

SPANISH II CURRICULUM

Theme	**Communication	Culture	Comparisons	Connections	Communities
Friendship And Activities	<p>Identify and describe personality traits of self and others. Describe likes and dislikes of self and others.</p> <p>Read and listen to text and audio materials to obtain personal information.</p> <p>Exchange information about likes, dislikes, and personality traits.</p> <p>Introduce friends to adults and peers.</p>	<p>Differentiate between an <i>amigo</i> and <i>conocido</i>.</p> <p>Discuss teen activities and the concept of friendship in Spanish-speaking countries.</p> <p>Explain how friendships are formed and maintained in Spanish-speaking countries.</p> <p>Reinforce themed vocabulary and experience Spanish in the real world concepts through the use of video/audio materials. Write the date using the European system (el 22 de mayo)</p>	<p>Compare the concept of friendship in the United States and Spanish-speaking countries.</p>	<p>Create an email about yourself to your future host family.</p> <p>Write a poem about yourself.</p>	<p>Interview someone in the community or school for simple personal information.</p> <p>Gather information from websites about the Spanish-speaking world to obtain basic personal information about Hispanic teens.</p>
School	<p>Talk about class schedules, school supplies of self and others.</p> <p>Read a class schedule and discuss information acquired.</p> <p>Exchange information about class schedules, needed supplies and after school activities. Identify school supplies needed for particular classes.</p>	<p>Describe school experiences of students in Spanish-speaking countries</p> <p>Explain the following terms (preescolar, primaria, bachillerato, colegio, secundaria, preparatoria universidad) and equate them to school levels in the US.</p>	<p>Compare school experiences (including extra-curricular activities) with those of students in Spanish-speaking countries.</p> <p>Compare the grading system in Spanish-speaking countries and the US.</p>	<p>Discuss the cost of school supplies using Euros, Mexican Pesos and compare the relative price with those of the US.</p> <p>Discuss class schedule and class times using the 24-hour clock.</p>	<p>Use available websites to obtain information about class offerings, after school activities and select personal preferences.</p>

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*Chapters correspond to ¡Avancemos! Houghton Mifflin Harcourt.

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Spanish II Curriculum (Cont.)

Theme	Communication	Culture	Comparisons	Connections	Communities
Leisure Time	<p>Describe one's leisure time activities and identify when and where they take place.</p> <p>Extend, accept, or decline invitations.</p> <p>Obtain information about and identify key elements pertaining to pastimes through print, audio and visual media.</p>	<p>Identify and describe aspects of games and rituals (jai – alai, bullfighting, soccer) popular in the Spanish-speaking world</p> <p>Describe temperature using Celsius.</p>	<p>Compare pastimes of students in the US and students of the Spanish-speaking world.</p> <p>Compare the location and the activities of the park in the US to the plaza (<i>Zócalo</i>) in the Spanish-speaking world.</p>	<p>Conduct a survey of classmates' leisure time activities, graph and discuss the results.</p> <p>Use Celsius to describe temperature.</p>	<p>Review and reflect upon the sports section of a local Spanish newspaper. Identify the teams and tell who won.</p>
Food and Drink	<p>Talk about mealtimes, eating habits and food groups.</p> <p>Exchange information about individual food/drink preferences.</p> <p>Obtain information pertaining to meals, eating habits, and healthy lifestyle choices at home and in restaurants through print, audio, visual media.</p> <p>Present information about daily food/drink preferences and how they apply to the food pyramid.</p>	<p>Compare and contrast eating customs and the importance of fresh fruit in Spanish-speaking countries and the United States.</p>	<p>Compare food staples, dining habits and healthy lifestyle choices of the United States to those of Spanish-speaking countries.</p> <p>Compare places people shop for groceries in the US and Spanish-speaking countries.</p>	<p>Use the metric system (grams and liters) to convey weight and volume of food and liquids.</p> <p>Use available websites to chart daily nutrition using the food pyramid.</p>	<p>Visit a local store(s) to discover the availability of foods from Spanish-speaking countries and list a minimum of ten items.</p> <p>Bring in a recipe from a Spanish-speaking country.</p>

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Spanish II Curriculum (Cont.)

Theme	Communication	Culture	Comparisons	Connections	Communities
Family	<p>Present photographs of family and describe selected members using physical traits.</p> <p>Obtain information pertaining to families through print, audio, visual media.</p> <p>Exchange personal information about families and celebrations with peers.</p> <p>Tell and ask height and weight of self and others.</p>	<p>Discuss traditions of a <i>quinceñera</i>.</p> <p>Explain the importance of the extended family in the Spanish-speaking world.</p> <p>Identify and explain the use of the <i>cédula</i>.</p>	<p>Compare the role of the family relationships with those of the United States and Spanish-speaking countries.</p> <p>Compare formation of surnames of Spanish-speaking countries with those of the United States.</p>	<p>Create a <i>quinceñera</i> birthday card.</p> <p>Design a family tree and write descriptions for each member. State the height, age, physical characteristics and personal interests of each member.</p> <p>Use the metric system to convey weight of self and classmates, discuss and graph the results.</p>	<p>Identify Hispanic surnames in a local phonebook and list five names.</p>
Clothing	<p>Talk about personal preferences, shopping and traditional clothing of Spanish-speaking countries</p> <p>Obtain information from a clothing/shoe ad and select personal preferences for purchase.</p> <p>Present information about clothing, shopping, currency and preferences.</p>	<p>Identify and explain places of shopping such as traditional markets, specialty shops, malls and items purchased in each place.</p> <p>Describe the growing influences of Latin American and Spanish clothing designers and/or models in the world.</p> <p>Explain etiquette of dress at social functions in the U.S. & Spanish-speaking countries.</p>	<p>Compare attitudes about shopping in specialty shops, open-air markets and malls in the US versus Spanish-speaking countries.</p> <p>Compare brand name items found in specialty shops, open-air markets and malls in the US and Spanish-speaking countries.</p>	<p>List at least five clothing/shoe items recently purchased and calculate the cost in Euros and in the Mexican Peso and compare the value.</p>	<p>Identify local stores that sell products made in Spanish-speaking countries and list the types of items found.</p>
Vacation	<p>Discuss travel and vacation activities.</p> <p>Exchange information about past and future vacations, how weather would determine travel plans and necessities for the trip.</p> <p>Read and listen to travel related documents and communications to obtain information about Hispanic locations and trips.</p>	<p>Identify vacation choices of Spanish speakers.</p> <p>Identify weather patterns and seasons in Latin America.</p> <p>Integrate the use of the metric system by using kilometers to describe distance and Celsius to tell temperature.</p>	<p>Compare US travel advertisements with those of Spanish-speaking countries.</p> <p>Compare vacation choices of Hispanics living in the southern part of South America and those of Central America, Mexico and the Caribbean.</p>	<p>Reinforce geography skills by locating cities, and popular vacation areas in Spanish-speaking countries on a map.</p> <p>Plan a vacation or create a travel brochure to a place of interest in a Spanish-speaking country chosen by the teacher.</p>	<p>Locate local tourist attractions in which services are available for Spanish speakers using local Spanish newspapers. Make a list of the findings.</p>

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SPANISH II STRUCTURES/CONCEPTS

Chapter 5B*

Vocabulary	Structures	Culture
<p>Descriptive adjectives (alto/a, bajo/a, viejo/a – tall, short, old, etc.)</p> <p>Food vocabulary – (postre, rico/a, plato principal – dessert, rich, main dish, etc.)</p> <p>Table settings – (cuchillo, plato, servilleta – knife, plate, napkin, etc.)</p>	<p>Pedir (e-i) – to order, to request, to ask for</p> <p>Venir – to come (irregular verb)</p> <p>Expressions of feeling – (tener calor, tener sueño – to be hot, to be sleepy, etc.)</p> <p>Expressions of need – (Quisiera, me falta/n – I would like, I need, etc.)</p> <p>¡Qué + adjective! – How ...!</p> <p>Adjectives ending in –ísimo</p> <p>Ser versus estar – to be</p>	<p>Extended families</p> <p>Restaurant etiquette</p> <p>Santa Fe</p> <p>El Camino Real</p> <p>Plazas – La Puerta del Sol</p>

Chapter 6A*

Vocabulary	Structures	Culture
<p>Bedroom – (alfombra, armario, cómoda – carpet, closet, dresser, etc.)</p> <p>Electronic equipment – (disco compacto, lector DVD – CD, DVD player, etc.)</p> <p>Colors</p> <p>Descriptive adjectives – (bonito/a, feo/a – pretty, ugly, etc.)</p>	<p>Dormir (o-ue) – to sleep (stem changing verb)</p> <p>Poder (o-ue) – to be able to (stem changing verb) followed by an infinitive</p> <p>Comparisons/Contrasting/Superlatives – (el/la mejor – the best, etc.)</p> <p>Location – (a la izquierda de, a la derecha de – to the left of, to the right of, etc.)</p> <p>Pronunciation of “r” and “rr”</p>	<p>Salvador Dalí</p> <p>Latin Grammy Awards</p> <p>Cataluña</p> <p>Flags of Spanish-speaking countries</p> <p>La siesta</p> <p>Antonio Gaudí</p> <p>Las luminarias</p> <p>Newspapers – El mundo and El país</p>

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SPANISH II CURRICULUM

Chapter 6B*

Vocabulary	Structures	Culture
House/apartment – (baño, escalera, cuarto – bathroom, stairs, room, etc.) Household chores – (cocinar, limpiar el baño, quehaceres – to cook, to clean the restroom, chores, etc.)	Prepositions of location – (cerca de/lejos de – close to, far from) Dar – to give (irregular verb) Affirmative tú commands Present progressive tense Poner/poner la mesa – to put/place/to set the table (irregular verb) The letters “n” and “ñ”	La arpillera El patio Almuerzo, comida, tapas, cena

Chapter 7A*

Vocabulary	Structures	Culture
Clothing – (abrigo, blusa, gorra – coat, blouse, cap, etc.) Numbers – (doscientos, trescientos, cuatrocientos – 200, 300, 400, etc.)	Costar (o-ue) – to cost Pensar (e-ie) – to think Preferir (e-ie) – to prefer Querer (e-ie) – to want, to love Demonstrative adjectives Object Pronoun + queda/n – Item/s fitting to a person – (Me quedan bien estos pantalones. – These pants fit me well.) Tener razón – to be correct (literally, to have reason) The letter “z”	Joan Miró Fernando Botero Currency – colon Currencies of Bolivia, Perú, and Costa Rica El Corte Inglés Peseta Oscar de la Renta Carolina Herrera La pollera Panama Canal Molas

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SPANISH II CURRICULUM

Chapter 7B*

Vocabulary	Structures	Culture
Places one shops – (joyería, librería, almacén – jewelry store, bookstore, department store, etc.) Gifts one buys – (anillo, cadena, collar – ring, chain, necklace, etc.) Time in the past – (anoche, ayer – last night, yesterday, etc.)	Preterite of –AR verbs, including –car and –gar Direct object pronouns Hace + expression of time to express “ago” and/or the duration of an event	Ñandutí El Museo de Oro – Bogotá Museo del Oro Banco Central – San José, Costa Rica Museo de Jade Marco Fidel Tristán La Lagunilla – Mexico City Cities Named San/Santo/Santa in the United States El Rastro Market - Madrid

Chapter 8A*

Vocabulary	Structures	Culture
Vacation – (estadio, monumento, parque de diversiones – stadium, monument, amusement park, etc.) Modes of transportation – (avión, tren – plane, train, etc.) Expressions of Time – (durante, temprano – during, early, etc.)	Preterite of –er and –ir verbs Preterite of “ir” – to go Diphthongs The personal <i>a</i>	La vista de Toledo – El Greco La Patagonia Region – South America Nazca Lines, Drawings of Animals – Perú El ojo de Dios

Chapter 8B*

Vocabulary	Structures	Culture
Recycling – (botella, cartón, plástico – bottle, cardboard, plastic, etc.) Community – (calle, jardín – street/road, garden, etc.) Volunteering – (los demás, el campamento – others, camp, etc.)	Decir – to say/to tell (irregular verb) Indirect object pronouns Dar – to give (past tense) Hacer – to do/to make (past tense) The letter “x”	AmeriCorps Special Olympics Ecosystems in Puerto Rico

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SPANISH II CURRICULUM

Chapter 9A*

Vocabulary	Structures	Culture
Television – (canal, programa de la vida real, telenovela – channel, reality program, soap opera, etc.) Movies – (comedia, drama – comedy, drama, etc.)	Acabar de + an infinitive – to have just ... (completed an action/done something) Gustar & similar verbs (aburrir, doler, faltar, interesar, and quedar) Empezar (e-ie) – to begin	Luis Buñuel – film director Telenovelas – soap operas Sábado gigante – variety show RENFE – trains in Spain Gestures Hispanic actors

Chapter 9B*

Vocabulary	Structures	Culture
Communication – (cara a cara, carta, tarjeta – face-to-face, letter, card, etc.) Computer-Related Activities – (navegar en la Red, grabar un disco compacto – to surf the Web, to burn a CD, etc.)	Changing Adjectives to Adverbs (-mente) Pedir & Servir (to ask for & to serve) – present tense (e-I, stem changing verbs) Saber versus Conocer – to know Empezar (e-i) – to begin	La Real Academia Española – The Spanish Royal Academy Las Cuevas de Altamira – The Caves of Altamira Cyberspanglish – text messaging in Spanish

This document is intended to provide parents and other stakeholders with a general idea of topics covered in Spanish II. Expertise of teachers in one area versus another, scheduling, assemblies, inclement weather, and other unforeseen circumstances may cause more or less time to be devoted to particular concepts. Individual questions/concerns regarding instructional delivery should be directed to the appropriate Spanish instructor.

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