

## SPANISH II CURRICULUM UNIT #2

### North Smithfield and Burrillville School Districts

**TITLE of Unit #2** ¿Qué hiciste ayer?

**DATE PRESENTED:** \_\_\_\_\_

**DATE DUE:** \_\_\_\_\_

**COURSE** Spanish II

**LENGTH OF TIME:** one quarter

#### OVERVIEW OF UNIT:

Students will be able to communicate daily routines in present and past tenses using appropriate vocabulary. Students will begin reading Casi Se Muere and will compare the culture of the lives of the main characters to their own.

What is your daily routine?

What did you do yesterday?

#### 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:

- 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.
  - 1.1.13 short presentations in Spanish on a variety of topics
  - 1.1.14 Prepare, illustrate, and present materials in Spanish
  - 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
  - 1.2.3 verbal instructions to perform specific tasks
  - 1.2.4 vocabulary, parts of speech
  - 1.2.8 comprehension of information from and accessible Spanish -language materials
  - 1.2.10 main ideas of familiar texts and dialogues
  - 1.2.11 employ appropriate intonation and syllabic stress
  - 1.2.14 reading strategies such as cognate recognition, context, and syntax
  - 1.2.15 read for a variety of purposes
  - RI.6.7 information presented in different media or formats
  - RL.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.5.3 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.
  - 2.1.3 dance and music of different countries.
  - 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.
  - 2.2.2 music and watches Spanish-language film or television (NS)
  - 2.2.3 artistic contributions from Spanish-speaking cultures
  - 2.2.4 differences and similarities that distinguish Spanish cultures from each other

#### 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
- 3.2 Access and evaluate information and diverse perspectives that are available.
  - 3.2.1 research strategies
  - 3.2.2 appropriate reading strategies
  - 3.2.3 his/her culture and lifestyle to others'
  - 3.2.4 listen attentively and analyzes various perspectives

#### Comparisons:

- 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
  - 4.1.2 cognates/false cognates and derivatives.
  - 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.
  - 4.2.1 differences and similarities between the U.S. and Spanish-speaking cultures
  - 4.2.2 different forms of social etiquette
  - 4.2.3 cultural products and practices
  - 4.2.4 social structures
  - 4.2.5 elements of various Spanish-speaking cultures
  - 4.2.6 dance and music of Spanish-speaking countries
  - 4.2.7 compare/contrast various Spanish-speaking cultures

#### Communities:

- 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
  - 5.1.2 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
- 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. (NS)
  - 5.2.2 interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.
  - 5.2.4 listen to and sings along to music in the target language.

## SPANISH II CURRICULUM UNIT #2

### North Smithfield and Burrillville School Districts

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

#### ENDURING UNDERSTANDING:

- Preterit tense – regular verbs
- Daily routines and reflexive verbs (present and preterit)
- Body parts
- Ailments
- Favor de (B)

#### PRIOR KNOWLEDGE:

- 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.	<ul style="list-style-type: none"> <li>• adjective agreement</li> <li>• comparative adjectives/ superlative adjectives</li> <li>• conversation</li> <li>• conversions</li> <li>• idiomatic expressions</li> <li>• interact</li> <li>• interrogatives</li> <li>• negative expressions</li> <li>• negotiate</li> </ul>
1.1.4 Uses adjective agreement to describe people, places, situations, and objects.	
1.1.5 <b>Construct questions and answers involving the core vocabulary and related ideas</b>	
• adverbs	
• agreeing/disagreeing/opinions	
• ailments	
• art and culture	
• body parts	
• childhood activities	
• clothing	
• 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	
1.1.6 Demonstrate mastery of sentence structure in order to sustain a conversation and/or presentation in Spanish.	
1.1.8 Exchange information in the target language.	
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.	

**SPANISH II CURRICULUM UNIT #2**  
**North Smithfield and Burrillville School Districts**

<p>1.1.10 Share opinions, preferences, and feelings in Spanish with classmates.</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><b>Common Core State Standards – ELA</b></p> <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>• 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!; Yo digo que...</i>); and ask for help or check comprehension (<i>¿Cómo se dice...?; ¿Comprende/s; 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.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>

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

<p>1.2.3 Follow verbal instructions to perform specific tasks and to answer questions.</p> <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>1.2.8 Demonstrate comprehension of information from and accessible Spanish-language materials.</p> <p>1.2.10 Identify main ideas of familiar texts and dialogues, e.g. literary, cultural, informational and <b>visual</b>.</p> <p>1.2.11 Employ appropriate intonation and syllabic stress.</p> <p>1.2.14 Employ reading strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.</p> <p>1.2.15 Read for a variety of purposes to:</p> <ul style="list-style-type: none"> <li>• increase and reinforce vocabulary</li> <li>• expand knowledge and cultural awareness</li> <li>• reinforce the conventions of the language</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>
---	--

**SPANISH II CURRICULUM UNIT #2**  
**North Smithfield and Burrillville School Districts**

<ul style="list-style-type: none"> <li>○ <i>El viaje de su vida(NS)</i></li> <li>○ <i>Casi se muere</i></li> <li>○ <i>El viaje perdido (NS)</i></li> </ul> <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>● 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> </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 narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.5.3) <ul 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> </ul> </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>○ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3a)</li> </ul> </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>
<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.**

**SPANISH II CURRICULUM UNIT #2**  
**North Smithfield and Burrillville School Districts**

<p><b><u>Essential Knowledge and Skills</u></b>                  2.1.3 Explore the dance and music of different countries.</p> <p><b><u>Common Core State Standards – ELA</u></b></p> <ul style="list-style-type: none"> <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><u>Academic vocabulary</u></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><u>Sample Progress Indicators</u></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><u>Websites</u></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><u>Essential Knowledge and Skills</u></b></p> <p>2.2.2 Listen to music and watches Spanish-language film or television (NS) programs that are popular with young people in various parts of the world.</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>2.2.4 Recognize the differences and similarities that distinguish Spanish-speaking cultures from each other.</p> <p><b><u>Common Core State Standards – ELA</u></b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b><u>Academic vocabulary</u></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>
<p><b><u>Sample Progress Indicators</u></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><u>Websites</u></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>

**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><u>Essential Knowledge and Skills</u></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> </ul>	<p><b><u>Academic vocabulary</u></b></p> <ul style="list-style-type: none"> <li>explore</li> <li>identify</li> <li>incorporate</li> <li>present</li> <li>utilize</li> </ul>
--	---

**SPANISH II CURRICULUM UNIT #2**  
**North Smithfield and Burrillville School Districts**

<p>3.1.4      • communication activities, etc.          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><u>Common Core State Standards – ELA</u></b></p>	
<p><b><u>Sample Progress Indicators</u></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><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>

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

<p><b><u>Essential Knowledge and Skills</u></b></p> <p>3.2.1 Utilize a variety of research strategies (e.g. summarizing, utilizing graphic organizers, note-taking).</p> <p>3.2.2 Employ appropriate reading strategies e.g. summarizing and jigsaw reading, read-aloud, determine meaning from context.</p> <p>3.2.3 Self-assess world views by comparing/contrasting his/her culture to others’.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language tú vs. Ud.</p> <p><b><u>Common Core State Standards – ELA</u></b></p>	<p><b><u>Academic vocabulary</u></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>
<p><b><u>Sample Progress Indicators</u></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><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</li> </ul>

**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><u>Essential Knowledge and Skills</u></b></p> <p>4.1.1 Compare and contrast grammar and structure between Spanish and English.</p> <p>4.1.2 Recognize and use cognates/false cognates and derivatives.</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><u>Common Core State Standards – ELA</u></b></p>	<p><b><u>Academic vocabulary</u></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><u>Sample Progress Indicators</u></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</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> </ul>

## SPANISH II CURRICULUM UNIT #2

### North Smithfield and Burrillville School Districts

<p>formal forms of verbs.</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge that English and Spanish have sound distinctions that they must master to communicate meaning (<i>pero-perro; continuo-continuo-continuo</i>).</li> </ul>	<ul style="list-style-type: none"> <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>4.2.1 Discuss the differences and similarities between American and Spanish-speaking cultures.</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compare cultural products and practices, e.g. sports, holidays, traditions, and foods.</p> <p>4.2.4 Compare social structures, e.g. families and school.</p> <p>4.2.5 Identifies elements of various Spanish-speaking cultures.</p> <p>4.2.6 Compare dance and music of Spanish-speaking countries to each other and to those of the US.</p> <p>4.2.7 Compare and explore various Spanish-speaking cultures.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li></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</i>; <i>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</i> - jack-o-lanterns; <i>tortilleras</i> - bread machines; <i>colectivos, busetas</i> - buses vs. automobiles).</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</i>; folk songs and dances; Becquer’s <i>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>

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

<p><b>Essential Knowledge and Skills</b></p> <p>5.1.2 Access international media and the arts, e.g. Museum of Fine Arts and local museums.</p> <p>5.1.3 Use the target language in the school community, e.g.</p> <ul style="list-style-type: none"> <li>greeting one another in hallways in target language</li> <li>giving a weather report in the target language</li> <li>writing a letter in the target language</li> </ul> <p>5.1.4 Begin to understand authentic language and culture through access to native speakers (NS) and authentic reading materials.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <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>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>access</li> <li>bilingualism</li> <li>interact</li> <li>reflect</li> </ul>
<p><b>Sample Progress Indicators</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>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 #2

### North Smithfield and Burrillville School Districts

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

<p><b>Essential Knowledge and Skills</b></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>Common Core State Standards – ELA</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.             <ul 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> </ul> </li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.             <ul 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> </ul> </li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• enrichment</li> <li>• interpersonal</li> <li>• reflect</li> </ul>
<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>

#### 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:

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 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           |



## SPANISH II CURRICULUM UNIT #2

### North Smithfield and Burrillville School Districts

#### REQUIRED COMMON ASSESSMENTS

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

#### Develop and convey understanding

- Sentence formation
- Questions and answers
- Post cards

#### Focus on narrative

- Past experience
- Daily routine

#### Focus on informational

- Interview report

#### Additional texts and writing for research

- Christmas traditions in Spanish-speaking countries

#### **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%20jv.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

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

**SPANISH II CURRICULUM UNIT #2**  
**North Smithfield and Burrillville School Districts**

**VOCABULARY**

- |   |                           |                               |   |
|---|---------------------------|-------------------------------|---|
| 1. access   | 13. develop               | 29. negatives                 | 44. reflexive verbs                       |
| 2. adjective agreement                            | 14. distinguish           | 30. negotiate                 | 45. self-assess Spanish-speaking cultures |
| 3. analyze  | 15. engage                | 31. nuances                   | 46. summarize                             |
| 4. bilingualism                                   | 16. enrichment            | 32. observe                   | 47. support                               |
| 5. claim  | 17. explore               | 33. participate               | 48. syntax                                |
| 6. cognates/false cognates                        | 18. identify              | 34. perform                   | 49. utilize                               |
| 7. comparative adjectives/ superlative adjectives | 19. idiomatic expressions | 35. perspectives and products | 50. watch                                 |
| 8. compare  | 20. imperfect tense       | 36. predict                   |   |
| 9. contrast                                       | 21. incorporate           | 37. prepare                   |   |
| 10. conversation                                  | 22. integrate             | 38. present                   |   |
| 11. customs and traditions                        | 23. interpersonal         | 39. present progressive       |   |
| 12. demonstrate                                   | 24. interpret             | 40. preterite tense           |   |
|   | 25. interrogatives        | 41. provide                   |   |
|   | 26. intonation            | 42. recognize                 |   |
|   | 27. listen                | 43. reflect                   |   |
|   | 28. negative expressions  |                               |   |

**SPANISH II CURRICULUM UNIT #2**  
**North Smithfield and Burrillville School Districts**

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

**LESSONS**

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

---

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

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