**SUBJECT: Spanish II GRADE: 10, 11 and 12th TIMELINE: First Quarter**

**Essential Questions for this Unit**

1. Why are traditions, games, projects, storytelling and recipes important when we are learning a second language?

2. How do you express what you like and don’t like in celebrations such as weddings and quinceaneras?

3. Why is it important to know how to introduce oneself and others in Spanish?

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| 1R.NL.1Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences and questions that have been highly practiced and memorized. | Self, family, animalsCelebrations in the Hispanic world | Student will be able to: \*Function in some personally relevant contexts on topics that relate to basic biographical information\*Say goodbye and hello in Spanish\*Introduce people and responding to an introduction \*Ask how someone is and how you are  | Oral responses to teacher’s questionsTeacher-made worksheetsPeer grading with Pantomime and rubrics | Textbook ***Ven Conmigo Level 2***Apex LearningInternet researchReadings from Beginning Reader ***Lee Conmigo!*** | Como te llamas?Cuantos anos tienes?De donde eres?Me llamo…Se llama ….Calvo CanosoMedianoLa estaturaMidoRizadoLacioNacionalidadesArgentinoEstadounidenseMexicanoNavajoHondurenoPuertoriquenoVenezolanouruguayo |
| PW.NM .1Ask highly predictable and formulaic questions and respond to such questions that relate to basic biographical information |  | Student will be able to:\* have conversations about self and relatives, including vocabulary, enunciations, expressions and pace of speech\*create a family tree with words that identify family members in Spanish | Oral presentationsSkitsSing-along in Spanish about family members | Family tree created by the student.Oral presentationsPronunciations when students are singing | JugarHablarHacerLeerLimpiarNadarPonerPracticarRegresarComprarEscribirComprarRocanrolearBailarestudiar |
| Comparisons (COMP)Use the language to investigate, explain and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied on one’s own |  | Student can: \*recognize and compare words, true and false cognates, sound patters and basic grammatical structures of Spanish, compared with his/her own language. | Handouts made by the teacherKinship chart in Navajo, English and Spanish…. Clanship relationships | Students will ask their parents or grandparents about their clans (Oral History)Teacher’s DVD collection of songsSchool’s DVD player | El otonoLa primaveraEl veranoEl inviernoEl oceanoLa playaEl edificioEl centroLas montanasEl arroyo |

**SUBJECT: Spanish II GRADE: 10, 11 & 12 TIMELINE: Second Quarter**

**Essential Questions for this Unit**

1. What do you need for school and for your home if you use the Spanish language?

2. Why is it important to know how to differentiate what you need for school and what you want, in Spanish?

3. Where and how is your city, neighborhood, community, bedroom, kitchen or classroom?

| Standards | Content  | Student Friendly Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| IR (Interpretative Reading)Understand, interpret and analyze what is read or viewed on a variety of topics | Feelings vocabularyDays of the week and months of the yearDescribing a city; describing the village where students live Weather expressionsSeasons of the year | Students will:\* read about Life in the Big City\* tell me about how they are feeling on certain occasions\* learn more about food, a review of restaurant words\* understand familiar words, phrases, sentences and sometimes the main idea within short and simple texts related to everyday life\* create Mental Maps about a City or Restaurant they can imagine or where they have been before. | Apex Learning ProgramReading from original Spanish booksInternet search about big cities and restaurantsMaps about a city or place where students have been or imagine. Mental maps. | The TV in the classroom.A movie about the city… or about their hometown if it can be foundTeacher-made worksheets ***Ven Conmigo*** Textbook, Level IIMaps of Spain, the Navajo Nation, Mexico and New Mexico | CansadoComo estas?Como te sientes?De buen humorDeprimido,EmocionadoPreocupadoTranquiloTristeFelizAburridoEnfadadoenfermo |

**SUBJECT: Spanish II GRADE: 10, 11 and 12th TIMELINE: Third Quarter**

**Essential Questions for this Unit**

1. Why is it important to know and have information about your clans in English, Spanish or Navajo?

2. How can you say the names of classes that you take this year in Spanish?

| 5. Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| 1R.NL.1Interpretive ReadingExpresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences and questions that have been highly practiced and memorized. | . | Student will be able to:\* function in some personally relevant contexts on topics that relate to basic biographical information\*Explain in Spanish his or her clan’s names\* Compare celebrations such as Kinaldaa and quinceaneras and/or weddings  | \*QuizzesApex TestsOral assessmentPerformance-based rubric | Textbook: ***Ven Conmigo***, Level 2 Apex LearningInternet research | BodaQuinceaneraBautizoPrimera CommunionPrimera RisaEl Clan del AguaEl clan de la Torre-CasaEl clan de los MexicanosEl clan de los extranjerosEl clan de los lagunerosEl funeralLa ceremonia de veranoLa graduacionLa promocion |
| PW.NM .1Presentational WritingAsk highly predictable and formulaic questions and respond to such questions that relate to basic biographical information |  | Student will be able to:\*Write and share material about a variety of familiar topics using connected sentences  | Oral presentationsSkitsFamily tree created by the student.Sing-along in Spanish  | Colored pencilsDrawing papersHandoutsQuizzes |  |
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**SUBJECT: Spanish II GRADE: 10, 11 & 12 TIMELINE: 4th Quarter**

**Essential Questions for this Unit**

1. How can you describe a past even in Spanish, using verbs in the past tense?

2. Is it important to say why you couldn’t do something in Spanish?

| Standards | Content  | Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
| Comparisons (COMP)Use the language to investigate, explain and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied on one’s own | DiversionsCultures and communitiesConnections and comparisons | Student can: \*recognize and compare words, true and false cognates, sound patters and basic grammatical structures of Spanish, compared with his/her own language.\*describe a past event\*say why you could not do something\*report what someone said in Spanish. | Handouts made by the teacherBeginning Reader: **Lee Conmigo**! Holt, Rinehart and WinstonTest from Apex LearningWorksheets from Chapter 8: textbook **Ven Conmigo!**, Level II  | Teacher’s DVD collection of songsSchool’s DVD player | Dijo queMe dijeron queQue dijo?Que te dijeron?La carrozaDecorarDesfilarEl desfileEl disfrazDisfrutarEl festivalLa mascaraEsperabaPensabaComo estuvo?Como te fue?De maravillaDe peliculaMas o menos bienQue tal estuvieron?Que tal lo pasaste? |
| IR (Interpretative Reading)Understand, interpret and analyze what is read or viewed on a variety of topics |  | Students will:\* read about Life in the Big City\* tell me about how they are feeling on certain occasions\* learn more about food, a review of restaurant words\*understand familiar words, phrases, sentences and sometimes the main idea within short and simple texts related to everyday life\* create Mental Maps about a City or Restaurant they can imagine or where they have been before. | Apex Learning ProgramReading from original Spanish booksInternet search Maps about a city or place where students have been or imagine. Mental maps. | The TV in the classroom.A movie about the city… or about their hometown if it can be foundWorksheets made by the teacher***Ven Conmigo*** Textbook, Level IIHomecoming informationNavajo Nation Fair information (brochure) |  |
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|  | Content  | Student Friendly Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
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