Spanish 2

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
Unit 1:

Hogar, dulce hogar!
Home, sweet home!

Content Area: World Language
Course & Grade Level: Spanish II, 9-12

Summary and Rationale

Our families are the best we’ve got, but not everything is perfect when responsibilities come into place. Chores are every teen’s nightmare! Throwing out the trash sounds simple, but when you are playing your favorite video game or chatting with your friends on facebook, it will become the most difficult task. Every family has customs and traditions, that is how mom and dad embarrass us with the memorable anecdotes in front of friends! You might fight, cry, or laugh, but there is nothing like home! There is always so much to say about the place where you have grown up.

Recommended Pacing

8 weeks

State Standards

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI # Cumulative Progress Indicator (CPI)
Please note: CPI alignment to the NJSLS are the same as in the previous unit.

CPI #7.1 A Cumulative Progress Indicator (CPI)
Strand A Interprettive Mode

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

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7.1. IM .A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

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CPI #7.1 B Cumulative Progress Indicator (CPI)
Strand B Interpersonal Mode
7.1. IM .B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1. IM .B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

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7.1. IM .B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

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**Instructional Focus**

**Unit Enduring Understandings:**
- Their family relationships contribute to their personal development.
- In every family, household chores and responsibilities are divided differently.
- People in different parts of the world live in different kinds of homes.
- Differences and similarities exist between families in the US and families in Spanish-speaking countries.

**Unit Essential Questions**
- What is my family like?
- How are your different family members related to you?
- How should household responsibilities be divided among family members?
- What is my home like?
- How does what I display in my bedroom (objects/decorations) indicate my preferences/personality?
- How do my interests make me unique/different the other teens?

**Students will know:**
- Vocabulary: family, celebrations, chores, rooms in the house and furniture, personal belongings
- Prepositions (with “estar”) to describe locations (al lado de, encima de, cerca/lejos de, a la izq./derecha de......)
- Possessive adjective
- Present tense of tener verb
- Expressions of frequency
- Comparatives

**Students will be able to: Using all 3 communication modes**
- Describe their home
- Describe their bedrooms
- Describe their family
- Discuss and compare ages
- Describe locations of objects in relation to one another
- Recognize family members when using a family tree
- Talk about the responsibilities of each family member in the home
- Distinguish their family and home with families and homes in Spanish-speaking countries
- Use the stem-change verbs: dormir y poder

**Resources**

**Core Text:**
- Textbook: Realidades 2
- Textbook: Ven Conmigo 2
- Workbooks
- Videohistorias: - Feliz cumpleaños - En el restaurante Casa Río

**Suggested Resources:**
- Powerpoints on vocabulary and grammar from www.quizlet.com and others
- Games, quizzes, and flashcards from www.quia.com
- Games, quizzes, videos and music from www.señorwooly.com
- A useful dictionary from www.wordreference.com
- Our online textbook from www.phschool.com
- Web sites with relevant informations to the topics or the unit working on Technology (Internet resources, CD, Roms, videos, audio CDs, etc.)
- Authentic materials, visual or hands on: newspapers, magazines (“Que Tal” and “Okapi”), journal
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- [www.languagesonline.co.uk](http://www.languagesonline.co.uk)
- [www.languageresources.co.uk](http://www.languageresources.co.uk)
- [http://www.ecopibes.com](http://www.ecopibes.com)
- [http://www.state.nj.us/atoz.htm#w](http://www.state.nj.us/atoz.htm#w) and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.

- [www.newspaperman.com](http://www.newspaperman.com)

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**Summary and Rationale**

Shopping: a girl’s day made and a boy’s worst day in history! This activity is practiced by many teenage girls who naturally enjoy every second of the experience. However, some guys might label it as an addiction! Small tops, striped pants, leather jackets and hot pink heels are the dream come true. You name it we describe it!

**Recommended Pacing**

6 weeks

**State Standards**

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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### Instructional Focus

**Unit Enduring Understandings:**
- The ability to shop and make purchases is a universal need.

**Unit Essential Questions:**
Where do you shop for clothes abroad?
How much do clothing items cost?
Can I say when something happened?
What styles or clothing are popular in Target-language countries and what does that reveal about the culture and our own?
How does the clothing reflect your personality?

Students will know:
- Vocabulary: Shopping, numbers, gifts, clothing, seasons, places in community, prices
- Direct object pronouns
- Demonstrative adjectives
- Use the Stem-changing verbs pensar, querer y preferir
- Preterite of regular -ar and -er verbs
- Preterite of -car and -gar verbs

Students will be able to: Using all 3 communication modes
- Talk about clothes, shopping and prices
- Explain what they wear in different seasons
- Describe your plans
- Use clothing catalogues to review colors and price
- Conjugate and use stem-changing verbs
- Use direct object pronouns
- Use the preterite of -ar verbs
- Choose between types of gifts

Resources

Core Text:
- Textbook: Realidades 1 - De compras
- Textbook: ¡Avancemos ! 1 - En el centro
- Workbooks
- Videohistorias: - Una noche especial - Un regalo especial

Suggested Resources:
- Powerpoints on vocabulary and grammar from www.quizlet.com and others
- Games, quizzes, and flashcards from www.quia.com
Unit 3:

Preservando el Medio Ambiente durante las vacaciones
Going Green While on Vacation

Content Area: World Language
Course & Grade Level: Spanish II, 9-12

Summary and Rationale

Traveling is heaven to every and any one of us! The excitement while packing and the fun while planning is music to our ears. There is a side of traveling, however, we are part of and do not always seem to notice. Beaches for example are a great way of increasing awareness in travelers. The blue and light green colors of the seas around the world emphasize the importance of keeping the place clean and safe. No one would want to go to Puerto Rico and
find garbage mixed with the dreamlike scenery. Traveling does not only relax and allows us to enjoy our time, but it also brings consciousness and responsibility to take care of our planet!

**Recommended Pacing**

6 weeks

**State Standards**

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**Instructional Focus**

**Unit Enduring Understandings:**
- Their travel preparation
- Where you went and what you did on vacation
- Their travel to other countries
- National Parks and their benefits
- Their volunteer activities

**Unit Essential Questions:**
- How does art reflect life and values of a country?
- Why is it important to preserve the different cultures of a country?
- Are charities named after famous people viewed in a different way from other organizations?
- Why should a country preserve its nature?

**Students will know:**
- Vocabulary: Vacation places, activities, ways to travel, express time, recycling and volunteer work.
- Useful expressions
- Use the preterite: regular and irregular -er and -ir verbs
- Use the preterite of Ir verb
- Use personal a
- Use indirect object pronouns
- Cultural perspectives on travel, vacations and volunteer work

**Students will be able to:** Using all 3 communication modes
- Describe places to visit while on vacation
- Describe activities and events in the past
- Identify and talk about things to do on vacation
- Discuss volunteer work and ways to protect the environment
- Talk about what people did for others
- Clarify the use of the personal a
- Conjugate the preterite of verbs: Ir, aprender, salir, dar, decir, hacer
- Discuss the grammar rule for the indirect object pronouns
- Understand cultural perspectives on travel, vacations and volunteer work

### Resources

#### Core Text:
- Textbook: Realidades 1 - Experiencias
- Textbook: ¡Avancemos ! 3 - Es la hora de ayudar
- Workbooks
- Videohistorias: -¿Qué te pasó? - Cómo ayudamos a los demás

#### Suggested Resources:
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Unit 4:
Todo acerca de mi y mis compañeros
All about me and my peers

Content Area: World Language
Course & Grade Level: Spanish II, 9-12

Summary and Rationale
We all come in different sizes and shapes! Keeping that in mind, what are those specific patterns that illustrate each unique model of us? Friends, family, beliefs, traditions, culture, etc. Those are just some of the many components of our identity. But we are not plainly beings that are built and developed based on things around us, we also have the means of defining the identity of things and people with singularity! How is it that it all takes place? Let’s explore and see for ourselves!

Recommended Pacing
6 weeks

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### Instructional Focus

**Unit Enduring Understandings:**
- Their choices are diverse
- Their interests help decide who they are
- Their actions affect how they are perceived by others

**Unit Essential Questions**
- What defines me as a teenager?
- What decides my interests?
- How am I perceived by others?
- How do I perceive others?

**Students will know:**
- Use adjective agreement when describing nationalities
- Use present tense to describe themselves and their peers
- Use Ser to describe their personal traits
- Use Estar to describe feelings and emotions
- Use Tener to describe their age
- Preterite to talk about weekend activities
- Compare and contrast different dimensions of time (past & present)
- Use verbs like gustar to describe likes and dislike
- Use prepositional pronouns (conmigo, contigo) to describe activities with friends

**Students will be able to: Using all 3 communication modes**
- Identify nationalities
- Describe their personal traits and those of their friends
- Describe likes and dislikes
- Describe feelings and emotions
- Describe their physical needs
- Talk about weekend activities

**Resources**

**Core Text:**
- Textbook: Realidades 2
- Textbook: Ven Conmigo 2
- Workbooks

**Suggested Resources:**
- Powerpoints on vocabulary and grammar from www.quizlet.com and others
- Games, quizzes, and flashcards from www.quia.com
- Games, quizzes, videos and music from www.señorwooly.com
- A useful dictionary from www.wordreference.com
- Our online textbook from www.phschool.com
- Web sites with relevant informations to the topics or the unit working on Technology (Internet resources, CD, Roms, videos, audio CDs, etc.)
- Authentic materials, visual or hands on: newspapers, magazines (“Que Tal” and “Okapi”), journal
- National Standards document Standards for Foreign Language Learning in the 21st Century
- OTHER IMPORTANT RESOURCES WEBSITES THAT ARE GOING TO BE USEFUL TO COMPLETE THESE TASKS.
  - www.youtube.com
- www.languagesonline.co.uk
- www.languageresources.co.uk
- http://www.ecopibes.com
- http://www.state.nj.us/atoz.htm#w and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
- www.curriculum21.com
- www.newspaperman.com