**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.1  Expresses 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, animals  Celebrations 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 questions  Teacher-made worksheets  Peer grading with Pantomime and rubrics | Textbook ***Ven Conmigo Level 2***  Apex Learning  Internet research  Readings from Beginning Reader ***Lee Conmigo!*** | Como te llamas?  Cuantos anos tienes?  De donde eres?  Me llamo…  Se llama ….  Calvo  Canoso  Mediano  La estatura  Mido  Rizado  Lacio  Nacionalidades  Argentino  Estadounidense  Mexicano  Navajo  Hondureno  Puertoriqueno  Venezolano  uruguayo |
| PW.NM .1  Ask 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 presentations  Skits  Sing-along in Spanish about family members | Family tree created by the student.  Oral presentations  Pronunciations when students are singing | Jugar  Hablar  Hacer  Leer  Limpiar  Nadar  Poner  Practicar  Regresar  Comprar  Escribir  Comprar  Rocanrolear  Bailar  estudiar |
| 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 teacher  Kinship 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 songs  School’s DVD player | El otono  La primavera  El verano  El invierno  El oceano  La playa  El edificio  El centro  Las montanas  El 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 vocabulary  Days of the week and months of the year  Describing a city; describing the village where students live  Weather expressions  Seasons 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 Program  Reading from original Spanish books  Internet search about big cities and restaurants  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 found  Teacher-made worksheets  ***Ven Conmigo*** Textbook, Level II  Maps of Spain, the Navajo Nation, Mexico and New Mexico | Cansado  Como estas?  Como te sientes?  De buen humor  Deprimido,  Emocionado  Preocupado  Tranquilo  Triste  Feliz  Aburrido  Enfadado  enfermo |

**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.1  Interpretive Reading  Expresses 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 | \*Quizzes  Apex Tests  Oral assessment  Performance-based rubric | Textbook: ***Ven Conmigo***, Level 2  Apex Learning  Internet research | Boda  Quinceanera  Bautizo  Primera Communion  Primera Risa  El Clan del Agua  El clan de la Torre-Casa  El clan de los Mexicanos  El clan de los extranjeros  El clan de los laguneros  El funeral  La ceremonia de verano  La graduacion  La promocion |
| PW.NM .1  Presentational Writing  Ask 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 presentations  Skits  Family tree created by the student.  Sing-along in Spanish | Colored pencils  Drawing papers  Handouts  Quizzes |  |
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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 | Diversions  Cultures and communities  Connections 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 teacher  Beginning Reader: **Lee Conmigo**! Holt, Rinehart and Winston  Test from Apex Learning  Worksheets from Chapter 8: textbook **Ven Conmigo!**, Level II | Teacher’s DVD collection of songs  School’s DVD player | Dijo que  Me dijeron que  Que dijo?  Que te dijeron?  La carroza  Decorar  Desfilar  El desfile  El disfraz  Disfrutar  El festival  La mascara  Esperaba  Pensaba  Como estuvo?  Como te fue?  De maravilla  De pelicula  Mas o menos bien  Que 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 Program  Reading from original Spanish books  Internet 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 found  Worksheets made by the teacher  ***Ven Conmigo*** Textbook, Level II  Homecoming information  Navajo Nation Fair information (brochure) |  |
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|  | Content | Student Friendly Objectives | Assessment | Resources | Vocabulary |
| --- | --- | --- | --- | --- | --- |
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