

## *Spanish II Scope & Sequence*

### **Proficiency Goal: Novice High**

#### **ACTFL Standards addressed:**

##### **Communication:**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

##### **Cultures:**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

##### **Connections:**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

##### **Comparisons:**

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

##### **Communities:**

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Title & Connection to AP Thematic Units	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
<p><b>Unit 1:</b></p> <p>¿Cómo te describes?</p> <p>Ap Context: Families in different societies</p>	4-6 Weeks	<ul style="list-style-type: none"> <li>-review level 1 vocab (adjectives, family, numbers, emotions, greetings, common questions)</li> <li>-Sports</li> <li>-hobbies and pastimes</li> </ul>	<ul style="list-style-type: none"> <li>-Comparison between families and students in different societies</li> <li>-Review of Ar/Er/Ir regular verbs in the present tense</li> <li>-Review of irregular verbs in the present tense (ir, dar, tener, ser, estar)</li> <li>-Review/Introduction of stem-change verbs in the present</li> <li>-Gustar verbs</li> </ul>	<p>¿Cómo es tu comunidad?</p> <p>¿Adónde vas en tu comunidad?</p> <p>¿Qué te gusta hacer? ¿Qué haces después de la escuela? ¿Cómo describes a tu familia?</p> <p>¿Cómo te describen tus amigos y tu familia?</p> <p>¿Qué haces después de la escuela?</p> <p>¿Qué haces con tu familia?</p>	<ul style="list-style-type: none"> <li>-I can communicate some information about my everyday life.</li> <li>-I can communicate basic information about myself and people I know.</li> <li>-I can exchange some personal information</li> <li>-I can interact with others in simple everyday situations</li> </ul>

<p><b>Unit 2:</b></p> <p>¡Vamos de compras!</p> <p>AP Context: The Influence of Language and Culture on Identity</p>	<p><b>Suggested Pacing:</b></p> <p>4-6 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-shopping (clothing and store vocabulary)</li> <li>-Review level 1 vocabulary when comparing.</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-How to use comparatives and superlatives to compare different people -specific differentiation between the uses of saber and conocer.</li> <li>-Intro comparatives and superlatives</li> <li>-Intro saber &amp; conocer</li> <li>-stem changers</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Quién es el más (adjetivo)?  ¿Cuál (comida) es el más deliciosa?  ¿Qué tipo de ropa es el mejor de todos? ¿Quién es el/la mayor del grupo? ¿Entre 2 personas o 2 grupos, quien es más (adjetivo)_____?  ¿Qué sabes hacer?  ¿A quién conoces?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can compare two or more items</li> <li>-I can interact with others in everyday situations</li> <li>-I can make a purchase</li> <li>-I can make a grocery list</li> <li>-I can talk about who and what I know.</li> <li>-I can recognize words and phrases when I associate them with things, I already know.</li> <li>-I can understand a store's hours of operation</li> </ul>
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<p><b>Unit 3:</b></p> <p>La Rutina Diaria</p> <p>AP Context: Influences of beauty and art</p>	<p><b>Suggested Pacing:</b></p> <p>4-6 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Body parts</li> <li>-Personal Care Objects</li> <li>-Reflexive action vocabulary -ordinal numbers</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Reflexive verb conjugation structure</li> <li>-Review stem-change verbs with reflexives</li> <li>-Reflexive verbs v. Non-reflexive verbs</li> <li>-Using reflexive verbs to describe their daily routine</li> <li>-Using reflexive verbs to compare their daily routine with the daily routine of others</li> <li>-Ask/form questions about others' daily routine</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Cómo es tu rutina diaria? ¿A qué hora (reflexive verb)? ¿Cómo es similar y diferente tu rutina a la rutina de las personas de otros países? ¿Cuál es la cosa más importante en la rutina diaria para ti?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can talk about my daily activities and personal preferences.</li> <li>-I can list my daily activities and write lists in my day-to-day life</li> <li>- I can understand the main topics of conversations</li> </ul>
<p><b>Unit 4:</b></p> <p>En el avión</p> <p>AP Context: Factors that Influence the Quality of Life</p>	<p><b>Suggested Pacing:</b></p> <p>4-6 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <p>-airport/airplane vocabulary and phrases</p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>- "go" verbs</li> <li>- present progressive (regular and irregular participles of the present progressive)</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Qué tienes que hacer antes de un viaje en avión? ¿Qué haces durante un viaje? ¿Qué haces/estás haciendo en el aeropuerto? ¿Qué estás poniendo en la maleta? ¿Qué tienes que traer contigo al aeropuerto?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can use the language to meet my needs in familiar situations I can arrange for transportation</li> <li>-I can make a reservation</li> <li>-I can buy a ticket I can</li> </ul>

					interpret a schedule in the airport
<p><b>Unit 5:</b></p> <p>¡Vamos de vacaciones!</p> <p>AP Context: Environmental, Political, and Societal Challenges</p>	<p><b>Suggested Pacing:</b></p> <p>4-6 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-summer activities</li> <li>-winter activities</li> <li>-modes of transportation and travel vocabulary</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Using the preterit tense to describe a past vacation</li> <li>-Converse about a past trip on a train</li> <li>-direct and indirect object pronouns</li> <li>-Regular Preterite (-ar,-er, -ir verbs)</li> <li>-Irregular preterite</li> <li>-car, -gar, -zar -Ir, Ser, Dar, Ver</li> <li>-I group preterit -U group preterit</li> <li>-UV group preterit</li> <li>-J group preterit</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Qué tiempo hace en (season)?</p> <p>¿Como pasaste las vacaciones del verano/invierno pasado?</p> <p>¿Qué hiciste en la estación de ferrocarril?</p> <p>¿Cómo fue el viaje en tren?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can answer a variety of simple questions.</li> <li>-I can start, maintain and end a conversation on a variety of simple topics</li> <li>- I can arrange for transportation by bus, taxi train, or plane</li> <li>-I can interact with others in ever day situations</li> <li>-I can express myself using past tense</li> </ul>
<p><b>Unit 6:</b></p> <p>En el restaurante</p> <p>AP Context: Factors that Impact the Quality of Life</p>	<p><b>Suggested Pacing:</b></p> <p>4-6 Weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Restaurant vocabulary</li> <li>-Review of food vocabulary</li> <li>-regional food choices</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-Use restaurant vocab and past tense to order food.</li> <li>-Use restaurant and past tense to create a skit</li> </ul>	<p><b>Essential Questions:</b></p> <p>¿Qué prefieres comer para el desayuno/el almuerzo/la cena?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can critique a meal</li> </ul>

			<p>Restaurant etiquette  Money exchange and exchange rates  -Y group preterite  -stem-change preterite  -Review all preterite  -adjective agreement</p>	<p>¿Cuál es tu bebida/comida favorita?  ¿Qué pediste del restaurante anoche? ¿Qué te sirvió el mesero?</p>	<p>-I can order a meal I can read a menu  -I can make plans with others  -I can discuss my likes and dislikes.</p>
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4-6 Weeks

Unit 7:	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
<p>Tecnomundo</p> <p>AP Context: How Science and Technology Affect our Lives</p>	<p>4-6 Weeks</p>	<ul style="list-style-type: none"> <li>-Review vocabulary from level 2 units:</li> <li>-Vacations</li> <li>-Sports</li> <li>-Daily Routine</li> <li>-Technology (past and present)</li> </ul>	<ul style="list-style-type: none"> <li>-Speak about childhood experiences.</li> <li>-Create a story about their childhood using Spanish 2 vocabulary and imperfect tense.</li> <li>-Imperfect of regular verbs (-ar, -er, -ir)</li> <li>-Imperfect of irregular verbs (Ir, Ser, Ver)</li> <li>-Review preterit tense endings</li> <li>-Uses of Preterit vs. Imperfect</li> </ul>	<p>¿Qué hacías a menudo cuando eras joven?</p> <p>¿Cómo eras de niño? ¿Qué siempre comías (or another verb) cuando eras un niño/a?</p> <p>¿Adónde ibas de vacaciones cada año durante la niñez?</p> <p>¿Qué tecnología usabas cuando eras joven?</p> <p>¿Qué tecnología usas ahora?</p>	<ul style="list-style-type: none"> <li>-I can exchange information using texts graphs and pictures</li> <li>-I can present my preferences on topics of interest</li> <li>-I can make a presentation about my personal experiences</li> </ul>