

BCCS
High School **SPANISH II** Curriculum Map
(Revised 6-16-08)

UNIT OF STUDY: Chapter One: Mis amigos y yo (My friends and I)

- Introduce yourself and others
- Describe people
- Talk about what you and others do
- Say what you like and don't like

TIMELINE: September

STANDARDS:

- 1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
- 1.1.N.SL.c Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.M.SL.j Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art
- 1.1.N.SL.j Share likes and dislikes in the target language with a classmate
- 1.1.N.SL.k Share opinions and preferences in the target language with their classmates
- 1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
- 1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
- 1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
- 1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
- 1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)
- 1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
- 1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

BCCS
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- 2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
- 2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
- 2.1.N.H.c Identify one important political issue in a country in which the language is spoken
- 2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
- 2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
- 2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
- 2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
- 2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
- 2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
- 2.2.N.E.c Recognize the currency of a country in which the language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language
- 5.2.N.a Willingly use the target language within the classroom setting

BCCS
High School SPANISH II Curriculum Map
 (Revised 6-16-08)

UNWRAPPED STANDARDS

| CONCEPTS | SKILLS |
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| <ul style="list-style-type: none"> • Target language with culturally appropriate gestures in everyday situations such as greetings, leave-taking, or introductions • Questions about physical appearance, character, and personality traits of friends, family, classmates • Information in the target language on familiar topics such as personal interests, and family life • Opinions via discussions on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music, and art • Likes/dislikes in the target language with classmates • Opinions/preferences in the target language with classmates • Understanding of oral and written classroom target language including directions, commands, requests, and familiar topics • Interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure/school activities, and everyday occurrences • Main idea of an audio presentation • Brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school • Impact of 3 major historical events on culture of community/country of target language • 3 important features of government system, one political issue, current events, country/capital, major geographic features, neighboring countries and geographic features, current cultural icons, historical cultural icons, major natural resources, commercial products, services and industries, currency • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • typical leisure activities commonly practiced within a community or culture | <ul style="list-style-type: none"> • Use orally and in electronic/traditional writing • Ask and answer orally and in writing using a list of traits • Exchange orally and in writing • Share • Share orally and in writing • Share orally and in writing • Demonstrate • Understand orally and in writing • Understand • Write and present • Identify and explain • Name, identify, and describe • Reinforce • Identify and select • Describe • Willingly use |

BCCS
High School SPANISH II Curriculum Map
 (Revised 6-16-08)

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| <p>in which the language is spoken</p> <ul style="list-style-type: none"> • target language within the classroom setting | |
| <p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. 1. People greet and take leave from each other orally and through gestures in similar and different ways across cultures. 2. People have the same sense of curiosity for the same basic information about someone they meet for the first time which helps them make initial evaluations of that person. 3. Finding out about your likes and dislikes helps people know you. 4. As Spain's largest region, its unique influence is felt throughout the country from its language, architecture, food, and entertainment. | <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How do you say hello and good-bye to someone and does that change depending on to whom you are speaking? 2. What do you want to know about someone you are meeting for the first time? Why? 3. How does the Andalucía region of Spain impact the rest of the country? What major historical event distinguished Andalucía from the rest of Spain and why? |
| <p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities <u>Culture Shock! Spain</u> <u>Civilización y cultura: orígenes de la cultura hispánica: Europa</u> (pp.6-8: La cultura árabe) Overhead map of Spain Question overheads TPRS Storytelling for Primer Paso</p> | <p>ASSESSMENTS</p> <p>Teacher Observation Homework Oral presentation introducing a classmate Oral questions Primer Paso Quiz #1</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (introduction questions, noun/adj agreement) <p>Nationality Quiz</p> <ul style="list-style-type: none"> • Vocabulary (Spanish-speaking nationalities) • Culture (questions about Andalucía, euro) <p>Segundo/Tercer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (conjugating in present tense, gusta verbs) <p>Final Assessment: Chapter 1 Test</p> |

BCCS
High School **SPANISH II** Curriculum Map
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UNIT OF STUDY: Chapter Two: Un viaje al extranjero (A trip abroad)

- Talk about how you're feeling
- Make suggestions and respond to them
- Say if something has already been done
- Ask for and offer help
- Describe your city or town

TIMELINE: October

STANDARDS:

- 1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
- 1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
- 1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
- 1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
- 1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence
- 1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
- 1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply
- 1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
- 1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)
- 1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task
- 2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration
within a community or culture in which the target language is spoken

BCCS
High School SPANISH II Curriculum Map
 (Revised 6-16-08)

- 2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken
- 2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken
- 2.2.N.F.d Describe and explain the significance of the products associated with an important:
 - civil or religious holiday or celebration AND
 - regional holiday or celebration AND
 - personal or family holiday or celebration within a community or culture in which the target language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language
- 4.2.N.a Identify basic target culture practices and compare them to one's own
- 4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own
- 4.2.M.b Identify the significance of the cultural products within the target culture(s) and compare them to one's own
- 5.2.N.a Willingly use the target language within the classroom setting

UNWRAPPED STANDARDS

| CONCEPTS | SKILLS |
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| <ul style="list-style-type: none"> • Basic questions about the weather, health/physical conditions, self, family, and friends • Memorized phrases • Questions about feelings, emotions, and health of friends, family, classmates • Appropriate registers/honorifics in routine written social correspondence • Detailed description of places and things beyond their immediate environment or in the target culture • Questions about the attributes of places and things in their immediate environment | <ul style="list-style-type: none"> • Ask and answer • Request, offer, invite, and reply appropriately orally and in writing using simple phrases/sentences, and provide rationale • Ask and answer orally and in writing • Recognize and use • Share • Ask and answer in writing using a list of traits |

BCCS
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 (Revised 6-16-08)

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| <ul style="list-style-type: none"> • Understanding of oral and written classroom target language including directions, commands, requests, and familiar topics • Interpersonal oral and written communication on topics of personal interest such as preferences, family life, friends, leisure/school activities, and everyday occurrences • Main idea of an audio presentation • Main idea of simple accessible written materials in the written language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories • Materials in the target language such as an informational brochure or instructions for accomplishing a task • Practices and significance of an important: <ul style="list-style-type: none"> -civil or religious holiday/celebration <p>AND</p> <ul style="list-style-type: none"> -regional holiday/celebration AND -personal/family holiday/celebration within a community or culture in which the target language is spoken and the products associated with this celebration <ul style="list-style-type: none"> • Prior knowledge • Basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • Basic target culture practices • The significance of the cultural practices within the target culture(s) • The significance of the cultural products within the target culture(s) • The target language within the classroom setting • The climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken | <ul style="list-style-type: none"> • Demonstrate • Understand • Understand • Understand • Illustrate and present • Describe and explain • Reinforce • Identify and select • Identify • Identify • Identify • Willingly use • Describe |
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BCCS
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 (Revised 6-16-08)

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| <p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Talking about how you feel and asking people about they feel provides a starting point for socializing. 2. Making suggestions and responding to them is one way people interact with each other in dealing with problems. 3. Talking about the past opens up many options for interacting with others. 4. Asking for and offering help is another way that people across cultures find to interact with each other. 5. Discussing your city or town allows people to get to know you in a different way because our surroundings say a lot about who we are. | <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What are the ways that Spanish-speakers ask How are you? And why is it important to ask about people's feelings? 2. How do you make and respond to suggestions in Spanish and why is important to do so? 3. How do you form sentences in the past tense and what can talking about the past add to your Spanish language study? 4. How do you ask for and offer help and why do it? 5. What is your city/area like? What is the weather like where you live? Why do people want to know about where you live? |
| <p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities Emotion flashcards Past tense story strips Weather.com</p> | <p>ASSESSMENTS</p> <p>Teacher Observation Oral questions Peer interviews Homework Primer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (how are you questions, making suggestions) <p>Segundo Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (preterite conjugation/usage, asking for and offering help) <p>Tercer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Culture (weather around Spanish-speaking world like South America where seasons reversed) <p>Final Assessment: Una Ciudad Nueva Project</p> |

BCCS
High School **SPANISH II** Curriculum Map
(Revised 6-16-08)

UNIT OF STUDY: Chapter Three: La vida cotidiana (Everyday life)

- Talk about your daily routine
- Talk about responsibilities
- Complain
- Talk about hobbies and pastimes
- Say how long something has been going on

TIMELINE: November

STANDARDS:

- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.SL.j Share likes and dislikes in the target language with a classmate
- 1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
- 1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)
- 1.3.M.W.b Create original compositions or journal entries in the target language
- 2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
- 2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
- 2.1.N.H.c Identify one important political issue in a country in which the language is spoken
- 2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
- 2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
- 2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries
- 2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
- 2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

BCCS
High School SPANISH II Curriculum Map
(Revised 6-16-08)

- 2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
- 2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
- 2.2.N.E.c Recognize the currency of a country in which the language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word for-word translation from one's own language to the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language
- 4.2.N.a Identify basic target culture practices and compare them to one's own
- 4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own
- 5.2.N.a Willingly use the target language within the classroom setting

BCCS
High School SPANISH II Curriculum Map
 (Revised 6-16-08)

UNWRAPPED STANDARDS

| CONCEPTS | SKILLS |
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| <ul style="list-style-type: none"> • Information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life • Likes/dislike in the target language with a classmate • Questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions • Understanding of oral and written classroom in the target language including directions, commands, requests, and familiar topics • Oral and written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure/school activities, and everyday occurrences in email, letters, messages, notes, and text messages • Main idea of an audio presentation • Main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites, poetry, or stories • Original compositions or journal entries in the target language • 3 important features of government system, one political issue, current events, country/capital, major geographic features, neighboring countries and geographic features, current cultural icons, historical cultural icons, major natural resources, commercial products, services and industries, currency • how the language and culture expanded throughout the world • the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries • daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) • daily routines within two or more communities or cultures in which the | <ul style="list-style-type: none"> • Exchange • Share orally and in writing using email, notes, and letters • Create, use, and summarize the information • Demonstrate • Understand • Understand • Understand • Create • Identify, name, and explain • Identify and explain • Analyze • Describe • Compare • Reinforce • Identify and select |

BCCS
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 (Revised 6-16-08)

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| <p>language is spoken (concept of time, typical activities appropriate to various periods during the day)</p> <ul style="list-style-type: none"> • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • basic target culture practices • the significance of the cultural practices within the target culture(s) • the target language in the classroom | <ul style="list-style-type: none"> • Identify and compare to one's own • Identify and compare to one's own • Willingly use |
| <p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. The valley containing Mexico City and its surrounding areas is rich in precolombian and colonial history where two cultures converge. 2. Daily routines and everyday occurrences have striking similarities and differences between cultures. 3. Everyone does chores. The extent to which they are done varies widely from culture to culture. 4. Hobbies and pastimes are provide means for people to interact with each other and spend their free time. | <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What is the importance of the Valley of Mexico to indigenous Mexicans and to the Spanish colonizers? 2. What does your typical day look like? How does it compare to the typical day of a Spanish-speaker in Mexico? 3. Do you do chores? Do you get an allowance for those chores? What chores do Mexican kids do and do they get an allowance? 4. How do you spend your free time? Do you spend it alone or in the company of others? How does this compare to how Mexican teens spend their free time? |
| <p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities <u>Culture Shock! Mexico</u> <u>Civilización y cultura: orígenes de la cultura hispánica: América</u> (pp. 14-17) <u>Civilización y cultura: costumbres y creencias: El horario y la vida social</u> (pp 66-68) <u>Mi tierra</u> Video volume four: La hora de siesta</p> | <p>ASSESSMENTS</p> <p>Teacher Observation Homework Oral presentation introducing a classmate Oral questions Primer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (reflexive verbs, adverbs from adjectives) • Culture (la hora de siesta) Segundo Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (le toca a, direct object pronouns) Tercer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (cuánto tiempo hace que Chapter 3 Test</p> |

BCCS
High School **SPANISH II** Curriculum Map
(Revised 6-16-08)

UNIT OF STUDY: Chapter Four: ¡Adelante con los estudios! (Putting your studies first!)

- Ask for advice and give opinions
- Give advice
- Talk about things and people you know
- Make comparisons
- Make plans

TIMELINE: December

STANDARDS:

- 1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
- 1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.SL.k Share opinions and preferences in the target language with their classmates
- 1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
- 1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
- 1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply
- 1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
- 1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
- 1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters
- 1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics
- 1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests

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High School SPANISH II Curriculum Map
(Revised 6-16-08)

- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)
- 1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (email, letters, messages, notes, and text messages)
- 1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
- 1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
- 1.3.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show
- 1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school
- 2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries
- 2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries
- 2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language
- 4.2.N.a Identify basic target culture practices and compare them to one's own
- 4.2.N.b Identify basic target culture products and compare them to one's own
- 4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own
- 4.2.M.b Identify the significance of the cultural products within the target culture(s) and compare them to one's own
- 5.2.N.a Willingly use the target language within the classroom setting

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

UNWRAPPED STANDARDS

| CONCEPTS | SKILLS |
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| <ul style="list-style-type: none"> • Questions about physical appearance, character, and personality traits of friends, famil, classmates • Questions about feelings, emotions, and health of friends, family, classmates • Information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life • Opinions and preferences in the target language with their classmates on a variety of topics dealing with contemporary issues • Information about the weather, health/physical conditions, self, family, and friends • Memorized phrases and simple phrases/sentences with rationale • Understanding of oral and written classroom in the target language including directions, commands, requests, and familiar topics • Oral and written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure/school activities, and everyday occurrences in email, letters, messages, notes, and text messages • Main idea of an audio presentation • Main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites, poetry, or stories • Oral and written interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community • Brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school • Brief oral reports about personal experiences, school, and community happenings in the target language • Short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show • The educational systems in a | <ul style="list-style-type: none"> • Ask and answer using a list of traits orally and in writing • Ask and answer using a list of traits orally and in writing • Exchange orally and in writing • Exchange and share orally and in writing • Exchange by asking and answer basis questions orally and in writing • Request, offer, invite, and reply appropriately orally and in writing • Demonstrate • Understand • Understand • Understand • Understand • Write and present • Write and present • Produce • Compare • Identify and compare • Reinforce • Identify and select |

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

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| <p>community or county in which the language is spoken with one or more other communities or countries</p> <ul style="list-style-type: none"> • The facilities, supplies, and materials needed for schooling in a community or country in which the language is spoken to one's own • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • basic target culture practices • the significance of the cultural practices within the target culture(s) • the target language in the classroom | <ul style="list-style-type: none"> • Identify • Identify • Willingly use |
| <p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Education is an important part of the culture in many cultures in which Spanish is spoken. 2. Doing well in school requires a number of very predictable actions on the part of the student. 3. Knowing how to ask for advice/help can help students get the help they need to be successful in school. 4. Personality traits can determine how a student goes about completing their studies. 5. Comparing people/things is a part of determining success in school. 6. Not everything in life is about school. Relaxing and making plans with friends help students take a break from their studies. | <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How is success in school determined in Spanish-speaking countries as well as in the U.S.? Why is education such a high priority in many cultures? What does it take to be successful in school? 2. How do you ask for advice and how can this help you in your studies? 3. What is your personality and how does that affect how you go about your school work? 4. How do you make comparisons in Spanish? Why is this such a crucial part of determining success in education? 5. What do you do to relax? Why is relaxing and making plans important in daily life? |
| <p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities <u>Culture Shock! Mexico</u> <u>Civilización y cultura: La educación en el mundo hispánico</u> (pp. 110-123)</p> | <p>ASSESSMENTS</p> <p>Teacher Observation Homework Oral presentation introducing a classmate Oral questions Primer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (debes, deberías, hay que, es importante) Segundo Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (ser vs. estar, making comparisons) Tercer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (direct object pronouns) Final Assessment: Public Service</p> |

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

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| | Announcement about doing well in school |
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UNIT OF STUDY: Chapter 5: ¡Ponte en forma! (Get in shape!)

- Talk about staying fit and healthy
- Tell someone what to do and not do
- Give explanations
- Explain the significance of Texas as a Spanish-speaking region of the US

TIMELINE: February

STANDARDS:

- 1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
- 1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
- 1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
- 1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary issues
- 1.1.N.SL.j Share likes and dislikes in the target language with a classmate
- 1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
- 1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
- 1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
- 1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters
- 1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences

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High School SPANISH II Curriculum Map
(Revised 6-16-08)

- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)
- 2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
- 2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
- 2.1.N.H.c Identify one important political issue in a country in which the language is spoken
- 2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
- 2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
- 2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
- 2.2.N.E.c Recognize the currency of a country in which the language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language
- 4.2.N.a Identify basic target culture practices and compare them to one's own

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

- 4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own
- 5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations
- 5.2.N.a Willingly use the target language within the classroom setting

UNWRAPPED STANDARDS

| CONCEPTS | SKILLS |
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| <ul style="list-style-type: none"> • Basic questions about the wather, health/physical conditions, self, family, and friends • Physical appearance, character, and personality traits of friends, family, classmates • Feelings, emotions and health of friends, family, classmates • Likes and dislikes in the target language with a classmate • Opinions and individual perspective on a variety of topics dealing with contemporary issues • Opinions and preferences in the target language • Understanding of oral and written classroom language in the target language including directions, commands, and requests • Oral and written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, everyday occurrences, and familiar topics • Main idea of an audio presentation • Main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites, poetry, or stories • 3 important features of government system, one political issue, three historical event, current events, country/capital, economic system, major geographic features, neighboring countries and geographic features, current cultural icons, historical cultural icons, native, products, major natural resources, commercial products, services and industries, currency | <ul style="list-style-type: none"> • Ask and answer • Ask questions and answer using a list of traits orally and in writing • Ask questions and answer using a list of traits orally and in writing • Share orally and in writing using email, notes, and letters • Share orally and in writing using email, notes, and letters • Share orally and in writing using email, notes, and letters • Demonstrate • Understand • Understand • Understand • Identify, name, and explain • Reinforce • Identify and select • Identify and compare to one's own • Identify and compare to one's own |

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

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| <ul style="list-style-type: none"> • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • basic target culture practices • the significance of the cultural practices within the target culture(s) • the target language in the classroom | <ul style="list-style-type: none"> • Willingly use • Understand • Understand • Willingly use |
| <p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Staying fit and healthy are important for people across cultures. 2. Ideas about how to stay fit and healthy may vary from culture to culture. 3. Sometime stronger language than a request such as command are necessary to get people to do what you want or don't want them to do. 4. Staying fit and exercising can be difficult and people tend to give lots of reasons or excuses about why they cannot exercise. 5. Texas is a major Spanish-speaking region in the US and its Hispanic influence affects many parts of the country. | <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What is your definition of healthy? Are you healthy? Why is staying healthy important to society at large? 2. How do the ideas of about staying fit and healthy vary from culture to culture? 3. How do form a positive and negative command in Spanish and why do you need to give commands? 4. How do form an excuse for not exercising and why do you make excuses? 5. Why is Texas such an influential Spanish-speaking region of the US and how does that influence affect the rest of the country? |
| <p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities Mi tierra Video series Volume 1: El fútbol Cuello, hombro, codo, muñeca song (to the tune of head, shoulders, knees, and toes)</p> | <p>ASSESSMENTS</p> <p>Teacher Observation Homework Oral presentation introducing a classmate Oral questions Primer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (preterite of er, ir verbs and dormer) <p>Segundo Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (positive, negative, and irregular commands) <p>Tercer Paso Quiz</p> <ul style="list-style-type: none"> • Vocabulary • Grammar (making excuses using verbs of pain) <p>Final Assessment: Demonstration Speeches</p> |

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High School **SPANISH II** Curriculum Map
(Revised 6-16-08)

UNIT OF STUDY: Chapter Six: De visita de la ciudad (A visit to the city)

- Ask for and give information
- Relate a series of events
- Order in a restaurant

TIMELINE: March

STANDARDS:

- 1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
- 1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply
- 1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
- 1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
- 1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
- 1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
- 1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
- 1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
- 1.2.M.L.a Demonstrate understanding of oral classroom language in the target language on familiar topics
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

5.2.N.a Willingly use the target language within the classroom setting

UNWRAPPED STANDARDS

| CONCEPTS | SKILLS |
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| <ul style="list-style-type: none"> • Memorized phrases • Simple phrases/sentences and rationale for the request and/or reply • Questions about the attributes of places and things in their immediate environment • Information in everyday situations in the target language about time, place, prize, size, relating to restaurants, stores, transportation, and services • Understanding of oral and written classroom language in the target language including directions, commands, and requests • Oral and written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, everyday occurrences, and familiar topics • Main idea of an audio presentation • Main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites, poetry, or stories • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • basic target culture practices • the significance of the cultural practices within the target culture(s) • the target language in the classroom | <ul style="list-style-type: none"> • Request, offer, and reply orally and in writing • Request, offer, replay and provide rationale orally and in writing • Ask and answer orally and in writing using a list of traits • Ask for and obtain orally and in writing • Demonstrate • Understand • Understand • Understand • Reinforce • Identify and select • Identify and compare to one's own • Identify and compare to one's own • Willingly use |

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

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| <p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. When traveling to new places, it is important to know how to politely ask for pertinent information to help you navigate unfamiliar surroundings. 2. Being able to tell a story in order using prepositions of chronology is important to help people understand the sequence of your story. 3. Ordering appropriately in a restaurant following local rules of etiquette is important to fitting in to the culture you are visiting. | <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. How do you politely ask for information to navigate unfamiliar surroundings when traveling? 2. What prepositions do you use to demonstrate the sequence of a set of events and why is it important to use them? 3. How do you order in a restaurant in Spanish and why is it important to use local rules of etiquette while working in a restaurant? |
| <p>RESOURCES</p> <p>Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities Sequence of events sentence strips about taking the train</p> | <p>ASSESSMENTS</p> <p>Teacher Observation Homework Oral presentation introducing a classmate Oral questions Restaurant skit Primer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (saber vs. conocer) Segundo Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (put sentences in order) Tercer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (preterite of traer, pedir, and server) Chapter Six Test</p> |

UNIT OF STUDY: Chapter 7: ¿Conoces bien tu pasado? (Do you know your past well?)

- Talk about what you used to do
- Say what you used to like and dislike
- Describe what people and things were like
- Use comparisons to describe people

TIMELINE: April

STANDARDS:

- 1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
- 1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
- 1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences, and opinions

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High School SPANISH II Curriculum Map
(Revised 6-16-08)

- 1.1.N.SL.j Share likes and dislikes in the target language with a classmate
- 1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
- 1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
- 1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
- 1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters
- 1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
- 1.2.M.L.b Understand interpersonal communication, spoken messages, and group discussions in the target language on familiar topics related to family, school, and community
- 1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics
- 1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.
- 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)
- 1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
- 1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
- 1.3.M.W.b Create original compositions or journal entries in the target language
- 1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school
- 2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
- 2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
- 2.1.N.H.c Identify one important political issue in a country in which the language is spoken
- 2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
- 2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
- 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
- 2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
- 2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
- 2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
- 2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken

BCCS
High School SPANISH II Curriculum Map
 (Revised 6-16-08)

- 2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
- 2.2.N.E.c Recognize the currency of a country in which the language is spoken
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target
- 4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language
- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language
- 4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language and the target language
- 4.2.N.a Identify basic target culture practices and compare them to one's own
- 4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to one's own
- 5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations
- 5.2.N.a Willingly use the target language within the classroom setting

UNWRAPPED STANDARDS

| CONCEPTS | SKILLS |
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| <ul style="list-style-type: none"> • Physical appearance, character, personality traits of family, classmates, friends • Detailed description of places/things beyond immediate environment • Information in the target language on personal interests, memorable experiences, school activities, and family life • Questionnaire about likes/dislikes, preferences, opinions • Summary of questionnaire in an original composition • Interpersonal communication, spoken messages, group discussions on family, school, community • Main idea and supporting details of written materials • Personal descriptions • Brief oral reports • Main idea of an audio presentation • Main idea of simple accessible written materials in the target language such | <ul style="list-style-type: none"> • Ask orally and in writing • Share orally and in writing • Understand • Create • Create • Understand • Understand • Write • Present • Understand • Understand |

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

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| <p>as textbook passages, age-appropriate magazine and newspaper articles/ads, websites, poetry, or stories</p> <ul style="list-style-type: none"> • 3 important features of government system, one political issue, three historical event, current events, country/capital, economic system, major geographic features, neighboring countries and geographic features, current cultural icons, historical cultural icons, native, products, major natural resources, commercial products, services and industries, currency • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • basic target culture practices • the significance of the cultural practices within the target culture(s) • the target language in the classroom | <ul style="list-style-type: none"> • Identify, name, and explain • Reinforce • Identify and select • Identify and compare to one's own • Identify and compare to one's own • Willingly use |
| <p>BIG IDEAS</p> <ol style="list-style-type: none"> 1. Remembering your childhood is important in giving people a sense of who they are and where they came from. 2. Remembering what things used to be like helps people evaluate where we are and what progress we have or have not made. | <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. What did you like when you were little? 2. What things did you do? 3. What were you like? 4. What were your family/friends like? 5. What was your home, school, and hometown like? 6. Why do people like to hear stories about when they were young? 7. Why do people reminisce about the "good ol' days"? Or talk about "how bad they had it"? |

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High School SPANISH II Curriculum Map
 (Revised 6-16-08)

| RESOURCES | ASSESSMENTS |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Textbook Grammar Tutor Grammar Notebook Activities Notebook Communicative Activities Listening activities Realia | Teacher Observation Homework Oral presentation introducing a classmate Oral questions Primer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (conjugating imperfect verbs) Segundo Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (imperfect of ser/hay) Tercer Paso Quiz <ul style="list-style-type: none"> • Vocabulary • Grammar (comparisons) Final Assessment: Essay about the past |

UNIT OF STUDY: Chapter Eight: Diversiones

- Describe a past event (superlatives, extreme adjectives)
- Saying why you couldn't run errands (reasons, mientras)
- Reporting what someone said (decir que, indirect object pronouns)

TIME LINE: May

STANDARDS:

- 1.1M.SL.g Exchange information in the target language about personal and social, community, or current events.
- 1.1.N.RW.h Exchange information in writing in target language on familiar topics such as personal interests memorable experiences, school activities, and family life.
- 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.
- 1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics.
- 1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as textbook content, magazine and newspaper articles/ads, websites/internet, poetry, or stories.
- 1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community (emails, letters, messages, notes, and texts).
- 2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken.
- 2.1.N.F.e Explain the practices and significance of an important:
 -civil or religious holiday or celebration AND
 -regional holiday or celebration AND
 -personal or family holiday or celebration
 within a community of target culture in which the target language is spoken.
- 2.1.M.e Compare the practices and significance of an important:
 -civil or religious holiday or celebration AND
 -regional holiday or celebration AND
 -personal or family holiday or celebration
 within a community of target culture in which the target language is spoken.
 across multiple communities or cultures in which the target language is spoken.

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 (Revised 6-16-08)

- 2.2.N.F.d Describe and explain the significance of the products associated with an important:
 -civil or religious holiday or celebration AND
 -regional holiday or celebration AND
 -personal or family holiday or celebration within a community of target culture in which the target language is spoken.
- 3.1.N.a Reinforce previously learned content knowledge through the target language
- 4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language.
- 4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target language.
- 4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one's own language to the target language.
- 4.2.M.a Identify the significance of the cultural practices within the target culture(s) and compare them to own's own.
- 4.2.N.b Identify basic target culture products and compare them to one's own.

UNWRAPPED STANDARDS

| CONCEPTS | SKILLS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Information on personal and social, community, or current events. • Familiar topics such as personal interests, memorable experiences, school activities, and family life. • Oral and written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences. • Oral and written classroom language in target language on familiar topics • Main idea of an audio presentation • Main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites, poetry, or stories • Practices and significance of an important: -civil or religious holiday/celebration AND -regional holiday/celebration AND -personal/family holiday/celebration within a community or culture in which the target language is spoken and the products associated with this celebration <ul style="list-style-type: none"> • prior knowledge • basic differences and similarities in vocabulary(cognates and borrowed words), grammatical structures, registers/honorifics between one's own language and the target language • basic target culture practices | <ul style="list-style-type: none"> • Exchange orally and in writing • Understand • Understand • Understand • Understand • Understand • Describe and explain • Reinforce • Identify and select • Identify and compare to one's own |

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(Revised 6-16-08)

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| <ul style="list-style-type: none">• the significance of the cultural practices within the target culture(s)• the target language in the classroom | <ul style="list-style-type: none">• Identify and compare to one's own• Willingly use |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|