SUBJECT: Spanish	LEVEL: Spanish II
Unit Title: [1] Clothing and Shopping	**Time Frame: 2-3 weeks**

UNIT OVERVIEW

The main communicative elements of this bridged unit include talking about articles of clothing, colors, prices and fit. Students will discuss the clothing they and others want, look for, buy, pay for and wear as well as places where clothing can be purchased. Noun adjective agreement is reinforced with the vocabulary studied. Requesting specific items and reducing redundancy in speaking and writing as these skills relate to the vocabulary theme are also introduced. In addition, students will role-play assisting customers/requesting help in a store and complete several written checkpoints.

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.S1.A:** Know the basic sound system and spelling patterns of the target language. **12.1.1.S1.B**: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands). **12.1.1.S1.C**: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes). **12.1.1.S1.D**: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family). **12.3.1.S1.A**: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts). **12.3.1.S1.B**: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies). **12.3.1.S1.C**: Model life skills and social interactions in the target language culture and in one's own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity).

COMPETENCIES	LEARNING TARGETS
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.

I can comprehend and use proper grammar and style.	I can conjugate verbs in the present tense. I can use direct object pronouns correctly. I can refer to specific items using demonstrative adjectives.
I can acquire content knowledge about the culture.	I can describe what clothing looks like and how it fits.

SUBJECT: Spanish	**LEVEL: Spanish II**
Unit Title: [2] Spanish I Review	**Time Frame: 2-3 weeks**
UNIT OVERVIEW	
Students will review the major concepts from first year Spanish. Grammatical topics studied include present tense verb conjugation (regular, irregular and stem-changing), number and gender of articles, nouns and adjectives, noun/adjective agreement, possessive adjectives, demonstrative adjectives and direct/indirect object pronouns. Content includes discussions of self, friends and family on the specific topics of leisure activities, school life, food and drink, community and clothing. Communicating with question words is also heavily practiced. A separate vocabulary and grammar assessment will be given prior to beginning Spanish 2 material.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.S1.A:** Know the basic sound system and spelling patterns of the target language. **12.1.1.S1.B**: Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family (greetings, farewells and courtesy expressions; formal and informal forms of address; numbers and date; daily life skills; basic question words; classroom commands). **12.1.1.S1.C**: Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs (time expressions; weather expressions; colors; likes and dislikes). **12.1.1.S1.D**: Use simple sentence and question structures in speaking and writing (memorized words; phrases; expressions; facts about family). **12.3.1.S1.A**: Discuss the fundamental products and customs of the target culture in the target language (flags; landmarks; names; culture-specific foods and crafts). **12.3.1.S1.B**: Use culturally appropriate memorized expressions and gestures for basic social interactions (greetings and leave-takings; familiar and polite forms of address; common courtesies). **12.3.1.S1.C**: Model life skills and social interactions in the target language culture and in one's own culture (concepts of time and punctuality; family and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity).
COMPETENCIES	**LEARNING TARGETS**

I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.
I can comprehend and use proper grammar and style.	I can conjugate verbs in the present tense.
I can acquire content knowledge about the culture.	I can ask and answer questions using Spanish 1 vocabulary.

SUBJECT: Spanish	**LEVEL: Spanish II**
Unit Title: [3] Home	**Time Frame: 4-5 weeks**
UNIT OVERVIEW	
Students will communicate about the homes in which they live as well as their layouts and contents. Rooms of the house, furniture and appliances, and chore preferences and obligations are discussed alongside expressing ownership of items. Students will learn additional '-GO' verbs and review present tense verb conjugation for –AR, -ER and –IR verbs.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.1.S2.A:** Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. **12.1.1.S2.B:** Speak and write expanded vocabulary phrases and structures in dialogs of short essays. (e.g. age groups, food and beverages, sports and leisure, school, anatomy, nationalities, occupations) **12.1.1.S2.C:** Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays (question formation, daily schedules, school schedules, personal information exchange, directions and commands) **12.1.1.S2.D:** Use simple sentence and question structures to communicate about daily activities, social amenities and personal information. (original questions, spontaneous response to questions, face-to-face conversations) **12.3.1.S2.A:** Describe the products and customs of the target culture. (e.g. holidays, famous people and their contributions, menus and schedules) **12.3.1.S2.B:** Explain cultural patterns of daily social interaction. (e.g. making purchases and placing orders, table manners and eating customs, telephone and letter etiquette, school classes and activities) **12.3.1.S2.C:** Explain similarities and differences of daily activities between cultures. (e.g. youth, school and leisure culture; concept of personal space and distance, relationships with adults and authority figures, work ethic)
COMPETENCIES	**LEARNING TARGETS**
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.

I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.
I can comprehend and use proper grammar and style.	I can talk about home obligations using tener que and the infinitive. I can conjugate regular *-go* verbs in the present tense. I can conjugate the stem-changing verbs in the present tense. I can use possessive adjectives correctly noting number and gender.
I can acquire content knowledge about the culture.	I can describe the various rooms and items found in a house. I can communicate about house chores.

SUBJECT: Spanish	**LEVEL: Spanish II**
Unit Title: [4] Daily Routine	**Time Frame: 3-4 weeks**
UNIT OVERVIEW	
Students will use new and previously learned verbs to communicate about what they do throughout their day. They are introduced to the idea of reflexive verbs, some of which relate to personal hygiene, and to using reflexive pronouns with a set of 20+ identified reflexive verbs. Students will comprehend and produce sentences about their morning, afternoon and evening routines as well as what others habitually do in the course of a day. Knowledge of regular, irregular and stem-changing verbs and the proper endings for present tense conjugation is essential.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.1.S2.A:** Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. **12.1.1.S2.B:** Speak and write expanded vocabulary phrases and structures in dialogs of short essays. (e.g. age groups, food and beverages, sports and leisure, school, anatomy, nationalities, occupations) **12.1.1.S2.C:** Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays (question formation, daily schedules, school schedules, personal information exchange, directions and commands) **12.1.1.S2.D:** Use simple sentence and question structures to communicate about daily activities, social amenities and personal information. (original questions, spontaneous response to questions, face-to-face conversations) **12.3.1.S2.A:** Describe the products and customs of the target culture. (e.g. holidays, famous people and their contributions, menus and schedules) **12.3.1.S2.B:** Explain cultural patterns of daily social interaction. (e.g. making purchases and placing orders, table manners and eating customs, telephone and letter etiquette, school classes and activities)

	12.3.1.S2.C: Explain similarities and differences of daily activities between cultures. (e.g. youth, school and leisure culture; concept of personal space and distance, relationships with adults and authority figures, work ethic)
COMPETENCIES	**LEARNING TARGETS**
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.
I can comprehend and use proper grammar and style.	I can conjugate reflexive verbs in the present tense using correct reflexive pronouns. I can use infinitive forms of reflexive verbs when used with prepositions.
I can acquire content knowledge about the culture.	I can describe my and others' daily routines.

SUBJECT: Spanish	**LEVEL: Spanish II**
Unit Title: [5] Childhood	**Time Frame: 3-4 weeks**
UNIT OVERVIEW	
Students will continue to develop communication skills around the theme of childhood. Specific vocabulary such as toys, playground equipment and personality words link to conversations about one's life from birth through elementary school. Students will also be able to understand excerpts about the childhoods of people well into adult-age. Students will learn and utilize the Spanish imperfect tense to communicate what they and others "used to do/be" during the younger part of their lives or during certain periods of time throughout history.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.1.S2.A:** Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. **12.1.1.S2.B:** Speak and write expanded vocabulary phrases and structures in dialogs of short essays. (e.g. age groups, food and beverages, sports and leisure, school, anatomy, nationalities, occupations) **12.1.1.S2.C:** Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays (question formation, daily schedules, school schedules, personal information exchange, directions and commands) **12.1.1.S2.D:** Use simple sentence and question structures to communicate about daily activities, social amenities and personal information. (original questions, spontaneous response to questions, face-to-face conversations) **12.3.1.S2.A:** Describe the products and customs of the target culture. (e.g. holidays, famous people and their contributions, menus and schedules)

	12.3.1.S2.B: Explain cultural patterns of daily social interaction. (e.g. making purchases and placing orders, table manners and eating customs, telephone and letter etiquette, school classes and activities) **12.3.1.S2.C:** Explain similarities and differences of daily activities between cultures. (e.g. youth, school and leisure culture; concept of personal space and distance, relationships with adults and authority figures, work ethic)
COMPETENCIES	**LEARNING TARGETS**
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.
I can comprehend and use proper grammar and style.	I can conjugate verbs in the imperfect tense.
I can acquire content knowledge about the culture.	I can discuss habits and tendencies of my childhood.

SUBJECT: Spanish	**LEVEL: Spanish II**
Unit Title: [6] Community	**Time Frame: 4-5 weeks**
UNIT OVERVIEW	
This unit is a continuation of a Spanish 1 unit about community. In addition to using new community place words, students will mention errands and activities they have or wish to do while there. They will talk about things they buy (or bought) in the community and how to count by hundreds to indicate prices or quantities. Also central to this unit is using prepositions to communicate where places are located in relation to other places, and means of transportation one can use to reach different destination points. It is in this unit where students begin to learn the second Spanish past tense called the preterite.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.1.S2.A:** Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. **12.1.1.S2.B:** Speak and write expanded vocabulary phrases and structures in dialogs of short essays. (e.g. age groups, food and beverages, sports and leisure, school, anatomy, nationalities, occupations) **12.1.1.S2.C:** Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays (question formation, daily schedules, school schedules, personal information exchange, directions and commands) **12.1.1.S2.D:** Use simple sentence and question structures to communicate about daily activities, social amenities and personal information. (original questions, spontaneous response to questions, face-to-face conversations)

	12.3.1.S2.A: Describe the products and customs of the target culture. (e.g. holidays, famous people and their contributions, menus and schedules) **12.3.1.S2.B:** Explain cultural patterns of daily social interaction. (e.g. making purchases and placing orders, table manners and eating customs, telephone and letter etiquette, school classes and activities) **12.3.1.S2.C:** Explain similarities and differences of daily activities between cultures. (e.g. youth, school and leisure culture; concept of personal space and distance, relationships with adults and authority figures, work ethic)
COMPETENCIES	**LEARNING TARGETS**
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.
I can comprehend and use proper grammar and style.	I can conjugate and use *ir* in the preterite tense. I can conjugate regular verbs in the preterite tense. I can conjugate -*CAR*, -*GAR* and -*ZAR* verbs in the yo form in the preterite tense.
I can acquire content knowledge about the culture.	I can describe places and errands in the community. I can communicate with numbers 1-1000. I can use prepositions to indicate location.

SUBJECT: Spanish	**LEVEL: Spanish II**
Unit Title: [7] Movies and Television	**Time Frame: 5-6 weeks**
UNIT OVERVIEW	
In this unit, students will talk about types of programs on television, movies in the theater and the details of both such as which ones they have seen, thoughts about the actors and reactions to the plots. Considerable time is devoted to the unit's vocabulary and to expressing personal opinions. Students learn the constructions for making comparatives and superlatives and continue the study of direct and indirect object pronouns to promote the goal of sharing viewpoints.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.1.S2.A:** Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. **12.1.1.S2.B:** Speak and write expanded vocabulary phrases and structures in dialogs of short essays. (e.g. age groups, food and beverages, sports and leisure, school, anatomy, nationalities, occupations) **12.1.1.S2.C:** Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays (question formation, daily

	schedules, school schedules, personal information exchange, directions and commands) **12.1.1.S2.D:** Use simple sentence and question structures to communicate about daily activities, social amenities and personal information. (original questions, spontaneous response to questions, face-to-face conversations) **12.3.1.S2.A:** Describe the products and customs of the target culture. (e.g. holidays, famous people and their contributions, menus and schedules) **12.3.1.S2.B:** Explain cultural patterns of daily social interaction. (e.g. making purchases and placing orders, table manners and eating customs, telephone and letter etiquette, school classes and activities) **12.3.1.S2.C:** Explain similarities and differences of daily activities between cultures. (e.g. youth, school and leisure culture; concept of personal space and distance, relationships with adults and authority figures, work ethic)
COMPETENCIES	**LEARNING TARGETS**
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.
I can comprehend and use proper grammar and style.	I can conjugate and use preterite tense forms of *ver*. I can use the comparative form to describe things and people. I can use the superlative form to describe things and people. I can use indirect object pronouns correctly. I can use direct object pronouns correctly.
I can acquire content knowledge about the culture.	I can provide facts and opinions about movies and TV shows. I can interpret and answer questions about a movie theater or TV program schedule.

SUBJECT: Spanish	**LEVEL: Spanish II**
Unit Title: [8] Mexican Food and Restaurants	**Time Frame: 6 weeks**
UNIT OVERVIEW	
In this unit, students will explore the topics of Mexican food and dining in a restaurant. They will learn phrases for what they are eating and for items useful for eating. They will learn ways to get their needs met in a restaurant and how to order a meal. In addition to main courses and desserts/snacks, students will be able to say/ask what something is made of and if they have ever tried it or not. This unit contains one more in depth look at direct and indirect object pronouns, which have been taught throughout Spanish 1 and Spanish 2. The other salient grammar feature of this unit is the culmination of the preterite verb tense. Students will gain ample practice conjugating regular and irregular -AR, -ER and -IR verbs in this tense, and the focus will be on the accurate utilization of stems and endings. Two proficiency-based assessments are given to measure progress towards this	

goal.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.1.S2.A:** Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. **12.1.1.S2.B:** Speak and write expanded vocabulary phrases and structures in dialogs of short essays. (e.g. age groups, food and beverages, sports and leisure, school, anatomy, nationalities, occupations) **12.1.1.S2.C:** Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays (question formation, daily schedules, school schedules, personal information exchange, directions and commands) **12.1.1.S2.D:** Use simple sentence and question structures to communicate about daily activities, social amenities and personal information. (original questions, spontaneous response to questions, face-to-face conversations) **12.3.1.S2.A:** Describe the products and customs of the target culture. (e.g. holidays, famous people and their contributions, menus and schedules) **12.3.1.S2.B:** Explain cultural patterns of daily social interaction. (e.g. making purchases and placing orders, table manners and eating customs, telephone and letter etiquette, school classes and activities) **12.3.1.S2.C:** Explain similarities and differences of daily activities between cultures. (e.g. youth, school and leisure culture; concept of personal space and distance, relationships with adults and authority figures, work ethic)
COMPETENCIES	**LEARNING TARGETS**
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.
I can comprehend and use proper grammar and style.	I can conjugate irregular *-AR*, *-ER* and *-IR* verbs in the preterite tense. I can use indirect object pronouns correctly. I can use direct object pronouns correctly.
I can acquire content knowledge about the culture.	I can use prepositions to indicate location. I can describe and respond to questions about Mexican food. I can distinguish among table setting items.

SUBJECT: Spanish	**LEVEL: Spanish II**
Unit Title: [9] Body Parts and Health	**Time Frame: 1-2 weeks**
UNIT OVERVIEW	

Students will learn the names of various body parts and the health conditions that can affect them. They will be able to talk about the duration and possible causes and solutions to common aches, pains and illnesses. Students will re-visit the stem-changing verb “dormir” (to sleep) and learn a new verb “doler” to indicate what body parts hurt them and others. Finally, students will learn how to omit a noun when answering a question to reduce repetition. This latter grammar topic can be applied to the chapter theme or to any other topic studied thus far in level 1 or 2.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Self-Reflection (D2C) Collaboration & Teamwork: Self-Reflection (S1C) Communication & Empathy: Oral Exam Assessment (S2C)	**12.1.1.S2.A:** Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival level proficiency. **12.1.1.S2.B:** Speak and write expanded vocabulary phrases and structures in dialogs of short essays. (e.g. age groups, food and beverages, sports and leisure, school, anatomy, nationalities, occupations) **12.1.1.S2.C:** Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays (question formation, daily schedules, school schedules, personal information exchange, directions and commands) **12.1.1.S2.D:** Use simple sentence and question structures to communicate about daily activities, social amenities and personal information. (original questions, spontaneous response to questions, face-to-face conversations) **12.3.1.S2.A:** Describe the products and customs of the target culture. (e.g. holidays, famous people and their contributions, menus and schedules) **12.3.1.S2.B:** Explain cultural patterns of daily social interaction. (e.g. making purchases and placing orders, table manners and eating customs, telephone and letter etiquette, school classes and activities) **12.3.1.S2.C:** Explain similarities and differences of daily activities between cultures. (e.g. youth, school and leisure culture; concept of personal space and distance, relationships with adults and authority figures, work ethic)
COMPETENCIES	**LEARNING TARGETS**
I can listen at the appropriate level in Spanish.	I can distinguish information from audio sources.
I can speak at the appropriate level in Spanish.	I can converse logically with accuracy and variety.
I can read at the appropriate level in Spanish.	I can distinguish information from written sources.
I can write at the appropriate level in Spanish.	I can write with accuracy in grammar and appropriate usage.
I can comprehend and use proper grammar and style.	I can use forms of *doler* to describe aches and pains.
I can acquire content knowledge about the culture.	I can respond to questions about my body and health.