



# **SPANISH II**

## **CURRICULUM**

**CARLISLE AREA SCHOOL DISTRICT**

**DATE OF BOARD APPROVAL: MARCH 28, 2024**

## COURSE OVERVIEW

|                        |  |
|------------------------|--|
| <b>Title:</b>          | Spanish II   |
| <b>Grade Level:</b>    | 9-12   |
| <b>Level:</b>          | 2  |
| <b>Length:</b>         | Full Year  |
| <b>Duration:</b>       | 85-minute periods  |
| <b>Frequency:</b>      | Alternating Days   |
| <b>Pre-Requisites:</b> | Spanish I  |
| <b>Credit:</b>         | 1  |
| <b>Description:</b>    | <p>Spanish II builds on the foundations of Spanish I with a continued emphasis on use of the target language for communication. Most of the class is conducted in the target language with emphasis on the skills of listening, reading, speaking, and writing. Students will be exposed to grammar lessons as part of interpretive activities to be followed by instruction. Students will be required to demonstrate their proficiency through both prepared presentations and writings as well as impromptu interpersonal conversations. Students will be asked to make both cultural and linguistic comparisons at a deeper level than Spanish I, as well as connect to other aspects of life requiring critical thinking and problem solving using the target language. Students will be encouraged to find opportunities to use their acquired skills through the exploration of diverse cultures and communities.</p> |

## COURSE TIMELINE

| UNIT | TITLE                       | KEY CONCEPTS  | DURATION (DAYS) |
|------|-----------------------------|---|-----------------|
| 1    | Back to School              | <ul style="list-style-type: none"> <li>• Describing and comparing school buildings</li> <li>• Communicating about class schedules</li> <li>• Expressing and comparing classes, activities, and teachers</li> <li>• Communicating about ways to be successful</li> <li>• Describing rules and behavior in school</li> </ul>  | 20 Days         |
| 2    | Life is a Carnival          | <ul style="list-style-type: none"> <li>• Communicating about leisure activities</li> <li>• Describing future and social plans</li> <li>• Communicating about celebrations in a community</li> <li>• Explaining past events</li> </ul>   | 14 Days         |
| 3    | The World in Which I Live   | <ul style="list-style-type: none"> <li>• Identifying geographical features and locations</li> <li>• Communicating about types of activities</li> <li>• Describing and recommending clothing appropriate for certain situations</li> <li>• Communicating about plans for the future</li> </ul>   | 18 Days         |
| 4    | The Culture of a Family     | <ul style="list-style-type: none"> <li>• Describing family structures and various family members</li> <li>• Communicating about daily routines</li> <li>• Comparing family perspectives and practices</li> <li>• Communicating about diverse family values and responsibilities</li> </ul>  | 15 Days         |
| 5    | A World Made of Communities | <ul style="list-style-type: none"> <li>• Describing places and their locations in a community</li> <li>• Expressing what one did at various places in the community</li> <li>• Communicating by asking and giving directions</li> <li>• Communicating about celebrating cultures and ancestry</li> <li>• Identifying ways that people made a difference in their communities</li> </ul> | 14 Days         |

## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

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| <p><b>COMMUNICATION</b><br/>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>                                      | <p><b>1.1 Interpersonal Communication:</b><br/>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>                       | <p><b>1.2 Interpretive Communication:</b><br/>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>  | <p><b>1.3 Presentational Communication:</b><br/>Learners 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> |
| <p><b>CULTURES</b><br/>Interact with cultural competence and understanding</p>   | <p><b>2.1 Relating Cultural Practices to Perspectives:</b><br/>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> | <p><b>2.2 Relating Cultural Products to Perspectives:</b><br/>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> |   |
| <p><b>CONNECTIONS</b><br/>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p> | <p><b>3.1 Making Connections:</b><br/>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>          | <p><b>3.2 Acquiring Information and Diverse Perspectives:</b><br/>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>                   |   |
| <p><b>COMPARISONS</b><br/>Develop insight into the nature of language and culture in order to interact with cultural competence</p>  | <p><b>4.1 Language Comparisons:</b><br/>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>                       | <p><b>4.2 Cultural Comparisons:</b><br/>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>                     |   |
| <p><b>COMMUNITIES</b><br/>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>                                 | <p><b>5.1 School and Global Communities:</b><br/>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>                          | <p><b>5.2 Lifelong Learning:</b><br/>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>  |   |

## DISCIPLINARY SKILLS and PRACTICES

| DISCIPLINARY PRACTICE | DESCRIPTION  |
|-----------------------|--|
| Identify              | Negotiate meaning in spoken, signed or written language.   |
| Create                | Use the terms and grammar rules learned to express and share information, reactions, feelings, and opinions.   |
| Interpret             | Understand and discuss what is heard, read, or viewed on a variety of topics.  |
| Communicate           | 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. |
| Connect               | Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.  |
| Analyze               | Access and evaluate information and diverse perspectives that are available through the language and its cultures.   |
| Reflect               | Investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.  |
| Engage                | Use the language both within and beyond the classroom to interact in their community, for enjoyment, enrichment, and advancement.  |

## UNIT 1

|   |   |  |  |
|---|---|--|--|
| <b>Unit Title</b>   | Back to School  |  |  |
| <b>Unit Description</b>   | Students will exchange information about academic and extracurricular offerings at your school.                                   |  |  |
| <b>Unit Assessment</b>  | Summative assessment centered on key content, concepts, and understandings.   |  |  |
| <b>Essential Question</b>   | <b>Learning Goals</b>   | <b>Content and Vocabulary</b>  | <b>Standards</b>   |
| What are the essential survival concepts from Spanish 1?<br><br><b>4-5 Days</b> | <input type="checkbox"/> Share information about themselves and others.<br><input type="checkbox"/> Communicate about activities. | <b>Concept:</b><br>-adjective-noun agreement<br><br><b>Vocabulary:</b><br>personal introductions, interrogatives<br><br><b>Grammar:</b><br>-present tense conjugations | 1.1<br>Interpersonal Communication<br><br>1.2<br>Interpretive Communication<br><br>1.3<br>Presentational Communication |

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| <p>What helps students engage in their school community?</p> <p><b>7-8 Days</b></p> | <p><input type="checkbox"/> Describe and compare a school building to those in Spanish-speaking countries.</p> <p><input type="checkbox"/> Recognize people who work at school when their jobs are described.</p> <p><input type="checkbox"/> Communicate about class schedules and compare a Spanish-speaking country.</p> <p><input type="checkbox"/> Express preferences and make comparisons about classes, classroom activities, and teachers.</p> <p><input type="checkbox"/> Communicate about extracurricular activities.</p> | <p><b>Concept:</b><br/>-structural and academic differences between American schools and Hispanic schools</p> <p><b>Vocabulary:</b><br/>school locations, professions, and classroom activities, extracurricular activities</p> <p><b>Grammar:</b><br/>-<i>gustar</i> and <i>ser</i><br/>-comparisons</p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>2.1<br/>Relating Cultural Practices to Perspectives</p> <p>3.2<br/>Acquiring Information and Diverse Perspectives</p> <p>4.2<br/>Cultural Comparisons</p> |
| <p>What factors support student learning and success?</p> <p><b>6-7 Days</b></p>    | <p><input type="checkbox"/> Communicate ways to be successful in school and schools abroad.</p> <p><input type="checkbox"/> Describe behavior in school and how it contributes to a positive classroom/school environment.</p>  | <p><b>Vocabulary:</b><br/><i>tener que, hay que, se prohíbe, deber</i>, school environment, behavior</p> <p><b>Grammar:</b><br/>-expressing obligations and rules<br/>-stem-changing verbs</p>  | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>2.1<br/>Relating Cultural Practices to Perspectives</p> <p>4.2<br/>Cultural Comparisons</p>   |

## UNIT 2

|   |  |  |   |
|---|--|--|---|
| <b>Unit Title</b>   | Life is a Carnival   |  |   |
| <b>Unit Description</b>   | Students will learn how to express preferences for leisure activities. Students will learn how to make simple social plans.  |  |   |
| <b>Unit Assessment</b>  | Summative assessment centered on key content, concepts, and understandings.  |  |   |
| <b>Essential Question</b>   | <b>Learning Goals</b>  | <b>Content and Vocabulary</b>  | <b>Standards</b>  |
| <p>What leisure activities help to define my community and me?</p> <p><b>4-5 Days</b></p> | <input type="checkbox"/> Communicate about leisure activities.<br><input type="checkbox"/> Describe plans and actions.<br><input type="checkbox"/> Make social plans by inviting and accepting or declining invitations from others. | <p><b>Concept:</b><br/>-social spaces in the community</p> <p><b>Vocabulary:</b><br/>leisure activities, emotions, reactions, expressions of time, politely accepting and declining invitations</p> <p><b>Grammar:</b><br/><i>-ir + a + infinitive</i></p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>4.2<br/>Cultural Comparison</p> <p>3.2<br/>Acquiring Information and Diverse Perspectives</p> |



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| <p>How do popular celebrations reflect history and culture?</p> <p><b>4-5 Days</b></p> | <p><input type="checkbox"/> Compare family perspectives and practices from different cultures.</p> <p><input type="checkbox"/> Describe customs a family regularly observed in the past and talk about activities as a youth.</p> <p><input type="checkbox"/> Communicate about diverse family values and family responsibilities.</p> <p><input type="checkbox"/> Express preferences for a future family.</p> | <p><b>Concept:</b><br/>-family perspectives in different Hispanic cultures</p> <p><b>Vocabulary:</b><br/>celebrations, weekend activities</p> <p><b>Grammar:</b><br/>-singular preterite forms<br/>-singular forms of <i>hacer, ir</i><br/>- <i>cargaraar</i> irregular verbs</p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>3.1<br/>Making Connections</p> <p>3.2<br/>Acquiring Information and Diverse Perspectives</p> <p>4.2<br/>Cultural Comparison</p> |
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| <p>How do leisure activities create bridges between cultures?</p> <p><b>3-4 Days</b></p> | <p><input type="checkbox"/> Recognize how leisure activities preserve traditions in a culture.</p> | <p><b>Concept:</b><br/>-traditional activities, such as national sports, shape our culture</p> <p><b>Vocabulary:</b><br/>sports/games, musical activities</p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>2.2<br/>Relating Cultural Practices to Perspectives</p> <p>3.2<br/>Acquiring Information and Diverse Perspectives</p> <p>4.2<br/>Cultural Comparisons</p> |
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## UNIT 3

|   |  |   |   |
|---|--|---|---|
| <b>Unit Title</b>   | The World in Which I Live  |   |   |
| <b>Unit Description</b>                                       | Students will learn how to communicate about weather, geographic features, clothing, outdoor activities and the natural surroundings in their community and the Spanish-speaking world.                |   |   |
| <b>Unit Assessment</b>  | Summative assessment centered on key content, concepts, and understandings.  |   |   |
| <b>Essential Question</b>                                     | <b>Learning Goals</b>  | <b>Content and Vocabulary</b>   | <b>Standards</b>  |
| How are climate and geography related?<br><br><b>5-6 Days</b> | <input type="checkbox"/> Identify geographical features and explain their location in relation to each other.<br><input type="checkbox"/> Describe the typical weather at different times of the year. | <b>Concept:</b><br>-geography of a region can greatly impact the local climate<br><br><b>Vocabulary:</b><br>geographical areas, weather, climate<br><br><b>Grammar:</b><br>-expressions using <i>hacer</i> and <i>estar</i> | 1.1<br>Interpersonal Communication<br><br>1.2<br>Interpretive Communication<br><br>1.3<br>Presentational Communication<br><br>3.1<br>Making Connections |

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| <p>How are activities determined by the environment?</p> <p><b>5-6 Days</b></p> | <p><input type="checkbox"/> Communicate about different types of activities travelers can enjoy.</p> <p><input type="checkbox"/> Share information about a variety of activities by describing what is happening.</p>  | <p><b>Concept:</b><br/>-A country's environment impacts its availability and variety of tourism.</p> <p><b>Vocabulary:</b><br/>tourist activities</p> <p><b>Grammar:</b><br/>-present progressive</p>                              | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>4.2<br/>Cultural Comparisons</p>  |
| <p>How will the climate affect clothing choice?</p> <p><b>5-6 Days</b></p>      | <p><input type="checkbox"/> Describe and recommend clothing that is appropriate for different weather conditions and situations.</p> <p><input type="checkbox"/> Communicate about plans.</p> <p><input type="checkbox"/> Describe what others do at school.</p> | <p><b>Concept:</b><br/>-Weather as well as activities will determine what clothing to wear.</p> <p><b>Vocabulary:</b><br/>clothing</p> <p><b>Grammar:</b><br/>-<i>tener</i> expressions<br/>-verb phrases that use infinitives</p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>2.1<br/>Relating Cultural Practices to Perspectives</p> <p>4.2<br/>Cultural Comparisons</p> |

## UNIT 4

|  |   |   |  |
|--|---|---|--|
| <b>Unit Title</b>  | The Culture of a Family   |   |  |
| <b>Unit Description</b>  | Students will exchange and compare information about family structure, family members, routines, and responsibilities.  |   |  |
| <b>Unit Assessment</b>   | Summative assessment centered on key content, concepts, and understandings.   |   |  |
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| <b>Essential Question</b>  | <b>Learning Goals</b>   | <b>Content and Vocabulary</b>   | <b>Standards</b>   |
| <p>What do families and households look like?</p> <p><b>8-9 Days</b></p> | <input type="checkbox"/> Describe the family structures.<br><input type="checkbox"/> Compare family structures and family members.<br><input type="checkbox"/> Describe various family members.<br><input type="checkbox"/> Explain household schedules and daily routines. | <p><b>Concept:</b><br/>-importance of family and extended family in Hispanic culture</p> <p><b>Vocabulary:</b><br/>members of the family, physical characteristics, personality traits, daily routine, connectors and sequencing words</p> <p><b>Grammar:</b><br/>-comparisons<br/>-regular and irregular superlatives<br/>-reflexive verbs</p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>4.2<br/>Cultural Comparisons</p> |

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| <p>How have families changed from one generation to another?</p> <p><b>5-6 Days</b></p> | <p><input type="checkbox"/> Compare family perspectives and practices from different cultures.</p> <p><input type="checkbox"/> Describe customs families regularly observe.</p> <p><input type="checkbox"/> Talk about being young.</p> <p><input type="checkbox"/> Communicate about diverse family values and family responsibilities.</p> <p><input type="checkbox"/> Express preferences for a future family.</p> | <p><b>Concept:</b><br/>         -importance of family values and responsibilities<br/>         -importance of culturally appropriate greetings and goodbyes</p> <p><b>Vocabulary:</b><br/>         family activities, household chores</p> <p><b>Grammar:</b><br/>         -regular and irregular</p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>4.2<br/>Cultural Comparisons</p> |
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## UNIT 5

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| <b>Unit Title</b>  | A World Made of Communities   |  |   |
| <b>Unit Description</b>  | Students will explore the layout, services, and transportation of communities in Nicaragua. Students will understand and provide directions to get around in communities.   |  |   |
| <b>Unit Assessment</b>   | Summative assessment centered on key content, concepts, and understandings.   |  |   |
| <b>Essential Question</b>  | <b>Learning Goals</b>   | <b>Content and Vocabulary</b>  | <b>Standards</b>  |
| <p>How does culture shape where people go and what they do in their communities?</p> <p><b>9-10 Days</b></p> | <input type="checkbox"/> Describe places and their location in a community.<br><input type="checkbox"/> Bargain and communicate while running errands.<br><input type="checkbox"/> Ask for and give directions while using a map. | <p><b>Concept:</b><br/>-how to function in a Hispanic town and market</p> <p><b>Vocabulary:</b><br/>community location, services and activities in the community, asking for and giving directions, bargaining phrases, types of transportation</p> <p><b>Grammar:</b><br/>-<i>saber</i> vs. <i>conocer</i><br/>-informal affirmative/negative commands<br/>-irregular informal commands</p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>2.1<br/>Relating Cultural Practices to Perspectives</p> <p>3.1<br/>Making Connections</p> <p>4.2<br/>Cultural Comparisons</p> |

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| <p>How do people come together to celebrate their cultural identity and communities?</p> <p><b>3-4 Days</b></p> | <p><input type="checkbox"/> Communicate about how people and communities celebrate their cultures and ancestry.</p> | <p><b>Concept:</b><br/>-cultural identity through celebrations</p> <p><b>Vocabulary:</b><br/>community celebrations</p> | <p>1.1<br/>Interpersonal Communication</p> <p>1.2<br/>Interpretive Communication</p> <p>1.3<br/>Presentational Communication</p> <p>2.1<br/>Relating Cultural Practices to Perspectives</p> <p>2.2<br/>Relating Cultural Products to Perspectives</p> <p>3.2<br/>Acquiring Information and Diverse Perspectives</p> |
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## **ACCOMMODATIONS AND MODIFICATIONS**

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)