
WORLD LANGUAGE DEPARTMENT

SPANISH II CURRICULUM 2016

Christopher Wilson
Supervisor of World Cultures

Emitza Chiu-Huey, Paola Lauterwasser,
Pamela Llewellyn, and Cara Tevar
World Language Teachers

Department World Language Subject Spanish II .

Week	Marking Period 1	Week	Marking Period 3
1	Getting to Know you	21	Travel to a foreign country-making the plans
2	Review of greetings and present tense	22	Plane-Discuss and write about a plane experience
3	Body parts and reflexives-self description (tener/ser/sentirse phrases)	23	Plane-Research flight information, etc
4	Little Bird Tales on daily routine	24	Preterite -car/zar/zar and i-y verbs
5	Review of clothings and advanced vocabulary describing clothing	25	Por and Para
6	Pack a suitcase for a trip to Spanish speaking country	26	Hotel
7	Introduce the imperfect to describe childhood	27	Make a reservation/describe a room-imperfect/
8	Imperfect triggers and childhood vocabulary	28	Hotel Research paper-amenities, etc
9	Describe your favorite toy	29	Preterite -car/zar/zar and i-y verbs
10	Describe a childhood memory	30	Imperfect vs. Preterite-Cereal boxes-make your own quiz
Week	Marking Period 2	Week	Marking Period 4
11	My Free time-Planning a trip	31	El Viaje Final
12	How to make a phone call	32	Restaurante-vocabulary
13	Introduce technology vocabulary/Technology survey	33	Jobs in a restaurant
14	Introduce preterite-ar/er/ir/ and preterite triggers	34	Restaurante mural project/Restaurant review
15	Compare technology tools of your parents to your own	35	Preterite-stem changers
16	Geography and weather-imperfect weather phrases	36	Fast food webquest
17	Choose a country and follow the weather and give a live weather forecast for 5 days.	37	City vocabulary-talk about what is in your own city
18	Map of important geographical features	38	Give and receive directions in Spanish-commands
19	Train in Spain-irregular preterite	39	Imperfect vs preterite -City project Que hiciste Donde esta Por que era importante/interesante para ti?
20	Reading a train ticket/reading a schedule/paying for a ticket	40	Final City project

Weeks	Marking Period 1 (5 weeks)
Topic	Getting to know you
Essential Questions	
<p>Can you describe yourself personality/physical description/feelings What is your daily routine and what body parts are involved? What should you wear during seasons of the year? What were you like as a child?</p>	
Enduring Understandings	
<p>Self-reflection is an important part of creating growth in language acquisition. Understanding other cultures creates cultural sensitivity and acceptance. Introduction of yourself promotes friendly interactions.</p>	
Alignment to NJCCCS	
<p>7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.C.1– 5; 8.1.5.A.1-4, 8.1.8.A.4, 8.1.12.A.1, 8.1.8.D.1</p>	
Key Concepts and Skills	
<p>Communication</p> <ol style="list-style-type: none"> 1. Students will describe themselves. 2. Students will describe their daily routine 3. Students will be engaged in active conversations of past experiences-specifically their childhood <p>Grammar</p> <ol style="list-style-type: none"> 1. Review present tense conjugation rules 2. Review sentence structure 3. Expressing desires/ wants 4. Reflexive verbs 5. Introducing the imperfect <p>Culture</p> <ol style="list-style-type: none"> 1. Popular games/traditions of children in Spanish speaking countries. 2. Being an active member in today’s cultural society 3. Seasons affect clothing choices in Spanish speaking countries because of their location. 	
Learning Activities	
<ul style="list-style-type: none"> • Audio activities: situational dialogues • Daily routine -Little Bird Tales • Suitcase project • Childhood essay • Favorite toy project • T-chart • Dramatization • Picture prompt activities • Video activities (you tube importance of language acquisition) • Visual organizers • Bell ringers • Creation of online poster • Reading activities (sequencing and paraphrasing) • Writing activities • Oral activities: opinions on language acquisition 	

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- Grammar charts and organizers conjugation of verbs
- Cooperative learning activities
- Writing and reading narrative
- Authentic newspaper articles
- Listening activities to reinforce pronunciation and diction

Assessments

- Cooperative learning groups
- Oral presentation daily routine
- Personal journal
- Presentational writing prompt
- Presentational speaking prompt
- Homework
- Quizzes and Test
- Classnotes
- Online assessment activities
- Webquests
- Role play: introduction
- Projects
- Google voice

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	x	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Geography, Mathematics, Sociology, English, Performing Arts, Visual Arts, Health

Technology Integration

PowerPoint presentations, wireless laptop cart, Skype, Google Voice, elmos

Weeks	Marking Period 2 (5 weeks)
Topic	My Free Time- Planning a Trip
Essential Questions	
<ul style="list-style-type: none"> • Can you make a telephone call and maintain a conversation in Spanish? • How do you utilize technology in comparison to how your parents utilized technology? • Can you maintain a conversation that describe a technological problem? • What are the important geographical features of the country you have chosen? • How would you describe the weather in your country? • What is the essential vocabulary for train travel abroad? • What are the major cities and landmarks in Spain? • How would you describe the differences and similarities between train travel in the United States and in Spain? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will maintain a phone conversation • Students will interpret technology use vocabulary and track their usage. • Students will understand geographical landmarks and weather of the country chosen • Discuss travel by train in Spain. • Describe differences and similarities between train travel in the United States and Spain. • View authentic video of train travel in Spain. 	
Alignment to NJCCCS	
7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.C.1– 5; 8.1.5.A.1-4, 8.1.8.A.4, 8.1.12.A.1, 8.1.8.D.1	
Key Concepts and Skills	
<p>Communication</p> <ol style="list-style-type: none"> 1. How to make a phone call. 2. How technology impacts your life. 3. How to discuss the geography and weather of chosen country. 4. To discuss/learn train travel particular to Spain 5. Students will acquire useful vocabulary to read a train ticket and train schedule. <p>Grammar</p> <ol style="list-style-type: none"> 1. Introduce preterite tense-ar/er/ir 2. Imperfect weather phrases and time in the past 3. Estar and geography <p>Culture</p> <ol style="list-style-type: none"> 1. How to answer a phone in different countries. 2. Most popular social media in Spanish speaking countries 3. Map of all Spanish speaking countries 4. Train travel-US vs Spain 	
Learning Activities	
<ul style="list-style-type: none"> • Technology Survey • Student to parent technology comparison • Map creations • Weather report • Audio activities • Comprehension activities • Media rich presentation • Dramatization – missed train/train purchase 	

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- Picture prompt activities
- Video activities- el ave commercials
- Foldable – irregular verbs
- Visual organizers – irregular verbs
- Venn Diagram-compare and contrast trains
- Bell ringers
- Interactive online vocabulary quizzes
- Reading activities (sequencing and paraphrasing of current events)
- Writing activities (compositions, lists, journal entries)
- Oral activities-Compare and contrast cultural differences
- Cooperative learning activities-skit creation (traveling scenario)
- Writing and reading narratives
- Note taking
- Listening activities to reinforce pronunciation and diction
- Oral activities-purchasing a ticket
- Teacher tube videos
- Video ELE el tren

Assessments

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| <ul style="list-style-type: none"> • Technology Survey • Student to parent technology comparison • Map creations • Weather report • Digital Portfolio • Audio/video programs • Homework • Classnotes • Cooperative learning groups • Oral presentation daily routine • Personal journal • Presentational writing prompt | <ul style="list-style-type: none"> • Presentational speaking prompt • Homework • Quizzes and Test • Classnotes • Online assessment activities • Webquests • Role play: introduction • Projects • Google voice • Media rich presentation • Participation, individual and group |
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21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

History, Geography, Sociology, Geology, Mathematics, Performing Arts and Economics.

Technology Integration

PowerPoint presentations, wireless laptop cart, Skype, Google Voice, elmos

Weeks	Marking Period 3 (5 weeks)
Topic	Travel to a foreign country -making plans, Plane and Hotel
Essential Questions	
<ul style="list-style-type: none"> • What are some major cities in Spanish speaking countries? • How do you describe air travel? • How does geography affect travel? • How do you express needs/desires related to lodging? • What are the different lodging options in Spanish speaking countries? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to engage in conversations and discussions regarding air travel • Students will compare and contrast the lodging options in Spanish speaking countries with those of the US • Students will describe major cities in Spanish speaking countries • Students will be able to express their needs and concerns at a hotel • Students will understand how geography affects travel 	
Alignment to NJCCCS	
7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.C.1– 5; 8.1.5.A.1-4, 8.1.8.A.4, 8.1.12.A.1, 8.1.8.D.1	
Key Concepts and Skills	
<p>Communication</p> <ol style="list-style-type: none"> 1. Explain what occurs during air travel 2. Make hotel arrangements and requests 3. Describe the geographical features of various countries <p>Grammar</p> <ol style="list-style-type: none"> 1. Preterite car/gar/zar and i-y verbs 2. Por and para 3. Imperfect vs preterite <p>Culture</p> <ol style="list-style-type: none"> 1. Geography of Spanish speaking countries 2. Airlines in Spanish speaking countries 3. Lodging options in Spanish speaking countries 	
Learning Activities	
<ul style="list-style-type: none"> • Map creations/map labeling • Reading activities travel trends • Oral activities • Cooperative learning activities • Writing and reading narratives • Note taking • Authentic newspaper articles • Venn diagrams-Compare geography of Spanish countries to US • Listening activities to reinforce pronunciation and diction 	
Assessments	
<ul style="list-style-type: none"> • Cereal box-Imperfect vs Preterite • Presentational writing-what Spanish speaking country would you visit, what would you see there, where would you stay, how would you get there.... • Hotel skit • Hotel review 	

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- Composition
- Journal completion
- Audio/video program
- Reports/projects
- Online assessment activities
- Web quests

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Geography, Health, Performing Arts, Mathematics, Home Economics, Culinary Arts, and Sociology.

Technology Integration

PowerPoint presentations, wireless laptop cart, Skype, Google Voice, elmos

Weeks	Marking Period 4 (5 weeks)
Topic	El Viaje Final
Essential Questions	
<ul style="list-style-type: none"> • What are some traditional foods in Spanish speaking countries? • What place settings are necessary to accompany a meal? • How do you react to a problem at a restaurant? • How do you properly order food in a Spanish speaking country? • How do you properly make a reservation in a Spanish speaking country? • How do you make formal requests/complaints in a restaurant setting? • How does food vocabulary differ in Spanish speaking countries? • What are important places to visit in your chosen country? • What did you do in the city you visited? • Where were the places located? • Why were these places important or interesting to you? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to engage in conversations and discussions regarding food preferences. • Students will break down cultural barriers in regards to “Spanish” food. • Students will understand different jobs in restaurants. • Students will communicate about traditional foods and will appreciate the cuisine of Spanish speaking countries. • Students will make requests and complaint appropriately in a restaurant setting. • Students will understand there are various ways to refer to a food item. • Students will be able to navigate a city map by using commands. • Students will describe a trip to a city. 	
Alignment to NJCCCS	
7.1.NH.A. 1 – 7; 7.1.NH.B.1 – 5; 7.1.NH.C.1– 5; 8.1.5.A.1-4, 8.1.8.A.4, 8.1.12.A.1, 8.1.8.D.1	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Vocabulary to order food in restaurants 2. Describe table settings 3. Express needs or make complaints in a restaurant 4. Describe typical plates in Spanish speaking countries 5. Give and receive directions to places in a city. 6. Tell where places are located. 	
Grammar	
<ol style="list-style-type: none"> 1. Stem-changing verbs in the preterit tense 2. Imperfect vs preterite 3. Commands 4. Prepositions 	
Culture	
<ol style="list-style-type: none"> 1. Traditional foods 2. Food vocabulary differences 3. Restaurant etiquette 4. Gratuity in foreign countries 5. Mealtimes in Spanish speaking countries 6. Describing cultural places in a city 	

Learning Activities

- Reading Comprehension-Recipes/Current Events/Menu
- Audio activities-En el restaurant
- Powerpoint vocabulary introduction
- Foldable (pocket book, vocabulary book, tab book etc.)
- Dramatization-Restaurant role-play
- Visual organizers-vocabulary regionalisms
- Reading activities (sequencing and paraphrasing)
- Writing activities (compositions, formal complaint, journal entries)
- Personal journal creation-restaurant experiences
- Oral activities-Where to eat and how to tip?
- Cooperative learning activities-web page
- Writing and reading narratives
- Note taking
- Venn diagram-meals and meal times
- Authentic newspaper articles
- Graphic organizer-stem-changing verbs
- Listening activities to reinforce pronunciation and diction
- Webquests-Restaurant menu search
- Research: Traditional foods
- Recordings of oral speaking
- City map project

Assessments

- Restaurante mural/Restaurant review
- Role play-waiter/host/customer
- Digital Portfolio
- City Project
- Audio/video programs
- Homework
- Classnotes
- Oral presentations
- Online interactive activities
- Webquests
- Presentational writing-complaint letter
- Presentational speaking-bad experience in a restaurant

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Performing arts, Visual arts, Mathematics, Geography, Social Studies, Visual Arts, Consumer Science, Sociology and Technology

Technology Integration

PowerPoint presentations, wireless laptop cart, Skype, Google Voice, Elmos