Function with cultural competence and understanding <ul style="list-style-type: none"> <li>Relating Cultural Practices to Perspectives</li> <li>Relating Cultural Products to Perspectives</li> </ul>	Connect with other disciplines and acquire information in order to use the language to function in academic and career-related situations <ul style="list-style-type: none"> <li>Making Connections:</li> <li>Acquiring Information:</li> </ul>	Develop insight into the nature of language and culture in order to communicate and function with cultural competence <ul style="list-style-type: none"> <li>Language Comparisons</li> <li>Cultural Comparisons:</li> </ul>	Communicate and function with cultural competence in order to participate in multilingual communities at home and around the world <ul style="list-style-type: none"> <li>School and Community</li> <li>Lifelong Learning:</li> </ul>	<ul style="list-style-type: none"> <li>Key Ideas and Details</li> <li>Craft and Structure</li> <li>Integration of knowledge</li> <li>Range of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Text Types and Purposes</li> <li>Production and Distribution</li> <li>Research to Build and Present Knowledge</li> <li>Range of Writing</li> </ul>

#### FOCUS Standards:

##### Communication:

- 1.1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
  - 1.1.1 accurate pronunciation
  - 1.1.4 adjective agreement
  - 1.1.5 questions and answers with core vocabulary
  - 1.1.6 sentence structure to sustain conversation
  - 1.1.8 exchange information
  - 1.1.9 Spanish role-playing situations
  - 1.1.10 opinions, preferences, and feelings.
  - 1.1.11 information on a variety of topics
  - 1.1.12 range of collaborative discussions using correct subject/verb agreement and sentence structure
  - 1.1.13 short presentations in Spanish on a variety of topics
  - 1.1.14 prepare, illustrate, and present materials in Spanish
  - 1.1.15 benchmarks from Spanish I
- SL.8.1 range of collaborative discussions
- L.5.3 language and its conventions
- 1.2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
  - 1.2.4 vocabulary, parts of speech
  - 1.2.10 main ideas of familiar texts and dialogues
  - 1.2.11 employ appropriate intonation and syllabic stress
  - 1.2.15 read for a variety of purposes
- RI.6.7 information presented in different media or formats
- RI.4.1 details and examples in a text
- RI.6.2 theme or central idea of a text
- L.5.3 target language and its conventions when writing, speaking, reading, or listening
- SL.8.5 multimedia and visual displays into presentations
- L.7.3 knowledge of language and its conventions
- 1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
  - W.5.1 opinion pieces on topics or texts
  - W.5.2 informative/explanatory texts
  - W.5.3 narratives to develop real or imagined experiences or events
  - L.5.3 knowledge of language and its conventions

##### Cultures:

- 2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
  - RI.6.7 information presented in different media or formats
  - RI.6.2 central idea of a text
- 2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
  - 2.2.3 artistic contributions from Spanish-speaking cultures
  - RI.6.7 information presented in different media or formats

##### Connections:

- 3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
  - 3.1.2 parts of speech
  - 3.1.3 oral presentational skills
  - 3.1.4 technology skills
  - SL.9-10.5 strategic use of digital media
- 3.2 Access and evaluate information and diverse perspectives that are available.
  - W.9-10.7 more sustained research projects
- 4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
  - 4.1.1 grammatical structure between Spanish and English
  - 4.1.4 predict the meaning of words
  - 4.1.6 differences in language characteristics, e.g. gender agreement and syntax.
  - 4.1.7 pronunciation systems
- 4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
  - 4.2.5 elements of various Spanish-speaking cultures
  - W.9.7 short research project
  - SL.8.5 multimedia and visual displays

##### Communities:

- 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
  - 5.1.1 examples of the target language in daily life.
  - 5.1.2 knowledge of the target language and culture
  - 5.1.4 target language in the school community
  - 5.1.5 access to native speakers and authentic reading materials
  - W.9.2 informative/explanatory texts to examine a topic
  - W.9.5 strengthen writing as needed by planning, revising, editing, rewriting
  - W.9.7 research projects
- 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement
  - 5.2.1 attend movies, plays, concerts, and art exhibits.
  - 5.2.2 interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.
  - 5.2.3 logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.
  - 5.2.4 listen to and sings along to music in the target language.
  - SL.8.1 Discussions
  - L.5.3 knowledge of language and its conventions when writing, speaking, reading, or listening.

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#### Expectations for Student Learning (High School only):

#### ENDURING UNDERSTANDING:

- Preterit irregular
- Stem changing verbs
- Imperfect regular, irregular

#### PRIOR KNOWLEDGE:

- Preterit tense – regular verbs
- Daily routines and reflexive verbs (present and preterit)
- Body parts
- Ailments
- Favor de (B)
- Review Spanish I conventions of grammar
- Saber and conocer
- Present tense regular and irregular verbs
- Stem changing verbs
- Indirect object pronouns
- Verbs like *gustar*
- Ser vs. *estar*
- Articles and adjectives
- Present progressive
- Day of the Dead

#### NEW KNOWLEDGE:

- 1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

<u>Essential Knowledge and Skills</u>	<u>Academic vocabulary</u>
1.1.1 Use accurate pronunciation.	○ adjective
1.1.4 Uses adjective agreement to describe people, places, situations, and objects.	○ agreement
1.1.5 <b>Construct questions and answers involving the core vocabulary and related ideas</b>	○ comparative adjectives/ superlative adjectives
• adverbs	○ conversation
• agreeing/disagreeing/opinions	○ conversions
• ailments	○ idiomatic expressions
• art and culture	○ interact
• body parts	○ interrogatives
• childhood activities	○ negative expressions
• clothing	○ negotiate
• comparative adjectives/ superlative adjectives	
• daily routine	
• holidays	
• idiomatic expressions	
• interrogatives	
• likes/dislikes	
• meals/food/restaurants/table setting	
• nature	
• past times (NS)	
• personal/physical characteristics (adjectives)	
• places in town	
• prepositions	
• quantities	
• shopping	
• sports/leisure activities	
• technology/telecommunications	
• travel/ airport/train	

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<p>1.1.6 Demonstrate mastery of sentence structure in order to sustain a conversation and/or presentation in Spanish.</p> <p>1.1.8 Exchange information in the target language.</p> <p>1.1.9 Engage in Spanish role-playing situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food.</p> <p>1.1.10 Share opinions, preferences, and feelings in Spanish with classmates.</p> <p>1.1.11 Present information on a variety of topics.</p> <p>1.1.12 Engage effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure in the present and past tenses.</p> <p>1.1.13 Prepare and deliver short presentations in Spanish on a variety of topics, e.g. personal experiences, school happenings, and current and past events.</p> <p>1.1.14 Prepare, illustrate, and present materials in Spanish e.g. advertisements, posters, menus, and fashion shows.</p> <p>1.1.15 Apply all the benchmarks from Spanish I in greater depth, content, and complexity.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.8.1)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> <li>○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a)</li> </ul> </li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Extend, accept, and refuse invitations, formal and informal, oral and written, using expressions and behavior appropriate to varied situations.</li> <li>• Use expressions for managing conversations—that is, they can show interest in what others say (<i>¡Qué interesante!</i>; <i>Yo digo que...</i>); and ask for help or check comprehension (<i>¿Cómo se dice...?</i>; <i>¿Comprende/s?</i>; <i>yo pienso que... creo que...</i>)</li> <li>• Exchange information about personal events, memorable experiences, and other school subjects with classmates. They then use these data to compare, contrast, and express opinions and preferences.</li> <li>• Use Spanish to acquire goods, services, or information orally and/or in writing.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.guia.com">www.guia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

**1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

<p>1.2.4 Recognize and use:</p> <ul style="list-style-type: none"> <li>• infinitives</li> <li>• subject pronouns</li> <li>• present tense regular and irregular verbs</li> <li>• stem changing verbs</li> <li>• preterite tense <ul style="list-style-type: none"> <li>○ AR/ER/IR verbs</li> <li>○ -car, -gar, -zar verbs</li> <li>○ Y spelling change</li> <li>○ ir stem change</li> <li>○ irregular <ul style="list-style-type: none"> <li>▪ j group (decir, traer...)</li> <li>▪ u group (tener, poner, querer, poder)</li> <li>▪ l group (venir, hacer)</li> <li>▪ ser and ir</li> </ul> </li> <li>○ verbs that change meaning (saber, etc.)</li> </ul> </li> <li>• imperfect tense <ul style="list-style-type: none"> <li>○ all regular verbs</li> <li>○ irregulars (ser, ir, ver)</li> </ul> </li> <li>• introduction to preterite vs. imperfect</li> <li>• present progressive</li> <li>• direct and indirect pronouns</li> <li>• reflexive verbs (present and past)</li> <li>• subject/verb agreement</li> <li>• saber and conocer</li> <li>• verbs like gustar</li> <li>• ser vs. estar</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• demonstrate</li> <li>• distinguish</li> <li>• identify</li> <li>• imperfect tense</li> <li>• intonation</li> <li>• present progressive</li> <li>• preterite tense</li> <li>• recognize</li> <li>• reflexive verbs</li> <li>• utilize</li> </ul>
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<p>1.2.10 Identify main ideas of familiar texts and dialogues, e.g. literary, cultural, informational and visual.</p> <p>1.2.11 Employ appropriate intonation and syllabic stress.</p> <p>1.2.15 Recognize that regional differences in pronunciation and vocabulary exist.</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>• Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.. (RI.6.7)</li> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)</li> <li>• Determine a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RL.6.2)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)             <ul style="list-style-type: none"> <li>○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a)</li> </ul> </li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3)             <ul style="list-style-type: none"> <li>○ Uses target language effectively                 <ul style="list-style-type: none"> <li>▪ negation</li> <li>▪ direct/indirect object pronouns</li> <li>▪ past participles with “estar”</li> <li>▪ por and para</li> <li>▪ preterite vs. imperfect</li> </ul> </li> </ul> </li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Identify the principal characters and comprehend the main ideas and themes in age-appropriate Spanish language literary texts.</li> <li>• Understand the main themes and significant details of writings on various topics and products of the cultures as found in magazines, e-mail, the Internet, or other printed sources in Spanish.</li> <li>• Use knowledge acquired to comprehend spoken and written messages in Spanish, such as using the metric system or understanding time expressed using the 24-hour clock.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

**1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

<p><b>Essential Knowledge and Skills</b></p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)             <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> </li> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)             <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol> </li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• claim</li> <li>• develop</li> <li>• engage</li> <li>• integrate</li> <li>• perform</li> <li>• prepare</li> <li>• provide</li> <li>• support</li> </ul>
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<p>event sequences. (W.5.3)</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol> <ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)             <ul style="list-style-type: none"> <li>○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a)</li> </ul> </li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Perform short plays and skits in the classroom setting or sing songs for peers, faculty and administration.</li> <li>• Prepare tape or video recorded messages on topics of personal interest to share with school peers, using culturally appropriate behavior or typical gestures.</li> <li>• Prepare stories or brief written reports about Hispanic sports or political figures in the media, their own personal experiences, or their other school subjects to share with classmates.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

**2.1 Use the language to investigate, explain, and reflect on the relationship between between the practices and perspectives of the cultures studied.**

<p><b>Essential Knowledge and Skills</b></p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</li> <li>• Determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RI.6.2)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• customs and traditions</li> <li>• explore</li> <li>• identify</li> <li>• observe</li> <li>• participate</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Learn about and participate in age-appropriate cultural practices such as leading games, taking turns, playing sports, and attending musical, dance, and dramatic performances.</li> <li>• Participate in real or simulated age-appropriate cultural occurrences related to special events or personal occasions, such as saint’s days and birthday celebrations, and graduation exercises within the context of Hispanic cultures.</li> <li>• Observe, analyze, and discuss patterns of behavior, such as going out in groups instead of in couples, that are typical of their peer group within the Hispanic communities.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.dayofthedead.com">www.dayofthedead.com</a></li> <li>• <a href="http://www.google.com">www.google.com</a></li> </ul>

**2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

<p><b>Essential Knowledge and Skills</b></p> <p>2.2.3 Learn about and recognize artistic contributions from Spanish-speaking cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• explore</li> <li>• listen</li> <li>• perspectives and products</li> <li>• recognize</li> <li>• Spanish-speaking cultures</li> <li>• watch</li> </ul>
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<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Experience (read, listen to, observe, perform) expressive products of Spanish-speakers, such as stories, poetry, music, paintings, dance, and drama.</li> <li>• Identify and discuss major themes, ideas, and perspectives related to the products being studied (for example, for Peru, arpilleras and weavings made from the wool of the alpaca).</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.dayofthedead.com">www.dayofthedead.com</a></li> <li>• <a href="http://www.google.com">www.google.com</a></li> </ul>
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**3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

<p><b>Essential Knowledge and Skills</b></p> <p>3.1.2 Identify and utilize parts of speech that include</p> <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• adverbs</li> <li>• gerunds</li> <li>• subjects</li> <li>• adjectives</li> <li>• pronouns</li> <li>• interrogatives</li> <li>• prepositions</li> <li>• contractions</li> </ul> <p>3.1.3 Strengthen oral presentation skills in target language and English through</p> <ul style="list-style-type: none"> <li>• presentations</li> <li>• dialogues</li> <li>• role playing</li> <li>• communication activities, etc.</li> </ul> <p>3.1.4 Incorporate technology skills such as:</p> <ul style="list-style-type: none"> <li>• Internet research</li> <li>• Power Point™</li> </ul> <p>to demonstrate understanding of the target language.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• explore</li> <li>• identify</li> <li>• incorporate</li> <li>• present</li> <li>• utilize</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Through research projects, students expand on topics learned in other school subjects as they relate to the Spanish-speaking world, such as geographical information, historical facts and concepts, and ecological developments.</li> <li>• Comprehend articles or short videos in Spanish on topics being studied in other classes, such as current sports events, natural disasters, and national patriotic celebrations (e.g., independence day in various countries).</li> <li>• Present oral or written reports in Spanish on topics being studied in other classes as they relate to the Spanish-speaking world.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

**3.2 Access and evaluate information and diverse perspectives that are available.**

<p><b>Essential Knowledge and Skills</b></p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9-10.7)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> <li>• nuances</li> <li>• self-assess</li> <li>• summarize</li> <li>• utilize</li> </ul>
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<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Read, listen to, and talk about Spanish-language folk tales, short stories, and poems that have been written for young people.</li> <li>• Examine artists from Hispanic countries to see how they portray their homeland and fellow citizens.</li> <li>• Gather information from authentic French materials, such as books, newspapers, magazines or the Internet, to create short reports on topics of interest.</li> <li>• Interview Spanish speakers in their community about their childhood on topics such as family life, school, hobbies, and leisure activities. (NS)</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos</li> </ul>
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#### 4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

<p><b>Essential Knowledge and Skills</b></p> <p>4.1.1 Compare and contrast grammar and structure between Spanish and English.</p> <p>4.1.4 Predict the meaning of words based on prior knowledge.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 Identify differences in pronunciation systems between Spanish and English</p> <p><b>Common Core State Standards – ELA</b></p>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• cognates/false cognates</li> <li>• compare</li> <li>• contrast</li> <li>• identify</li> <li>• interpret</li> <li>• negatives</li> <li>• predict</li> <li>• syntax</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Reinforce the relationship between English and Spanish based on their awareness of cognates (<i>la reata - lariat; montaña - mountain; educación - education; universidad - university; estudiante - student</i>).</li> <li>• Demonstrate proficiency in expressing respect and communicating status differences in their own language and in Spanish, such as <i>señor, señorita, señora - Mr., Miss, Mrs., Ms./Sir, Ma'am; Maestra/Maestro</i>; and the familiar and formal forms of verbs.</li> <li>• Demonstrate knowledge that English and Spanish have sound distinctions that they must master to communicate meaning (<i>pero-perro; continuo-continúo-continúo</i>).</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

#### 4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

<p><b>Essential Knowledge and Skills</b></p> <p>4.2.5 Identifies elements of various Spanish-speaking cultures.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9.7)</li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• compare</li> <li>• explore</li> <li>• identify</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Contrast verbal and non-verbal behavior within particular activities in Hispanic cultures and their own, such as table manners and saying “<i>Buen provecho</i>”; and behavior for private parties (time of arrival, how long to stay, hostess gifts).</li> <li>• Demonstrate an awareness that they, too, have a culture, by comparing sample daily activities in Hispanic cultures and their own (e.g., mealtimes as family events including <i>sobremesa; dating</i> customs in both cultures; the influence of sports heroes and other cultural icons on aspects of daily life in the United States).</li> <li>• Speculate on why certain products are important to cultures by analyzing selected products from Hispanic cultures and their own (<i>calaveras - jack-o-lanterns; tortilleras - bread machines; colectivos, busetas - buses vs. automobiles</i>).</li> <li>• Hypothesize about the relationship between cultural perspectives and expressive products such as music, visual arts, performing arts, and appropriate forms of literature by analyzing selected products from Hispanic cultures and their own (<i>artesanías; folk songs and dances; Becquer’s Rimas</i>).</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

## SPANISH II CURRICULUM UNIT #3

### North Smithfield and Burrillville School Districts

#### 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

<p><b><u>Essential Knowledge and Skills</u></b></p> <p>5.1.1 Share knowledge of the target language and culture with others.</p> <p>5.1.2 Access international media and the arts, e.g. Museum of Fine Arts and local museums.</p> <p>5.1.4 Begin to understand authentic language and culture through access to native speakers (NS) and authentic reading materials.</p> <p>5.1.5 Reflect on and discuss careers promoting bilingualism.</p> <p><b><u>Common Core State Standards – ELA</u></b></p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.             <ol style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W.9.2)</li> </ol> </li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9.5)</li> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9.7)</li> </ul>	<p><b><u>Academic vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• access</li> <li>• bilingualism</li> <li>• interact</li> <li>• reflect</li> </ul>
<p><b><u>Sample Progress Indicators</u></b></p> <ul style="list-style-type: none"> <li>• Talk about favorite activities (<i>deportes, pasatiempos, música</i>) in Spanish with peers in the Spanish-speaking community.</li> </ul>	<p><b><u>Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

#### 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

<p><b><u>Essential Knowledge and Skills</u></b></p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.</p> <p>5.2.2 Display interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.</p> <p>5.2.3 Listen and sing along to music in the target language.</p> <p><b><u>Common Core State Standards – ELA</u></b></p> <ul style="list-style-type: none"> <li>• Participates in discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.             <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)</li> </ol> </li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.             <ol style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3)</li> </ol> </li> </ul>	<p><b><u>Academic vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• enrichment</li> <li>• interpersonal</li> <li>• reflect</li> </ul>
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**SPANISH II CURRICULUM UNIT #3**  
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<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Read authentic materials (<i>Tú</i> magazine, <i>microcuentos y leyendas</i>, teen novels like <i>Pobre Ana</i> for personal enjoyment. (NS)</li> <li>• Listen to, sing, and play music from Spanish-speaking countries for personal entertainment.</li> <li>• Participate in Spanish Club activities. (NS)</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>
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**SUGGESTED WORKS:**

**LITERARY TEXTS**

**STORIES**

**POETRY**

**DRAMA**

**OTHER**

**Literature:**

- *¡Buen Viaje!*, *Glencoe Spanish 2*
- *¡Así se dice!* 2

**Informational texts:**

- *¡Buen Viaje!*, *Glencoe Spanish 2*
- *¡Así se dice!* 2
- *Casi se Muere*

**INFORMATIONAL TEXT**

**NONFICTION**

**BIOGRAPHIES**

**MEMOIRS**

**SPEECHES, PUBLIC DOCUMENTS**

**ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Anecdotal records          | 8. Graphic organizers          | 15. Multi-media/technology          | 21. Research             |
| 2. Class discussion           | 9. Informational text response | 16. Narrative writing               | 22. Role playing         |
| 3. Conferencing               | 10. Interviews                 | 17. Non- linguistic representations | 23. Rubrics/checklists   |
| 4. Constructed responses      | 11. Informative writing        | 18. Note taking and summarizing     | 24. Tests and quizzes    |
| 5. Dramatization/role playing | 12. Journal                    | 19. Oral presentation               | 25. Technology           |
| 6. Exhibits                   | 13. Literature response        | 20. RAISE                           | 26. Think-alouds         |
| 7. Grammar and usage          | 14. Media appreciation         |                                     | 27. Vocabulary word wall |
|                               |                                |                                     | 28. Writer's notebook    |
|                               |                                |                                     | 29. Word Study           |

**REQUIRED COMMON ASSESSMENTS**

- Mid-term exam (HS)
- Final exam (HS)
- Common Task (HS)

**Develop and convey understanding**

- Sentence formation
- Questions and answers
- Dialogues

Focus on **narrative**

- Past experience/events
- Daily routine

Focus on **informational**

- Interview report

**Additional texts and writing for research**

- Music

## SPANISH II CURRICULUM UNIT #3

### North Smithfield and Burrillville School Districts

#### HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

##### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

##### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

#### ADDITIONAL RESOURCES:

##### Websites

- [www.actfl.org](http://www.actfl.org)
- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- <http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf> (instructional strategies)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.quia.com](http://www.quia.com)
- [www.wordreference.com](http://www.wordreference.com)
- [www.studyspanish.com](http://www.studyspanish.com)
- [www.pandor.com](http://www.pandor.com) target language station (and other Internet radio stations)
- [www.glencoe.com](http://www.glencoe.com)
- youtube videos (educational)

##### Audio/video

- Ancillary textbook materials: CD programs, DVD program, "Video Marathon" review game
- Music CD's and digital files of popular music
- Educational You tube for music videos in target language, commercials, video clips of realia, learning for beginners
- Films in target language
- Voice memo recorder on i-phone to create audio books and audio vocabulary lists (NS)
- Language lab activities and assessments (NS)

##### Materials

- Sentence strips
- Calendars and clocks
- Realia, e.g. currency, posters, menus
- Vocabulary books
- Foldables

#### VOCABULARY

- |                                       |                            |                          |             |
|---------------------------------------|----------------------------|--------------------------|-------------|
| 1. access                             | 11. customs and traditions | 24. negative expressions | 38. support |
| 2. adjective agreement                | 12. develop                | 25. negatives            | 39. syntax  |
| 3. analyze                            | 13. engage                 | 26. negotiate            | 40. utilize |
| 4. bilingualism                       | 14. enrichment             | 27. nuances              |             |
| 5. claim                              | 15. explore                | 28. observe              |             |
| 6. cognates/false cognates            | 16. identify               | 29. participate          |             |
| 7. comparative                        | 17. idiomatic expressions  | 30. perform              |             |
| adjectives/<br>superlative adjectives | 18. incorporate            | 31. predict              |             |
| 8. compare                            | 19. integrate              | 32. prepare              |             |
| 9. contrast                           | 20. interact               | 33. present              |             |
| 10. conversation                      | 21. interpersonal          | 34. provide              |             |
|                                       | 22. interpret              | 35. reflect              |             |
|                                       | 23. interrogatives         | 36. self-assess          |             |
|                                       |                            | 37. summarize            |             |

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**LESSON PLAN for UNIT (Complete this section during the school year)**

**LESSONS**

- Lesson # 1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction
  
- Assessments:** see curriculum introduction
  - **Formative**
  
  
  - **Summative**