

**Trinity Area School District  
Template for Curriculum Mapping, Spanish II**

<b>Course: Spanish 2</b> <b>Grade: 9-12</b> <b>Designer(s): Spanish Dept.</b>	<b>Overview of Course:</b> This is a yearlong course that builds on the information from Spanish 1 and further allows the students to practice their reading, writing, speaking, and listening skills in Spanish while experiencing more of a multicultural viewpoint of the world. Students will learn and demonstrate basic knowledge of different sounds, words, cultures, customs, attitudes, and beliefs.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<b>Communication</b>	1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	To effectively communicate, you need to develop reading, writing, speaking and listening skills in the target language.	How can I communicate in the target language?
<b>Cultures</b>	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	People in other countries behave and act differently.	How can I relate and understand cultures of other countries?

<p><b>Connections</b></p>	<p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>Language and culture intertwine.</p>	<p>How do language and culture relate?</p>
<p><b>Comparisons</b></p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Similarities and differences exist between the native and target languages as well as cultures.</p>	<p>How can I demonstrate the complexity of languages and cultures?</p>
<p><b>Communities</b></p>	<p>5.1 Student use the language both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Using the language outside of school is interesting and fun.</p>	<p>How can I use the target language outside of school setting?</p>

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

<b>Month of Instruction</b>	<b>Title of Unit</b>	<b>Big Idea(s)</b>	<b>Standard(s) Addressed</b>	<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>	<b>Common Assessment(s)*</b>	<b>Common Resource(s)* Used</b>
August, September, October (5 weeks)	Etapa Preliminar  What expressions can one use to get acquainted with a Spanish-speaking person in the Spanish language?	<b>Communication Cultures Connections Comparisons</b>  Basic expressions Basic conversations Alphabet Numbers 0-31 Days of the week Months of the year	1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.	Different cultures have different etiquette when greeting and saying farewell.  All languages use their own alphabet, sounds, and/or way of writing.  Each culture has a different counting system.  Each culture has a unique way of telling time.  Each culture has a different way of organizing the calendar.	What are different ways to greet and say goodbye to someone in Spanish?  ¿Cómo te llamas y cómo te apellidas?  ¿De dónde eres y de dónde es?  ¿Cómo se escribe...?  ¿Qué día es hoy?/¿Qué mes es?  ¿Cuántos años tienes/tiene?  ¿Cuándo cumple(s)?	Pen-pal letter  Unit test  Verbal exam	Graphic Organizer of EQs  En Español 1  Más Práctica workbook

<p>October (3 weeks)</p>	<p>Unidad 1.1</p> <p>How do you describe yourself and others?</p>	<p><b>Communication</b> <b>Cultures</b> <b>Connections</b> <b>Comparisons</b></p> <p>Subject pronouns Verb “ser” Adjectives Definite/Indefinite articles Infinitive verbs Likes/dislikes</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p>Subject pronouns are used to identify speakers/subjects and to replace names</p> <p>“Ser” is used to describe the physical characteristics of a person and his/her character</p> <p>Spanish speaking people use verbs like gustar to talk about likes and dislikes.</p>	<p>¿Cuáles son los pronombres de sujeto? ¿Cómo eres y cómo es?</p> <p>What are the articles? What are the differences in uses?</p> <p>¿Qué (no) te gusta hacer y qué (no) le gusta hacer?</p>	<p>Presentation on a classmate (likes/dislikes)</p> <p>Anagram</p> <p>Unit test</p>	<p>Graphic Organizer with EQs</p> <p>En Español 1</p> <p>Más Práctica workbook</p>
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<p>October-November (3 weeks)</p>	<p>Unidad 1.2</p> <p>How do you describe what people look like and wear using colors and other descriptions?</p>	<p><b>Communication</b> <b>Cultures</b> <b>Comparisons</b> <b>Communities</b></p> <p>Clothing Verb "llevar" Colors Adjectives Noun/adjective agreement</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Students use the regular verb "llevar" to describe what they and others are wearing also identifying the color.</p> <p>Noun/adjective agreement is used in romance languages and an essential part of describing self and others.</p>	<p>¿Qué llevas a la escuela/la casa?/¿Qué lleva otra persona?</p> <p>¿De qué color es...?</p> <p>¿Cómo es?</p> <p>What is noun/adjective agreement and how does it work?</p>	<p>Book of clothing</p> <p>Unit test</p> <p>Verbal exam</p>	<p>Graphic Organizer with EQs</p> <p>En Español 1</p> <p>Más Práctica workbook</p> <p>Spanish magazines for book of clothing</p> <p>Graphic Organizer with clothing and parts of body</p>
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November (3 weeks)	Unidad 1.3  What is your family like and when do they celebrate their birthdays?	<b>Communication Cultures Connections Comparisons</b>  Family members Verb "tener" Numbers to 100 Possessive adjectives/expressing possession Short/long dates	1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Using verb "tener" to describe family members and people in families.  Each culture has different way of forming large numbers.  Expressing possession without using ('s) and instead the preposition "de".  Each culture has its own way of writing the date including the year.	¿Quiénes son las personas de tu familia?  ¿Cómo conjugas el verbo "tener"?  ¿Cómo formas los números hasta cien?  ¿Cómo se expresa posesión?  ¿Cuáles son los adjetivos posesivos?  ¿Cuál es la fecha?	Family Tree project  Unit test  Presentation on individual family member  Listening quiz on numbers	Graphic Organizer of EQs  En Español 1  Más Práctica workbook
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<p>December-January (4 weeks)</p>	<p>Unidad 2.1</p> <p>What is your school schedule like and what do you need for class?</p>	<p><b>Communication</b> <b>Cultures</b> <b>Connections</b> <b>Comparisons</b></p> <p>School schedule Conjugation Adverbs Obligation</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p>Students identify and describe their classroom schedule and compare it with schedules from students in Spanish-speaking countries</p> <p>To speak in the present tense verbs must be conjugated according to the subject and the type of verb.</p> <p>Adverbs of frequency are used to extend vocabulary and grammar use making more complex sentences.</p> <p>To express obligation in Spanish 3 formulas are used and applied using previously learned verbs.</p>	<p>¿Cuáles son tus clases?</p> <p>¿Cómo conjugas un verbo en el presente indicativo?</p> <p>¿Con qué frecuencia...?</p> <p>¿Cómo se expresa obligación?</p>	<p>Essay on classes</p> <p>Unit test</p> <p>Presentation on favorite class</p>	<p>Graphic Organizer of EQs.</p> <p>En Español 1</p> <p>Más Práctica workbook</p> <p>Dice game to practice conjugations</p>
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<p>January-February (4 weeks)</p>	<p>Unidad 2.2</p> <p>How do you say when and where you are going?</p>	<p><b>Communication</b></p> <p><b>Cultures</b></p> <p><b>Connections</b></p> <p><b>Comparisons</b></p> <p>Telling time</p> <p>Interrogatives</p> <p>Verb “ir” and “estar”</p> <p>Contractions</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Each culture has a unique way of telling time.</p> <p>Each culture has a different way of asking/forming questions.</p> <p>Verbs “ir” and “estar” are essential when communicating in the target language.</p> <p>Spanish has contractions that are different than those in the English language.</p>	<p>¿A qué hora...?/¿Qué hora es?</p> <p>¿Cómo se usa “estar”?</p> <p>¿Cómo conjugas “ir”?</p> <p>¿Cómo se forma una pregunta?</p>	<p>Listening quiz</p> <p>Verbal quiz</p> <p>Unit test</p>	<p>Graphic Organizer of EQs.</p> <p>En Español 1</p> <p>Más Práctica workbook</p>
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<p>February (4 weeks)</p>	<p>Unidad 2.3</p> <p>What do you like to do in your free time?</p>	<p><b>Communication</b> <b>Cultures</b> <b>Connections</b> <b>Comparisons</b></p> <p>Leisure activities "Tener" expressions "Ir" + a + <u>infinitive</u> Irregular verbs</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>	<p>Using leisure verbs in the present indicative to describe a typical day.</p> <p>Comparing English expressions with Spanish expressions that use the verb "tener".</p> <p>Using the formula "ir" + a + <u>infinitive</u> to express the future.</p> <p>Beginning to use irregular verbs in the present indicative according to the subject.</p>	<p>¿Qué haces en tu tiempo libre?</p> <p>¿Cuáles son unos estados típicos que se usan con "tener"?</p> <p>¿Cómo se expresa el futuro con "ir"?</p> <p>¿Cómo conjugas un verbo irregular en el presente?</p>	<p>Essay on typical day</p> <p>Unit test</p>	<p>Graphic Organizer of EQs.</p> <p>En Español 1</p> <p>Más Práctica workbook</p> <p>Charades</p>
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<p>March (3 weeks)</p>	<p>Unidad 3.1</p> <p>What are common ways to extend/accept and refuse an invitation?</p>	<p><b>Communication</b> <b>Cultures</b> <b>Connections</b> <b>Comparisons</b></p> <p>Town vocabulary Verb "estar" and location "Ser" v. "Estar" Acabar de Venir</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Identifying different places in a town and using the verb "estar" to describe location.</p> <p>Each culture has a grammar set to express what "just happened."</p> <p>Using information to decide between two verbs with identical meanings in Spanish.</p> <p>Using the verb "venir" and locations to tell where people are coming from.</p>	<p>¿Cuáles son unas expresiones para aceptar y negar invitaciones?</p> <p>¿Cuáles son las diferencias entre "ser" y "estar"?</p> <p>¿Qué acabas de hacer?</p> <p>¿De dónde vienes?</p>	<p>Missing person poster</p> <p>Unit test</p> <p>Verbal quiz</p>	<p>Graphic Organizer of EQs.</p> <p>En Español 1</p> <p>Más Práctica workbook</p>
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<p>March-April (3 weeks)</p>	<p>Unidad 3.2</p> <p>What sports do you play, where do you play them what do you need in order to play them?</p>	<p><b>Communication</b> <b>Cultures</b> <b>Connections</b> <b>Comparisons</b> <b>Communities</b></p> <p>Sports vocabulary Verb “jugar” Stem-changing verbs Comparisons Caribbean athletes</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting.</p>	<p>Each culture produces its own athletes and they assimilate to US leagues and US customs and cultures.</p> <p>Using different types of verbs (shoe verbs) in the present tense to discuss sports and leisure activities.</p> <p>Each culture has its own grammar set to make comparisons in the target language.</p> <p>Identifying and researching athletes that are from Spanish-speaking countries.</p>	<p>¿A qué deportes juegas?</p> <p>¿Qué equipo necesitas para jugar a los deportes?</p> <p>¿Cómo conjugas un verbo de zapato?</p> <p>¿Quiénes son los deportistas importantes del Caribe?</p> <p>¿Cómo se comparan las cosas?</p>	<p>Verbal quiz</p> <p>Internet research/scavenget hunt</p> <p>Unit test</p>	<p>Graphic Organizer of EQs.</p> <p>En Español 1</p> <p>Más Práctica workbook</p> <p>DVD “The republic of baseball”</p>
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<p>April (2 weeks)</p>	<p>Unidad 3.3  ¿Qué tiempo hace y qué llevas en cada estación del año?</p>	<p><b>Communication</b> <b>Cultures</b> <b>Connections</b> <b>Comparisons</b> <b>Communities</b></p> <p>Weather Present progressive</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 5.1 Student use the language both within and beyond the school setting.</p>	<p>Using expressions to give weather forecast in target language.</p> <p>Each culture has specific grammar set to express the present progressive (gerund form) of a continued action.</p>	<p>¿Qué tiempo hace?  ¿Qué estás haciendo?</p>	<p>Weather forecast (presentation &amp; poster)</p> <p>Unit test</p>	<p>Graphic Organizer of EQs.  En Español 1  Más Práctica workbook</p>
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<p>May (4 weeks)</p>	<p>Rutina diaria</p> <p>How do you refer to yourself and other when talking about daily routine and personal hygiene?</p>	<p><b>Communication</b> <b>Cultures</b> <b>Connections</b> <b>Comparisons</b> <b>Communities</b></p> <p>Daily routine items Reflexive verbs Daily schedule Body parts</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting.</p>	<p>Using household items to describe one's daily routine.</p> <p>Reflexive verbs are those where the subject completes <b>and</b> receives the action of the verb.</p> <p>Reflexive pronouns are necessary with each reflexive verb and must agree with the subject pronoun.</p>	<p>¿Cómo conjugas un verbo reflexivo?</p> <p>¿Cuándo usas un infinitivo y conjugas el verbo?</p> <p>¿Qué necesitas para tu rutina diaria?</p> <p>¿Cómo se llaman las partes del cuerpo?</p>	<p>Presentation</p> <p>Verbal quiz</p> <p>Unit test</p>	<p>Graphic Organizer of EQs.</p> <p>En Español 2</p> <p>Más Práctica workbook</p>
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End of May to end of year	Lectura <i>El amor de Beatriz</i>  Authentic reading of book published in Spanish	<b>Communication Connections Comparisons</b>	1.2 Students understand and interpret written and spoken language on a variety of topics. 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Reading authentic materials published in the target language practices and enforces reading techniques.  Using authentic materials to identify different grammar sets and vocabulary to extend and refine learning and knowledge.	How can pre-reading and post-reading activities be used to extend/refine vocabulary and grammar structures?  What is the difference between recall questions and comprehension questions?	Reading guide  Vocab quiz  Book test	<i>El amor de Beatriz</i>  Reading guide
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\* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and “Common Resources Used” columns. However, you may use them if you wish.