

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

SPANISH II

GRADES 9-12

Date of Board Approval: May 12, 2016

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Spanish II	SUBJECT:	World Language	GRADE LEVEL:	9-12
COURSE LENGTH:	Year	DURATION:	51 minutes/day	FREQUENCY:	5 periods
PREREQUISITES:	Spanish I or Teacher Recommendation	CREDIT:	1	LEVEL:	II

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. The study of world languages can foster the ability of students to: communicate and interact with people in the target language; improve their understanding and sensitivity to cultural similarities and differences; develop an appreciation of cultural differences; succeed in an ever-changing and competitive global community; enter into a diverse workplace and/or continued education; improve critical thinking and problem solving skills; engage in life-long learning; and participate in local, national and world communities.

Major Text(s) Resources: Realidades II

Curriculum Writing Committee: Sofia Anderson

Chris Jackson

Sarah Maravic

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COURSE TIME LINE

Unit#1: Repaso de Español I

10 days

- Describing yourself and others
- Discussing actions of people
- Using interrogatives

Unit #2: Tu día escolar

30 days

- Discussing your school day and afterschool activities
- Talking about people and skills that you know/are familiar with
- Making comparisons of equality
- Comparing American and Hispanic school systems

Unit #3: Para prepararte

30 days

- Discussing your daily routine
- Talking about shopping for clothing
- Describing people and things and expressing possession
- Cultural perspectives on clothing and parties
- Describe events in the past
- Pointing out specific objects

Unit #4: Tú y tu comunidad

30 days

- Talking about running errands in the past
- Giving directions
- Talking about cultural perspectives on shopping and neighborhoods
- Avoiding repetition of nouns
- Talking about actions in progress

Unit #5: Recuerdos del pasado

30 days

- Discussing memories and describing situations of the past
- Understanding cultural perspectives of holidays and special events
- Talking about things you used to do
- Discussing to or for whom something is done

Unit #6: En las noticias

30 days

- Discussing emergencies and disasters
- Talking about injuries and treatments
- Talking about what was happening when something else occurred
- Understanding cultural perspectives of health care and medical services in Hispanic countries

TOTAL: 160 days

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	10 days
UNIT #1:	Repaso de Español I	GRADE:	9-12

STANDARDS:

ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	10 days
UNIT #1:	Repaso de Español I	GRADE:	9-12

UNDERSTANDINGS

An integral part of any language is being able to talk about yourself and others in casual conversation. This includes a variety of questions and verbs to be able to fully describe people.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Introduction Project

KNOW

- Apply adjective agreement rules.
- Memorize nationalities.
- Use present tense of regular verbs.
- Ask questions with interrogative words.
- Use present tense conjugation of irregular verbs: tener, poder, estar, ir and ser.

DO

- Introduce and describe your self using ser and adjectives in the target language.
- Identify the nationality of a person based on their country of origin in the target language.
- Ask and answer questions using interrogative words in the target language.
- Introduce another student in the class based off a written description which uses irregular verbs in the target language.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #2:	Tu día escolar	GRADE:	9-12

STANDARDS:

ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.2 • Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #2:	Tu día escolar	GRADE:	9-12

UNDERSTANDINGS

All systems of schooling have a set of rules and norms that must be followed in order to be successful in that setting. It is necessary to be able to communicate about these and understand them in order to assimilate to that culture.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit Test 1A and 1B

KNOW

- Use vocabulary related to school rules, extracurricular pastimes and classroom activities.
- Differentiate between conjugations and uses of saber and conocer.
- Recall conjugations of stem-changing verbs.
- Say how long something has been going on (hace + time + que).
- Make comparisons.

DO

- Create a set of classroom rules using hay que and se prohíbe in the target language.
- Differentiate between the uses of saber and conocer in writing in the target language.
- Compare and contrast the differences between extracurricular activities in the American school system versus Hispanic school systems in the target language.
- Ask and tell others how long they've been participating in various school activities in the target language.
- Identify and correctly use stem-changing verbs in the target language.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #3:	Para Prepararte	GRADE:	9-12

STANDARDS:

ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.1 • Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #3:	Para Prepararte	GRADE:	9-12

UNDERSTANDINGS

The practices of the morning routine and shopping are essential activities in the modern world and require the knowledge of this commonplace vocabulary, specifically the use of reflexive verbs.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit test 2A

¿Qué ropa compras? performance based assessment

KNOW

- Memorize key vocabulary related to daily routines and clothes shopping.
- Define reflexive verbs and their conjugations.
- Define possessive pronouns.
- Identify the differences between ser and estar.
- Identify demonstrative adjectives.
- Distinguish the use of adjectives in place of nouns.
- Form regular preterite tense endings.

DO

- Describe their typical daily routine in the target language.
- Use ser and estar in a variety of sentences based on their unique attributes in the target language.
- Indicate specific items using demonstrative adjectives in both written and spoken forms in the target language.
- Discuss their clothing purchases using the pertinent vocabulary and adjectives in place of nouns in the target language.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #4:	Tú y tu comunidad	GRADE:	9-12

STANDARDS:

ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #4:	Tú y tu comunidad	GRADE:	9-12

UNDERSTANDINGS

Due to the dramatically increasing Hispanic population of the United States, it is advantageous to be an accommodating member of the community by giving directions to those in need.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit test 3A

¿Cómo se va? performance based assessment

KNOW

- Express vocabulary related to running errands and giving directions.
- Recognize and apply the irregular forms of ir, ser, hacer, tener, estar and poder in the preterite tense.
- Use and respond to the informal singular command forms of both regular and irregular verbs.
- Substitute direct objects for direct object pronouns.
- Memorize verbs that are irregular in the present progressive.

DO

- Give directions around a town in the target language.
- Follow oral directions from point A to point B in the target language.
- Refer to purchases made while running errands using direct object pronouns instead of nouns in the target language.
- Write a paragraph about a past experience (i.e. a shopping trip) including where they went, what they had to do, decisions they could make, and how much time they spent in the target language.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #5:	Recuerdos del pasado	GRADE:	9-12

STANDARDS:

ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.1 • Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 • Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #5:	Recuerdos del pasado	GRADE:	9-12

UNDERSTANDINGS

The Spanish language has two primary past tenses with distinct usages and both are essential in order to communicate effectively. Past experiences develop who we are and enable us to share and create connections with other human beings.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit Test 4A Children's Story Written Project

KNOW

- Recognize vocabulary related to childhood including toys and games.
- Express vocabulary related to holiday celebrations with family members.
- Select indirect object pronouns.
- Describe the past with regular and irregular imperfect tense.

DO

- Read a fable in the target language. Plot, characters, and moral of the story will be discussed.
- Compare Hispanic celebrations to other holidays from their own culture.
- Compare, contrast, and apply in the target language the two distinct past tenses.
- Create an original children's story in the target language.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #6:	En las noticias	GRADE:	9-12

STANDARDS:

ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.1 • Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

KNOW, UNDERSTAND, DO

COURSE:	Spanish II	TIME FRAME:	30 days
UNIT #6:	En las noticias	GRADE:	9-12

UNDERSTANDINGS

The responsibility of language learners is to participate in the global exchange of ideas which includes being current on world events and issues.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

En las noticias performance based assessment

KNOW

- Recognize vocabulary related to emergencies, rescues, natural disasters, accidents and injuries.
- Conjugate preterite of irregular verbs (irregular stems/verbs like oír).
- Conjugate preterite of –ir stem-changing verbs.
- Utilize imperfect progressive.

DO

- Use the preterite and imperfect tenses to create a video newscast using relevant vocabulary in the target language.
- Read about real world natural disasters in the target language.
- Use video/visuals to create description of a past natural disaster in the target language.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)