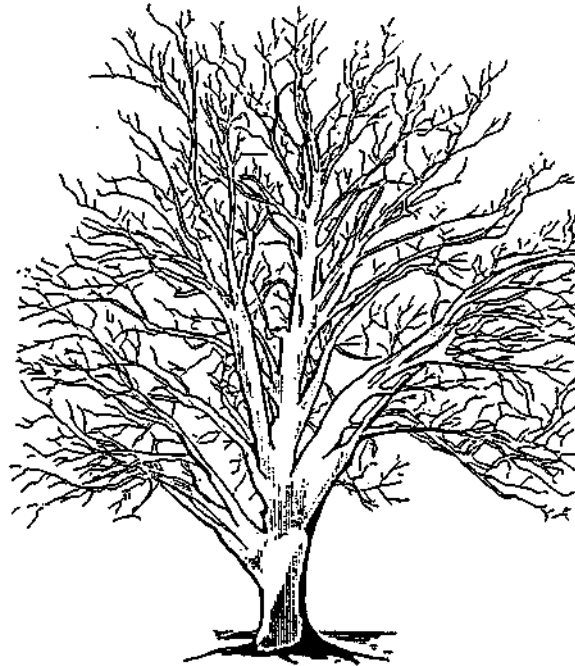


Monroe Township Schools



Curriculum Management System

Spanish II Honors

Grade 9 or 10

July 2008

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August 2008

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MONROE TOWNSHIP SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The Monroe K-12 School District recognizes the global environment of our world and the subsequent need for world language skills. Spanish II Honors will be offered as a world languages option to all high school students in the Monroe K-12 School District who have completed Spanish 1 with school year average of 90% or higher and teacher recommendation. As a planned program of instruction, the course will provide students with a high novice level Spanish Language opportunity. Achievement of this level is based on the student's life experiences, learning style and prior knowledge. Emphasis will be placed on studying events throughout time (past, present and immediate future). Personality traits and characteristics will be explored as students learn expanded adjective vocabulary. Other facets of the course will include understanding and communicating needs in travel situations, using directions to explore their world, purchasing situations (store/mall/food), health situations, and recreation situations. Students will become familiar with general practices in the work world, school life, and leisure life of Latinos and make comparisons with other cultures. A great emphasis will be placed on reading comprehension of authentic literature, communication (oral and written) of basic comparisons and contrasts, culture, geography, and some key historic events represented in art/literature. Participation in this course will encourage students to become more versatile citizens of a global world.

The primary beliefs of this philosophy are:

- A person who studies a world language gains empathy and increased tolerance towards others as a result of a broadened worldwide view which comes from learning about other cultures and people.
- A person who studies a world language gains a better understanding of and appreciation for one's own native language as well as the increased capacity to learn related world languages.
- A person who studies a world language benefits from improved critical thinking skills and creativity.
- A person who studies a world language increases performance in all aspects of learning, especially language acquisition, reading and social studies.
- A person who studies a world language produces higher ACT and SAT scores.
- A person who studies a world language is more competitive in the global marketplace.
- A person who studies a world language and culture examines one's own personal values as well as civic responsibilities.

Educational Goals

1. To explore the every day uses for the Spanish language as well as the literary uses.
2. To read and appreciate literary works, including short stories, autobiographies, legends, songs and poetry, orally and in writing, and discuss how these works relate to life situations as well as enhance the understanding of the cultures they represent.
3. To demonstrate competency in the use of spoken Spanish and expand skills to communication about contemporary topics such as health, shopping, dining, transportation, and leisure activities in various time periods (past, present, future).
4. To compare Spanish-speaking societies to each other as well as to the US culture.
5. To initiate life-long interest in the Spanish language and culture.
6. To engage students in real-life situations in which they can utilize the Spanish Language.
7. To connect grammar with communication and provide practice that includes concrete practice, paired activities, realia-based activities, and open-speaking and writing tasks.
8. To engage students in meaningful activities and higher level thinking skills using the Spanish language.
9. Connect Spanish with science, math, history and geography.
10. To discover the numerous locales in which Spanish is spoken and that Spanish is a prevalent language.

New Jersey State Department of Education Core Curriculum Content Standards

A note about World Language Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for World Languages were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

<http://www.nj.gov/njded/cccs/s7 WL.htm>

Spanish II Honors

Scope and Sequence

| Quarter I | |
|--|---|
| Big Idea: Describing Your World I. Color my world with adjectives (Describing myself, my life, my environment and my world) a. Vocabulary and verb review of level 1 b. Ser versus estar (CHORN vs. FELT) (characteristics, hour, occupation, religion, nationality vs. feelings, emotions, location, temporary conditions) c. Review present tense endings and irregular verbs d. Review gustar and gustar with infinitive e. Adjective rules with gender/plural f. Adjectives on page 108 and 126 of Ya Verás (Antonyms/Synonyms) g. National Hispanic Month Project h. Review of questions words (Qué, Quién, Cómo, Cuándo, Cuánto, Dónde, Por qué, Cuál) i. Describing classroom/school life in various countries j. Regular Preterites review k. <u>Cuentitos Simpáticos</u> present and preterite reading samples | Big Idea: Describing Your World II. Seasons of change (pg. 23 Ya Verás) a. What's the weather? Verb hacer in present, preterite, imperfect b. Seasons/times of the year/review of ordinal numbers c. Seasons around the world (changes below the equator) d. Hacer + time expressions e. Weather reports including extreme weather conditions (hurricane, tornado, earthquake, etc) f. Saber versus conocer g. Irregular verbs in the preterite (ir, ser, estar, hacer, -uve, j-verbs, etc.) h. <u>Cuentitos Simpáticos</u> reading samples using regular and irregular preterites i. Review of "Tener" expressions in present and preterite (age, hambre/sed, sueño, calor/frío, dolor de, razón, miedo de/a, suerte, éxito, cuidado, tener que...) |
| Quarter II | |
| Big Idea: Events in Time III. Daily Routines and errands (past, present, immediate future and formal future with reflexive verbs) a. Parts of the body b. Reflexive pronouns with verbs c. Reflexives in the past, present and future (immediate and formal) d. En Busca de La Verdad video series/book e. Los quehaceres f. <u>Cuentitos Simpáticos</u> future and reflexive verb readings g. Introduce novel: <u>Marianela</u> | Big Idea: Events in Time IV. Once Upon a Time a. Uses of preterite (actions begun or completed as single events, actions that are repeated a specified number of times or that have a time limit, actions that describe a chain of events, sudden changes in action/interrupted action or mental states, completed moods/feelings/opinions/illnesses/or other physical complaints) b. Introduction of imperfect (rolling arms) c. When to use imperfect? (continuous action in the past, no specific date/time/period, was ____ ing, telling time in the past, age with tener in the past, describing a state or condition in the past, physical descriptions, feelings, attitudes and beliefs, sense of health, habitual action in the past) d. Describing an event in the past using graphic organizers e. Fairy tale analysis f. Creating a fairy tale in the past g. Hacer + time expressions h. <u>Marianela</u> |

| Quarter III | |
|--|--|
| Big Idea: Exploration V. Hanging out with friends around town Downtown/City/Shopping Excursions (Clothing, places in town, driving terms, modes of transportation) a. Shopping for clothes/gifts in the past tense b. Review of numbers and symbols used (decimals vs. commas) c. Demonstrative adjectives review d. Running errands around town e. Where people go and what they buy f. direct object pronouns g. Demonstrative adjectives (este, esta, ese, esa, aquel, aquella and plurals) h. Making comparison (tan...como, tanto, más que, más de) i. <u>Marianela</u> (comparisons with, making inferences and predictions.) j. <u>Cuentitos Simpáticos</u> readings – continued preterite vs. Imperfect | Big Idea: Exploration VI. Commanding your attention! (commands, directions, and instructions) a. Directional words and phrases b. Informal and formal affirmative commands and negative commands c. Driving and transportation d. Modes of transportation in diverse Latino/Hispanic cities e. Indirect objects f. Driver's education g. <u>Marianela</u> (continued and completed) |
| Quarter three continues with the preterite and imperfect as does Quarter IV. To get the students to practice in all tenses (past, present and immediate future), continuously revisit verbs in all tenses as they are learned. | |
| Quarter IV | |
| Big Idea: Recuperation and Rejuvenation VII. Healthy Ways of Life a. Part of the Body b. Accidents and treatment vocabulary c. What happens in an emergency room d. Differences in medical treatment/pharmacies around the world e. Situational dialogue and response f. Begin grammar and vocabulary assimilation review for final | Big Idea: Recuperation and Rejuvenation VIII. Vacation Time is Near a. Talk about camping b. Foods and barbecues (food/cooking terms Realidades 7A and B) c. Memorial Day activities d. Indoor cooking terminology (appliances, activities and foods) e. Planning a dinner party f. Describing a recipe g. Situational dialogue and response |
| The Benchmark for Spanish II is to get the majority of students at or above the Novice High level based on having had Spanish 1 for two years at the Middle School level. | |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Describing Your World | |
|-------------------------------|---|---|---|
| | Grade Level/Subject: Grade 9/10, Spanish II Honors | Topic: Color my world with adjectives | |
| | | Goal 1: The student will be able to talk about physical and personality characteristics of people and their origins (nationality). | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| Sept. -Oct | <p>The student will be able to:</p> <ol style="list-style-type: none"> 1.1. Talk about place of origin and nationality of people. 1.2. Talk about activities that people do and how frequently they do them. 1.3. Compare and contrast student life in different countries. 1.4. Read and interpret information about the first day of school in Spanish-speaking countries. 1.5. Interpret articles about famous Spanish singers/artists/scientists who have influenced us. 1.6. Present information about describing people 1.7. Interview fellow students about their interests, family members, and friends. 1.8. Use SER and ESTAR correctly with appropriate adjectives. 1.9. Incorporate estar with -ando and -iendo (gerunds)/progressive or present participle 1.10. Write about characteristics with adjective agreement. | <ul style="list-style-type: none"> • What traits do human beings have in common? • What traits make us unique in our own countries? • What are the major differences between students in Spanish speaking countries and our country? • What adjectives are permanent characteristics and which ones deal with feelings/emotions/temporary conditions or health? (This will help to differentiate on when to use SER or ESTAR). • How can I use context to understand words I do not know? What cues do I listen and watch for before I respond? • How can I describe people and cultures without stereotyping them? <p>See CPI's and assessment models for conceptual understandings.</p> | <p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Interpersonal: (Application)</p> <ul style="list-style-type: none"> • Students research a famous Hispanic in any field and develop a presentation using visuals of choice and multiple adjectives. Present in small groups for question / answer opportunity. (synthesis) • Have students interview each other. • Inside/outside circle: getting to know you. Each person on the inside circle must ask questions in the target language to get to know the outside circle. (age, where do you live, how many brothers/sisters, what activities do you like, your favorite food, favorite TV show, favorite band/music, favorite thing to do, favorite subject, nationality.) Rotate around so that each person on the inside circle has met the outside circle. The next day switch roles. • In pairs, students create grids that are seven squares wide and ten squares long. Along the |

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| | The student will be able to: 1.11. Create a poem using adjectives. 1.12. Identify present and preterite tenses in short stories from <u>Cuentitos Simpáticos</u> . 1.13. Summarize main idea of short stories. 1.14. Re-phrase given readings. 1.15. Identify new vocabulary from short stories. 1.16. Develop a part II to the short story using regular preterites. 1.17. Analyze actions that define various personality traits. CPI's: 7.1A – NH1-NH4; 7.1B-NH1-5; 7.1C-NH1-4; 7.2A-NH1, NH4; 7.2B-NH1-2; 7.2C-NH1-3 | | <p>top of the grid, students write the subject pronouns (yo, tú, él, ella, nosotros, ellos and ellas. Down the left side of the grid, the students agree on and write ten regular verbs from the chapter. Both students need a copy of the grid. After the students have completed two identical copies of the grid, they sit back-to-back. Each student shades seven boxes in his or her grid. The shaded boxes represent boats. The students try to find one another's boats by taking turns creating short sentences using the subject pronouns and the verbs on the grid with an adjective. Students must conjugate correctly. If there is a boat at the point where the subject pronoun meets the verb on the grid, the owner of the boat will say "Encontraste mi barco!" The first student to find all of the partner's boats is the winner.</p> <ul style="list-style-type: none"> • Distribute copies of regular preterite section of <u>Schaumm's Grammar Outline Series</u>. Students can read chapters of <u>Cuentitos Simpáticos</u> in small groups and discuss it. Students can identify regular preterite conjugations and ways in which Ser and Estar are used. (application) • Pairs use dice to determine subject for various given verbs and compose sentences in both present tense and preterite. • Groups of 3 share and exchange new vocabulary found in readings. Keep a journal of new vocabulary to be formulated after each chapter. (synthesis) |

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| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p><u>Interpretive:</u> (Knowledge, Comprehension, Application)</p> <ul style="list-style-type: none"> Students will look for five people in the media today (musicians, television actors, movie stars, news commentators, comedians, cartoon characters, supermodels) who are Latino/Hispanic-American and make five descriptive sentences for each of the categories. Cut out photos of people from magazines. Number them and post them around the room. Type up a handout that has a description to match each photo. Have students walk around the room and match the descriptions to the photos. Ask them to write an additional sentence for each photo description. Have students go to Scholastic.org and complete the activity for National Hispanic month in order to find out about famous people who have influenced us in all our aspects of life. Photocopy the nationalities chart and distribute to students. Have students analyze the chart to form general rules about how nationality adjectives are formed. Have them color-code the different forms and then come up with the general rules and exceptions. Students can look up their horoscopes on the internet and write their own in Spanish. Re-write and re-tell the short stories from <u>Cuentos Simpáticos</u> in preterite. |

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| | The student will be able to: | | <ul style="list-style-type: none"> Students each write one description of an action they did (preterite) based on a personality trait. Post around room. Class walks around and tries to write down one adjective for each description. Confirm with original writer. <p><u>Presentational:</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> Students create a four-page "Who am I?" book by folding pieces of paper. They write five sentences per page to describe themselves and their activities and include photos. They must present this to the class. Presentations can be in small groups (Assign a number 1 – 4 to each student. They can then rotate around the room so that they present to every group. Each group must have a 1, 2, 3, and 4 in it.) Assessment: Presentational Rubric Students can create a poem using the letters of their name and an appropriate adjective. These will be displayed for Back to School night. See poemas en diamante in Realidades P. 13. Students in groups of 3-4 create and present a Part II to a common short story from <u>Cuentitos Simpáticos</u>. Present to class. Individual student rubric assessment. (synthesis) |

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| | The student will be able to: | | Resources for every theme this year: http://www.actfl.org http://www.aatsp.org http://www.clta.net/lessons http://www.cortland.edu/flteach http://www.cal.org http://www.carla.umn.edu Downloadable audio files through Realidades web codes are provided in the front of the student edition. This provides all the listening activities in the book. Realidades textbooks are interactive which means students can go on the web and find the textbook but also additional features that include build-in audio, links to workbook pages, links to the companion website plus other learning resources. Bingo: Shapes and Colors Ya Verás Teacher Edition Level 2 Realidades Level 2 Teacher Edition Descubre 2 Teachers Edition Reading and Writing for Success – Realidades TPR Stories – Realidades Guided Practice Activities Teachers Guide 2 Realidades Transparencies – Realidades Skills for Success Spanish Middle/HS Activities to Enhance the Spanish Curriculum Quack CDs – SER, ESTAR, AR verbs, ER verbs, IR |

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| | | | <p>verbs, Possessive Adjectives, Action verbs, IR + Infinitive</p> <p>SER/ESTAR activity packet</p> <p>Realidades videos</p> <p>Schaumm's Grammar Outline Series</p> <p><u>Cuentitos Simpáticos</u> - Ruben Pfeiffer</p> <p><u>Bringing the Standards to Life for Foreign Language Learners</u> by Deborah Blaz</p> <p>There are over 10 Teacher's Discovery books in the upstairs teacher workroom to provide ideas, rubrics, projects for varied themes. You can choose any of them at the Novice high challenge level.</p> <p>Media Center Databases (Get user ID and password from librarian):</p> <p>www.countrywatch.com/cw_default.aspx</p> <p>www.worldgeography.abc-clio.com</p> <p>NY Times Archived: http://proquest.umi.com/login</p> |

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| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II Honors | Topic: Color my world with adjectives | |
| | | Goal 2: The student will be able to respond to various types of questions (who, what, where, when, how many, which, why) in the classroom setting and tell how they feel in school using Ser, Estar and tener. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| Sept. /Oct. | <p>2.1. Talk about classroom activities and identify objects and number of objects.</p> <p>2.2. Answer questions and compare experiences about classes and subjects.</p> <p>2.3. Read and interpret a picture based story, quotes about education, a famous poem (Versos Sencillos by José Martí)</p> <p>2.4. Write about the characteristics of a good teacher.</p> <p>2.5. Read and interpret OKAPI, a Spanish Magazine.</p> <p>2.6. Conjugate and use saber and conocer correctly.</p> <p>2.7. Respond appropriately to question words.</p> <p>2.8. Conjugate stem-changing verbs correctly.</p> <p>2.9. Describe and discuss their summer using regular and irregular preterites.</p> <p>2.10 Use idiomatic "tener" expressions in preterite.</p> <p>2.11 Recognize irregular preterites in short stories.</p> | <ul style="list-style-type: none"> How does my school compare to schools in other countries? How does my school environment affect me and the way I learn? What are the rules for regular verbs and what types of irregular patterns are there for irregular verbs in the present tense? Past tense? What are the major differences in connotation between the verbs Saber and Conocer? What types of past-tense activities do we use the preterite tense for? <p>See CPI's and assessment models for conceptual understandings.</p> | <p>Interpersonal: (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Set up a pen-pal exchange with another Spanish class in our school or at another school so students can e-mail each other in the target language. Present the new vocabulary using the TPR stories in the TPR stories book. Then divide students up into four groups. Each group will have a deck of question words on index cards. They must create a question for each of the vocabulary words using all the question words in the deck. These questions will be put on index cards as well. Then groups will rotate and have to respond to the question. Grammar and vocabulary transparencies can also be used to reinforce vocabulary. Guess the object / I spy: Students will describe an object and class has to guess what it is. Use as many adjectives as possible to describe the object. Students can play charades with tener and all its uses (hambre, sed, sueño, suerte, éxito, cuidado, razón, no tengo razón, calor, frío, age) Distribute copies of <u>Schaumm's Grammar Outline Series</u> section on stem-changing and irregular preterites. Students do the sample exercises and use the charts to assist with the following activities: Put these words on the board: almorzar, dormir, |

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| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>2.12 Elicit information from a school "principal" about the best lesson he every observed.</p> <p>2.13 Invent a part II of a given short story.</p> <p>2.14 Proof-read and edit a tale told in the preterite.</p> <p>CPI's: 7.1A-NH1-4; NH6; 7.1B-NH1-5; 7.1C-NH1-4</p> | | <p>empezar, entender, jugar, pedir, pensar, poder, preferir, querer, repetir, and servir. Then hand out dice to each group of two. Yo = 1, tú = 2, El, ella, ud. = 3, nosotros = 4, ellos/ellas = 5, and Jaime y yo = 6. They roll the die and take turns conjugating the verbs based on the subject pronoun they roll.</p> <ul style="list-style-type: none"> Students can play concentration with negative and affirmative words (alguien, algo, nadie, nado, ninguno, alguno, etc.) They must find the opposites and match them up to win. Students write about 10 activities they did this week. Exchange with a partner and peer-edit. (analysis) Pass-the-paper: Teacher starts a continuation of a given short story on a piece of chart paper and gives it to the first group of 3 students. Students add a line and pass to the next group. Last group must come up with a logical ending. (synthesis) <p><u>Interpretive:</u> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Have students listen to Realidades audio CD regarding classroom rules and answer comprehension questions. Students will then break into teams and create their own set of rules. Have students read Versos Sencillos by José Martí. They must locate all the cognates first. |

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| | | <u>Goal 2:</u> The student will be able to respond to various types of questions (who, what, where, when, how many, which, why) in the classroom setting and tell how they feel in school using Ser, Estar and tener. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | <p>Then they should analyze what the poem means. (analysis)</p> <ul style="list-style-type: none"> On the board, write poder, empezar, and pedir in all tense forms. Divide the class into three groups. They must try to determine the rule behind these stem-changing verbs. Take the stem-changing verbs in this chapter and put them on index cards. Students work in groups to pick a card and create a sentence with them or create a story by having each person add on another sentence to the story using the word card. On the internet look up OKAPI articles and look up information on schools in Mexico, Peru, Costa Rica, Puerto Rico, and Spain. How are they different? The same? Use a graphic organizer to compare them to the United States. Which system is most interesting to the students? <p><u>Presentational:</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> Interview a friend about their school schedule. Then write a paragraph stating the times, days, and duration of each class this student has. Which class is their favorite and why? OR e-mail your pen pal and tell them about your schedule. Write an essay about the characteristics and habits of a good student. Include three things students must do and three things that are not allowed. Create a visual poster for this and |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Describing Your World | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II Honors | Topic: Color my world with adjectives | |
| | | <u>Goal 2:</u> The student will be able to respond to various types of questions (who, what, where, when, how many, which, why) in the classroom setting and tell how they feel in school using Ser, Estar and tener. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | <p>present it to the class. We will hang these up. (synthesis)</p> <ul style="list-style-type: none"> • Role-play: Pairs play the role of school principal and interviewing student. Ask 5 questions using interrogatives about the best lesson he/she ever observed. Principal answers in 3rd person (he/she) preterite to describe what the teacher did, used, etc. during the lesson. Dialogue pre-prepared in advance. |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Describing Your World | |
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| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Color my world | |
| | | Goal 3: The student will be able to write, discuss and read about after school activities. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>The student will be able to:</p> <ol style="list-style-type: none"> 3.1. Talk about pastimes knowing the difference in using saber versus conocer. 3.2. Compare differences in schools in Mexico, Spain and the U.S. 3.3. Re-visit stem-changing and irregular preterites 3.4. Compare their extra-curricular activities to those described in the readings. 3.5. Deduce personalities based on after-school clubs activities. <p>CPI's: 7.1A-NH3-6; 7.1B-NH1-5; 7.1C-NH1-4; 7.2A-NH1,3,4; 7.2B-NH1-2; 7.2C-NH1-3</p> | <ul style="list-style-type: none"> • What activities do students around the world have in common? What is unique to that country? • What are cultural differences in the length of a school day in various countries? • What do you think affects these cultural differences? • What kinds of personalities would relate to different after-school clubs? <p>See CPI's and assessment models for conceptual understandings.</p> | <p>Interpersonal: (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> • Tell students to write a name, place, or action verb in large letters on a piece of paper. Have them sit in a circle. Ask one student to show his/her word and call on a classmate. The student chosen must say a sentence using saber or conocer. If the sentence is correct, then the student shows a word and calls on someone else. If not, he/she must leave the circle. The last student in the circle wins. The activity kits and visual flash cards can also be used to do this activity. • Do Now/warm-up: Students will tell each other each day what they did the night before and what they are doing after school using IR in the past, present, and immediate future. Then they will tell what they did several days ago using hacer + time expression. • Students write 5 cierto / falso statements about activities in various after-school clubs. Ask and respond in Outer-Inner Circle activity. <p>Interpretive: (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> • Students can view "Busca de la verdad" video by Realidades to see the cultural center of Mexico – San Miguel de Allende. They will answer comprehension questions. What U.S. city does this compare to? • Listening comprehension activities in |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Describing Your World | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Color my world | |
| | | <u>Goal 3:</u> The student will be able to write, discuss and read about after school activities. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p>Realidades series Writing, Audio and Video workbook.</p> <ul style="list-style-type: none"> Read student report card in Realidades pg. 30 and corresponding transparency. What grades would you get if you were in Nora's school in Zacatecas, Mexico? (analysis) <p><u>Presentational:</u> (Application)</p> <ul style="list-style-type: none"> Scenario: You will produce a news program or a segment in Spanish for the TV Studio. About a club or activity in the school. (Teacher will assign each group an activity from our word bank vocabulary). Using the activity you received from your teacher, you will interview someone who participates in this activity. You must find out when the activity meets, how often, what activities they do, and how one can become a member. You will be present the information in a video or PowerPoint presentation so that the TV studio can broadcast it. Scenario: You will act out a dialogue asking a classmate about his/her plans for the weekend and suggest an activity that we have studied in this unit. You must overcome any objections and be able to come up with an alternate activity that your partner agrees to. Write a description of an imaginary school-mate to be presented orally. Make the characteristics specific to a particular interest. Read aloud to class. Classmates guess the club he/she belongs to. (analysis, evaluation) |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Describing Your World | |
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| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Seasons of change | |
| | | Goal 4: The student will be able to read, write and create forecasts of the weather as well as discuss it in the past and present. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| Oct – Nov. | <p>4.1. Use expressions such as hacer, estar, hay, llover, lloviznar, nevar, and tronar.</p> <p>4.2. Review the days of the year, months, dates and seasons.</p> <p>4.3. Review time (military, AM/PM after 6:00 p.m.; conversational time)</p> <p>4.4. Discuss differences in climate and seasons in Spanish-speaking countries.</p> <p>4.5. Identify proper clothing and activities done in each season.</p> <p>4.6. Incorporate these phrases in conversation: Hace sol, Hace calor, Está despejado, hace mal tiempo, trueno, Hay tormenta, Llueve, llovizna, hace buen tiempo, no hace frío, No hace mucho calor, Nieva, Hace frío, Está nublada, Hay nubes, hace viento, hace fresco, hay niebla, hay neblina, hay hielo, está resbaloso, inundación, incendio, terremoto, el huracán, el humo, destruir, escaparse, quemarse, la lluvia. ¡Socorro!, the</p> | <ul style="list-style-type: none"> • What affects does weather have on culture? • What must we know when traveling to other countries – especially those below the equator. (With regard to differences in seasons, etc.) • What are some of the dangerous weather situations in Spanish-speaking countries? • What are the warning signs of impending extreme weather or natural disasters? • When do we use the preterite in relation to weather? <p>See CPI's and assessment models for conceptual understandings.</p> <p><u>GRASPS Performance Assessment (synthesis)</u> You are the weatherperson for the local weather authority and it is your job to prepare and present an “advanced early warning system” for severe weather or natural disasters for the Spanish-speaking citizens of your community. Prepare a television broadcast in Spanish providing them with information on warning signs, evacuation routes, essential supplies, etc. Your presentation must contain visuals such as posters, maps, powerpoints, survival kits, etc.</p> <p>Goal: Your goal is inform citizens of how to prepare for and survive a severe weather or natural disaster emergency. Role: You are the weatherperson / meteorologist for the local news / weather service.</p> | <p><u>Interpersonal:</u> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> • Using clip art from Realidades or the flashcards, students will practice the vocabulary by playing concentration with the cards, matching games, finding opposites, or bingo. • Students can play tic-tac-toe with weather phrases or Hollywood Squares. • Students can play charades with the weather phrases. • Students can make comparisons with days and months being hotter, colder, as hot as, as cold as, better, best, worse, etc. using the comparison words in dialogues that they create with each other. • Place magazine photos around the room and have students find the phrase that matches the photo. Try to find as many phrases as possible to describe the photo. • Using Judy clocks and mini clocks have students practice giving the hour in conversational and military time. • Graphic organizer: el tiempo común (tormenta, lluvia, etc.) vs. El tiempo extremo (huracanes, terremotos, etc) . Señales de tiempo que viene (muchas nubes, mucho viento, etc). (evaluation) |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Describing Your World | |
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| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Seasons of change | |
| | | <u>Goal 4:</u> The student will be able to read, write and create forecasts of the weather as well as discuss it in the past and present. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>The student will be able to:</p> <p>seasons and months, as well as asking for the date phrases.</p> <p>4.7. Tell about weather in the past using <i>hace + time</i>.</p> <p>4.8. Use the preterite to tell the weather on a specific day.</p> <p>4.9. Use the formal and immediate future to give a weather forecast .</p> <p>4.10. Identify and utilize vocabulary associated with extreme weather and natural disasters.</p> <p>4.11. To recognize and discuss signs of impending natural disasters or extreme weather.</p> <p>4.12. Design and develop of "advanced severe weather warning system"</p> <p>CPI's: 7.1A-NH1-6; 7.1B-NH1-5 ; 7.1C-NH1-4; 7.2A-NH1-3; 7.2B-NH2; 7.2C-NH1-3</p> | <p>Audience: Your audience is a small Spanish-only speaking suburban community of consisting of both senior citizens and families with young children and pets. Keep this in mind when preparing your plan!</p> <p>Situation: The challenge involves effectively communicating in Spanish valuable information for survival of a severe weather or natural disaster emergency to citizens of your town. It must include: early warning signs, evacuation routes, shelters, food and home preparation, survival kits, supplies and equipment , first aid, animal safety, etc.</p> <p>Product, Performance and Purpose: You will create and present a television broadcast in order to provide the citizens with the information stated above using visuals such as posters, powerpoint, props and maps.</p> <p>Standards and Criteria for Success: Your work will be judged by your community (your classmates) on a rubric which addresses the following questions:</p> <p>1. Did the weatherperson effectively communicate</p> <ul style="list-style-type: none"> - early warning signs? - where to go and how to evacuate? - what to stock or buy for home? - what equipment or supplies are needed? - what precautions to take with children, pets and/or the elderly? <p>2. Did the weatherperson</p> <ul style="list-style-type: none"> - use visuals? - speak in complete sentences? | <p><u>Interpretive:</u> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> • On the internet each student will look up one of the 20 countries and research the climate, seasons, and special holidays. The results can be placed on a poster which also shows a chart of the average temperatures by month. These can be displayed in the room and students can compare and contrast each country and categorize them by season or types of weather. • Students will look up forecasts and read in the New York Times the weather disasters that have recently occurred in these countries. • Students will discuss how the weather affects the lifestyles. Why is there a siesta in some of these countries? • Students can have their own weather journals for a week and tell what the weather was yesterday, today, and tomorrow to practice all the tenses. • Research "warning signs" for extreme weather and natural disasters. Compile a list in Spanish for each. (synthesis) <p><u>Presentation:</u> (Application)</p> <ul style="list-style-type: none"> • Scenario: You will be part of a meteorologist newscast team, and you and your team will create a television report which includes a terrible weather occurrence in the past, present conditions, and a forecast for the future. You |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Describing Your World | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Seasons of change | |
| | | <u>Goal 4:</u> The student will be able to read, write and create forecasts of the weather as well as discuss it in the past and present. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | <ul style="list-style-type: none"> - use multiple tenses and varied vocabulary? - speak clearly and loudly enough to be heard and understood? - capture the interest of the audience with the presentation? | <p>and your team will have a segment of activities that can be done in the weather and a fashion consultant who will tell the audience what you should wear for that weather. This will require a team of at least three students. You must have a visual for each category (poster, PowerPoint, or magazine pictures).</p> <ul style="list-style-type: none"> • Research an actual natural disaster or extreme weather incident. Plan and produce a simple poster with a graphic of the event, a depiction of the country / area and a bulleted list of preliminary warning signs, physical manifestations and after-effects of the event. Short oral presentation followed by rubric grade and classroom display. (synthesis) <p>Materials and resources: Chapter 5A in Realidades and 2A ropa for weather Chapter 1 in Ya Verás Weather cards/activity kit for visuals Weather video <u>Marianela</u></p> |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Events in Time | |
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| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Daily routines and errands | |
| | | Goal 5: The student will be able to research, write, and discuss daily routines of students in our country as well as other countries and how we prepare for special events. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| Nov. – Dec. | <p>5.1. Name body parts and clothing placed on those body parts at different times of the day.</p> <p>5.2. Use reflexive verbs to discuss daily routines and be able to write with reflexive verbs in the present and preterite tenses.</p> <p>5.3. Read and interpret possessive adjectives.</p> <p>5.4. Talk about weekend plans and routines in our country compared to other countries.</p> <p>5.5. Compare and contrast how we prepare for special occasions like weddings, birthdays, Halloween / Día de los Muertos.</p> <p>5.6. Determine the order in which events take place to show comprehension of the audio CD in the target language by a native speaker.</p> <p>5.7. Comprehend articles about students in other countries and their daily routines (can be found in Ya Verás Level</p> | <ul style="list-style-type: none"> How do daily routines reflect the culture/values of a society? What are the differences in preparing for special events within our country and other countries? Why is it important to understand daily routines of other countries when traveling/visiting/attending work meetings? What are the differences in daily routines within our own borders based on geography? Why do you think there are these differences? How do I develop communicative competence? What strategies do I need to communicate linguistically and culturally appropriate ways? Why do people from different cultures sometimes say, write and do things differently from the way I do them? <p>See CPI's and assessment models for conceptual understandings.</p> | <p>Interpersonal: (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Using quack videos and flashcard videos introduce the vocabulary. The students will see a visual, hear the pronunciation of words, and repeat. Use http://bogglesworldesl.com/files/gameboardtemplate.doc to create games to help practice the vocabulary. These can be played in stations around the room to help students learn the vocabulary. Using photo flashcards, put a TPR action behind each reflexive verb and have the class act it out. The students can also come up with their own action for each verb. Each day prior to the lesson, one group of students will act out the action (charades) and the class guesses the vocabulary word. The clip art/grammar transparencies of the Realidades series can also be used as warm-up activities in stations. Play Simon Says with body parts. Bring in old photos of yourself and family members at a formal occasion and have students describe what the people in the picture are wearing and how they got ready for this event. Students can practice clothing vocabulary by dressing a mascot each day with a different |

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| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Daily routines and errands | |
| | | Goal 5: The student will be able to research, write, and discuss daily routines of students in our country as well as other countries and how we prepare for special events. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>The student will be able to:</p> <p>2, CH7)</p> <p>5.8. Isolate reflexive verbs from <u>Cuentitos Simpáticos</u>.</p> <p>5.9. Compare and contrast their own daily routines to the characters in the story.</p> <p>5.10. Use graphic organizers and writing models to assist with writing. These should be in alliance with what is used in Language Arts to ensure we are reinforcing skills for HSPA.</p> <p>5.11. View the Día de los Muertos video and answer questions in the activity packet.</p> <p>5.12. Read and analyze excerpts the book <u>Pobre Ana</u> to see how Ana perceives American culture as an American immigrant and differences in our way of living and the lifestyle of Mexican students. (If students read this in Level 1, the book can be used to highlight the reflexive verbs and review cultural differences.)</p> <p>5.11 Read and identify the future tense in select <u>Cuentitos Simpáticos</u> readings.</p> | | <p>outfit.</p> <ul style="list-style-type: none"> • Warm-up could be a roundtable exercise of our daily routines on a school day where using one sheet of paper, students make a list, each person adding one item and then passing the paper to the person on his/her left.. The product is then compared to other groups to note similarities and differences. Why were there differences? • Invite students/teachers/parents who work with people from other parts of our country to talk about their daily routines or invite students to discuss their experiences in their travels regarding daily routines. Is the East Coast similar to the West Coast? Is the South Similar to the East Coast? • Is the Jersey shore routine similar in the summer as it is in the winter? Why? Put ideas on a flipchart to discuss. • Students can read excerpts of <u>Pobre Ana</u> by Blaine Ray and form literature circles to discuss how an American immigrant perceives her life compared to daily life of students in Mexico. Students can look for reflexive verbs which are constantly used in this easy reader. A video and activity packet accompanies this book to ensure and assess understanding/reading comprehension. Prediction pairs can be used where you divide the class into pairs and have students listen to the story on CD or listen to you read aloud. Then pause to ask the prediction pairs to state "What will happen |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Events in Time | |
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| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Daily routines and errands | |
| | | Goal 5: The student will be able to research, write, and discuss daily routines of students in our country as well as other countries and how we prepare for special events. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>The student will be able to:</p> <p>5.12 Practice regular and irregular future tense in context.</p> <p>5.13 Pre-read <i>Marianela</i> with a book-walk and group reading of the introduction</p> <p>5.14 Use the formal future to predict what will happen to main characters.</p> <p>5.15 Create a morning routine scenario for characters in <i>Marianela</i> using reflexive verbs.</p> <p>5.16 Debate differences using reflexive verbs.</p> <p>5.17 Defend their opinions of <i>Marianela</i> and Pablo's daily routines.</p> <p>CPI's: 7.1A-NH1-6; 7.1B-NH3-5; 7.1C-NH1-4; 7.2A-NH1,NH3, NH4; 7.2B-NH2; 7.2C-NH1-3</p> | | <p>next?" (use the formal future and compare to the immediate future) and "What are your reasons for this prediction, based on the story so far?</p> <ul style="list-style-type: none"> Idea spinners can also be used to recap events in <i>Pobre Ana</i>. See <u>Managing Instruction in the Block</u>. Literature circle. Read short story with future tense in <i>Cuentitos Simpáticos</i>. Identify the use of the formal future. Which are irregular? Exchange <i>Marianela</i> and Pablo's daily routines with a random partner. Write agree/disagree list and why. Meet with the person and discuss. <p>Interpretive: (Application, Comprehension)</p> <ul style="list-style-type: none"> Divide the class into teams. Each member of the team chooses a reading assignment or internet project. Provide each team with time in the media center or computer lab to become experts on their assignment. Assignments for teams: <p>How do we prepare for special events like homecoming or prom?</p> <p>How do Hispanics prepare for special events like the Quinceañera?</p> <p>How do Hispanics/Latinos prepare for weddings?</p> <p>How do Mexicans prepare for Día de los Muertos? (Show the video to the class so they have a cultural visual reference as a foundation</p> |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Events in Time | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Daily routines and errands | |
| | | <u>Goal 5:</u> The student will be able to research, write, and discuss daily routines of students in our country as well as other countries and how we prepare for special events. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p>point..)</p> <p>What is the common student daily routine schedule for a student in the U.S. compared to a student in Spain or Mexico?</p> <p>Each team must research their topic and create a poster/PowerPoint/or book. Each team member is responsible for creating this piece of information.</p> <ul style="list-style-type: none"> Practice future tense conjugation with copies of <u>Schaumm's Grammar Outline Series</u>. Read <u>Marianela</u> chapters 1, 2 and 3. Answer comprehension questions. List 3 examples of regular and irregular preterites and the future tense. List 10 new vocabulary words. T-chart: Marianela and Pablo. List as many reflexive expressions as possible you think would relate to their daily routines. <p><u>Presentational:</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> Using the above research on special event s in Hispanic countries, we will now do a jigsaw where each of the above team members is put into a new team and must teach the new team about their topic. Each new team member must write an essay (challenge level) or use a graphic organizer (modified level) to compare the various ways in which countries prepare for special events. They must write a paragraph to discuss the similarities and differences. This should be modeled first before expecting the students to do it. Assessment will be the |

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| | | <u>Goal 5:</u> The student will be able to research, write, and discuss daily routines of students in our country as well as other countries and how we prepare for special events. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p>ACTFL/Fairfax, VA rubric for writing/speaking at Level 2. (Synthesis)</p> <ul style="list-style-type: none"> As preparation for the above culminating assignment, students can interview each other about daily routines and present their companion's routine to the class orally. Students can design a comic strip or storyboard or write full-sentence captions under graphics showing their own daily routines. They should use the vocabulary and grammar of this chapter. (synthesis) Students can create a scrapbook page of a special event that they attended and present it orally to the class. Use the rubric and strategies for assessment on page 93 of Realidades. Time-line: Post a chapter by chapter time-line on wall for "Qué le pasará a(Marianela, Pablo, etc). Students post a post-card with a verb in the future tense predicting what will happen next. |

| Suggested days of Instruction | Curriculum Management System | Big Idea : Events in Time | |
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| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Daily routines and Errands | |
| | | Goal 6: The student will be able to compare and contrast routines/practices for special holidays like Independence Day, Halloween, Christmas and Easter in our country compared to Hispanic/Latino Countries. Non Christian practices will also be discussed with regard to the Christian holidays. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| Dec. to Jan. | <p>6.1. Use the internet to discover practices around the winter holidays such as Christmas, Hannukah, and New Year's.</p> <p>6.2. Read and watch En Busca de la Verdad video to comprehend the history/practices around Mexico's Independence Day, September 16th. They will understand that Cinco de Mayo is NOT the Mexican Independence Day.</p> <p>6.3. Use videos from Ya Verás or other book series or You Tube to show how holidays are celebrated.</p> <p>6.4. Demonstrate how assigned countries celebrate the winter holiday season and the foods used, routines followed, and season.</p> <p>6.5. Analyze classic literary characters.</p> <p>6.6. Differentiate individual conceptions of "beauty".</p> <p>CPI's: 7.1A-NH3-6; 7.1B-NH1-5; 7.1C-NH1-4; 7.2A-NH1-4; 7.2B-NH2; 7.2C-NH1-3</p> | <ul style="list-style-type: none"> How are holidays celebrated around the Hispanic/Latino countries? How do these practices influence our culture? Where did some of these practices originate? How does preparing oneself on a daily basis differ from preparing oneself for a special event? How does a person's socio-economic status affect the way they are viewed by society? How does the concept of "beauty" differ amongst individuals? <p>See CPI's and assessment models for conceptual understandings.</p> | <p>Interpersonal: (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students will interview each other to discuss how they celebrate their upcoming winter holidays. Record findings on a flipchart and compare with other student groups. K-W-L Trio – before a film, lecture or reading, have students work in threes to write down what they already know about the subject, what they want to learn. After showing the film, delivering the lecture or engaging the group in reading, have each trio circle the "known" information that was covered, put asterisks next to the questions that were answered on their list, add other things they learned as a result of the film, lecture or reading. There is a graphic organizer for this as well in the book, <u>Managing Instruction in the Block</u>. Use vocabulary from Realidades chapter 2A tell a partner what you do to prepare for a special event. Include activities (use reflexives), preparations ahead of time, clothing, accessories, etc. Take a survey of 10 students in class: Outside Inside Where (what) is beauty to Pablo? To Marianela? Tally up answers and report back to class. Discuss. (analysis) |

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| Suggested days of Instruction | Curriculum Management System | Big Idea : Events in Time | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Daily routines and Errands | |
| | | <u>Goal 6:</u> The student will be able to compare and contrast routines/practices for special holidays like Independence Day, Halloween, Christmas and Easter in our country compared to Hispanic/Latino Countries. Non Christian practices will also be discussed with regard to the Christian holidays. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | <u>Interpretive:</u> (Comprehension) <ul style="list-style-type: none"> Students will take notes and use graphic organizers to record information learned from the videos/articles/readings. Activity packets can be used to assess for understanding. |

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| Suggested days of Instruction | Curriculum Management System | Big Idea : Events in Time | |
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| | | <u>Goal 6:</u> The student will be able to compare and contrast routines/practices for special holidays like Independence Day, Halloween, Christmas and Easter in our country compared to Hispanic/Latino Countries. Non Christian practices will also be discussed with regard to the Christian holidays. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | <ul style="list-style-type: none"> Students will do think/pair/share activities to assess their understanding of information viewed. Students will be assigned a country to research. They must use the internet or books from the Media Center to determine how winter holidays are celebrated, what season it is in the December/January timeframe and how that affects the celebration, and write an essay about how the holiday is celebrated (routines and foods special to the occasion.) The Media Center has a list of database websites (CountryWatch, ABC-CLIO, facts.com, etc.) the students can use to obtain this information. Distribute the list of websites to each student. Students will provide a short summary for each country after listening to the presentations. Comparisons and contrasts will be discussed. Oral presentations and essays will be graded on a rubric. Note-taking will count as a participation grade. Topic web: Character analysis – Pablo, Marianela, Dr. Golfín, Sr. Penáguilas. (analysis) Students choose one chapter to summarize or re-tell in their own words. (evaluation) <p><u>Presentational:</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> Students will create a poster of their country and formally present it to the class. Students in the audience must take notes. At the end of all presentations, teacher will review all notes and, |

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| Suggested days of Instruction | Curriculum Management System | Big Idea : Events in Time | |
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| | | <u>Goal 6:</u> The student will be able to compare and contrast routines/practices for special holidays like Independence Day, Halloween, Christmas and Easter in our country compared to Hispanic/Latino Countries. Non Christian practices will also be discussed with regard to the Christian holidays. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | <p>with students, come up with a list of key concepts about the countries.</p> <ul style="list-style-type: none"> • Assessment: Presentational Rubric • Continue with <u>Marianela</u> time-line predictions. (comprehension) |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Events in Time | |
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| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Once Upon A Time | |
| | | Goal 7: The student will be able to use the preterite and imperfect past tenses appropriately with regard to daily routines, chores, and activities. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| Jan. - Feb. | <p>7.1. Distinguish between preterite and imperfect tenses (see scope and sequence for reasons to be discussed.)</p> <p>7.2. Use irregular preterite and imperfect verbs.</p> <p>7.3. Talk about their lives in the past and compare with the present.</p> <p>7.4. Incorporate key words that signal the imperfect tense.</p> <p>7.5. Write a personal story about themselves in the past tense.</p> <p>7.6. Read fairy tales and identify uses of the preterite and imperfect.</p> <p>7.7. Determine when to use preterite or imperfect.</p> <p>7.8. Write an original fairy tale or "fracture" and existing one.</p> <p>7.9. Assess use of preterite and imperfect in a video about childhood.</p> <p>CPI's: 7.1A-NH1-6; 7.1B-NH2-5; 7.1C-NH1-4</p> | <ul style="list-style-type: none"> How does the Spanish-speaking world talk about past events? What determines the uses of the preterite tense versus the imperfect tense? Why are chores important in a family unit? How have roles changed in family units with regard to chores over time? How has each student's responsibilities changed over time? Do high school students today have more stress than their parents had at their age? How do I develop communicative competence? When does accuracy matter? How do I know that I am getting better in using language in real-world situations? <p>See CPI's and assessment models for conceptual understandings.</p> | <p>Interpersonal: (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students will be introduced to clue words that signal the imperfect tense. Drill team exercises can be used as warm-ups to reinforce vocabulary. (Ch 4 in Realidades) To review actions listed in the vocabulary, write the words on a slip of paper and put them in a box. Invite students to choose a slip of paper and to act out the chores. Student asks "Qué hago yo? Responders must answer in the preterite. For challenge levels, add key words for imperfect to get students to respond in the imperfect tense. Use the situation cards and clip art from Realidades to reinforce vocabulary. (Drill Partners) Also students can listen to the audio CDs from the guided practice activities teachers guide (Realidades) and do the activities as warm-ups or as a Learning Station. Schaum's grammar books can be used for timed drill partner games. With a partner, students will receive a teacher created story that has a blank for every verb in the past. Students must fill in the blanks with correct forms of the preterite or imperfect verb. Ayer, anoche y esta mañana (chart in Ya verás on page 53 of teacher resource book). On the following chart, fill in information about your own activities yesterday, last night, and this morning (model this first). Then have students |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Events in Time | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Once Upon A Time | |
| | | <u>Goal 7:</u> The student will be able to use the preterite and imperfect past tenses appropriately with regard to daily routines, chores, and activities. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p>do the same and then interview three other members of the class to determine if they did some of those activities.</p> <p><u>Interpretive:</u> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students can read the lyrics of a song by a well-known Spanish musician/band (Los Lobos, Los Lonely Boys, Juanes, Enrique Iglesias, Selena, Jennifer Lopez, Marc Antony, Paula, etc.) and in pairs look for cognates, and preterite/imperfect verbs. Then students will summarize their understanding. Did they get the gist of the lyrics? Play the audio CD tracks 15-17 in Realidades with children's songs in Spanish-speaking countries. Students can practice reading aloud and will try to explain what the songs mean. Students can investigate the types of chores done by students in Spanish-speaking countries. What chores are similar to chores done by our students? What chores are different? Do students get paid in other countries with an allowance? What are the roles of mothers/fathers and students in other countries? What were the roles of family members in the 1950's in our country? How have roles changed since then? Use the four corners technique (<u>Managing Instruction in the Block</u>) to discuss feelings about these changing roles – strongly agree, agree, disagree, strongly disagree. (Evaluation) |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Events in Time | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Once Upon A Time | |
| | | <u>Goal 7:</u> The student will be able to use the preterite and imperfect past tenses appropriately with regard to daily routines, chores, and activities. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <ul style="list-style-type: none"> • Picture prompt: Fractured fairy tale of “The Frog Prince”. Students write captions under 4 given pictures of the “Frog Prince” fairy tale to describe what happened using preterite and imperfect. • Cloze passages. Using fairy tales in Spanish (Superhombre, Ricitos de Oro) have students : 1. choose correct conjugation (preterite or imperfect) 2. decide on correct conjugation to fill in the story. • (For a spiral activity) In each corner of the room hang a picture that represents a season. Have them brainstorm things they used to do in that season when they were younger. Divide the students into four groups and assign each group to a different season. They must write down what they used to do in each season (imperfect). Set a timer, and when it goes off, they move ot the next season/corner and continue their discussion. • Optional activity: Lecturas 2 Realidades short stories – students can read Dos Leyendos de México and answer questions. The story is about Christmas Eve and can tie into the holidays if the imperfect tense is covered during that time. This can also be a differentiated activity for students that need a challenge. • Read <u>Marianela</u> chapters 4, 5 and 6. Can be assigned independently for homework, read in small groups in class or as a whole class. |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Events in Time | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Once Upon A Time | |
| | | <u>Goal 7:</u> The student will be able to use the preterite and imperfect past tenses appropriately with regard to daily routines, chores, and activities. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | <p>Answer comprehension questions at end of each chapter. Identify 3 examples of preterite and 3 imperfect tenses. List 10 new vocabulary words.</p> <p><u>Presentational:</u> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students will create their own story picture book about themselves. They will have a photo of themselves at different points in their life (baby, first day of school, photo in an activity that they frequently did, and today). They must tell their story using the preterite and imperfect appropriately and must include both in their story. This will be graded on a rubric and students will meet in small groups to read their book and answer questions. Each listener must come up with one question for the reader and will be assessed for their participation as an active listener. Students will write their own illustrated fairy tale for children. Must include regular and irregular preterites and imperfects. This may be an original creation or a “fractured” version of an existing fairy tale. |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Exploration | |
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| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Hanging out with friends around town | |
| | | <u>Goal 8:</u> The student will be able to describe clothing, fashion, and talk about shopping excursions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| Mar. | <p>8.1. Talk, write and compare shopping experiences, fashion and clothing using the preterite and imperfect.</p> <p>8.2. Ask for assistance in a shopping situation.</p> <p>8.3. Create a dialogue of a shopping situation using common phrases associated with clothes shopping.</p> <p>8.4. Discuss the importance of being a bilingual employee in stores and shops.</p> <p>8.5. Learn how to bargain.</p> <p>8.6. Review cardinal numbers up to 2 million</p> <p>8.7. Substitute direct objects with direct object pronouns in context.</p> <p>8.8. Use demonstrative adjectives with comparison expressions.</p> <p>8.9. Compare clothing, prices and shopping experiences.</p> <p>8.10. Compare characters in <u>Marianela</u></p> <p>CPI's: 7.2A-NH1-4; 7.2B-NH2;</p> | <ul style="list-style-type: none"> How do cultures differ with regard to shopping experiences and prices? Does every country have the same fashions? How is price communicated in writing/orally in shops in Spanish-speaking countries? (decimals/commas) How do measurements/sizes differ? How does clothing reflect your personality? How can bilingualism help in the work world? <p>See CPI's and assessment models for conceptual understandings.</p> | <p><u>Interpersonal:</u> (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Students will view the 2007 Alma Awards shows (on tape) and discuss which designer they liked and why. Students will describe what someone in the class is wearing and the class will guess who the person is. Magazine photos will be brought in and students will have to describe the clothes and when they would wear them. Students will read together shopping situations from Realidades and answer questions. Then they will create their own shopping dialogues. Students will view the videohistoria in Realidades 2 and answer comprehension questions in pairs. This can also be acted out by students (Realidades 104, 105) Where do we shop for: food, financial services, clothes, meats, dairy products, toys, postal supplies, office supplies, baked goods? How is that different in Europe? Students plan to set up a clothing store complete with register, cashier, entrance, exit signs, etc (as per vocabulary Realidades chapter 2B). They discuss what each will bring and write out "yo voy a traer..." Discuss as a group with teacher for confirmation. |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Exploration | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Hanging out with friends around town | |
| | | <u>Goal 8:</u> The student will be able to describe clothing, fashion, and talk about shopping excursions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: 7.2C- NH1-3; 7.1A-NH3-6; 7.1B-NH3-5; 7.1C-NH1-4 | | <p><u>Interpretive:</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> • The teacher can bring in various items. One item will be given to one pair of students. One student (A) must be the vendor. Student B must be the buyer/customer. Student B must bargain with the vendor for a good price. Student A must be able to describe the item and tell how good it is (fits well, looks good, in style, fabric, etc.). Then the students will trade items with another team and the pair will reverse roles with the second item. • Students can research Spanish designers on the net. • Students will look at realia, price tags, receipts, and bills and practice saying the prices, numbers, and sizes. • Students can look up sizes on the internet to compare metric sizes to US sizes. • Bring in samples of cotton, wool, leather, silk, and a synthetic fabric and have students become familiar with the feel of them. Put the items in a bag and have students close their eyes, choose a sample, and name the material. • Have students read about open air markets, el Rastro, and shopping in Europe (shops for each kind of item) as well as supermarkets and department stores. How is the shopping experience changing overseas? Do they think this is good or bad for the culture of that country? • Students can practice dialogues from the book, |

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| | | <u>Goal 8:</u> The student will be able to describe clothing, fashion, and talk about shopping excursions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p><u>Schaumm's Foreign Language Series</u> Communicating in Spanish, Intermediate level and do the matching/comprehension exercises.</p> <ul style="list-style-type: none"> Continue with En Busca de la Verdad video series to encourage students to follow a story in the target language and summarize what is happening. This can also be a station each week that students go to as a small group. The video activity can be done as a group or for homework after viewing. Students view 2 paintings on transparency (Las Meninas by Velazquez and the Girl by the Window by Picasso.) Compare and contrast the clothing worn by each subject using comparison expressions. <u>Schaumm's Grammar Series</u> on direct object pronouns. Read <u>Marianela</u> chapters 7, 8 and 9. Methods vary depending on needs and abilities of group. (Independent, group, round-robin). Answer comprehension questions at end of chapter. List 3 examples of preterite, imperfect, future, and direct object pronouns. Write 10 vocab words. Venn Diagram: Marianela vs. Florentina. Include similarities and differences. Use as an outline for a graded composition. (analysis) |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Exploration | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Hanging out with friends around town | |
| | | <u>Goal 8:</u> The student will be able to describe clothing, fashion, and talk about shopping excursions. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | <p><u>Presentational:</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> • Scenario: Group A: You are an employee at Abercrombies and Fitch. You have one more shirt to sell in order to get a bonus. The shirts cost \$35. Group B. You are a customer shopping at Abercrombie and Fitch. You must buy some pants today and only have \$50 left. You know that Abercrombie is usually expensive and that the pants you are looking for will be near that amount. • Role-play: Use the articles of clothing decided on and brought in by students to create a real-life shopping scenario. Groups of three students portray two friends and a salesperson/cashier engaging on a shopping excursion for an outfit for a special date. Use vocabulary, comparison expressions and grammar (direct object pronouns) from chapter. Rubric assessment. (synthesis) • Graded composition taken from Marianela / Florentina Venn diagram. |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Exploration | |
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| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Commanding your attention | |
| | | Goal 9: The student will be able to give and follow directions using formal and informal commands with direction words. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | |
| April | <p>9.1. Read a map and give directions in the target language.</p> <p>9.2. Follow directions to reach a destination.</p> <p>9.3. Follow commands in a classroom.</p> <p>9.4. Understand cultural perceptions and misconceptions around how we communicate.</p> <p>9.5. Discuss license requirements in different countries.</p> <p>9.6. Use direct objects with a command.</p> <p>9.7. Use affirmative and negative commands correctly including the irregulars</p> <p>9.8. Substitute pronouns for indirect objects.</p> <p>9.9. Understand a Spanish driver's education class.</p> <p>9.10. Respond spontaneously to given driving scenarios.</p> <p>9.11. Gather information for a debate.</p> <p>9.12. Judge a peer's argument on the origins of "true beauty".</p> | <ul style="list-style-type: none"> What are some major cultural differences in how we ask for things or how we give directions? Why are Americans perceived as rude in other countries? What are common misconceptions foreigners have of us and we have of them? What are your conceptions of the definition of "true beauty"? <p>See CPI's and assessment models for conceptual understandings.</p> | <p>Interpersonal: (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> Use the input script from the Realidades Teacher Resource Book or the story from the TPR stories book to present new vocabulary. Separate the vocabulary into three groups: landmarks, giving directions, and words related to driving. Have the students put the words in the proper category. Distribute typical classroom commands a teacher would say every day. Can students identify/match them to pictures? Ask volunteers to come to the front of class and follow teacher instructions using irregular affirmative commands (Pon el bolígrafo encima del escritorio as an example). Have students decide if the volunteer is correctly following teacher directions. Use GramActiva Realidades video to reinforce this presentation. Students can play twister using direction words and colors and body parts (spiraling previously learned info). Using the transparencies of street scenes, have students discuss with a partner all that they see and practice vocabulary. Make a cutout of Miguel and place him next to a landmark somewhere in the city. Ask students to describe his location. As you move him around, students have to give directions on how to get there. |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Exploration | |
| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Commanding your attention | |
| | | Goal 9: The student will be able to give and follow directions using formal and informal commands with direction words. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | <p>9.13. Defend their own opinions.</p> <p>9.14. Draw their own conclusions about “true beauty” based on conclusion of <u>Marianela</u></p> <p>CPI's: 7.1A-NH1-3; 7.1B-NH1-4; 7.1C-NH4; 7.2A-NH1,NH4,; 7.2C-NH1-3</p> | | <ul style="list-style-type: none"> • Play a game of “last student standing” where you call out direction words and students have to act out what direction they must go in. Students with incorrect movements must be seated. • Play “Simón dice” with commands • Students write slogans...” La belleza es...” and post around room. Choose one you like best and explain why. • Students role-play driving instructor and student-driver. Use vocab and expressions from Realidades chapter 3B to act out a first-day-on-the-road scene. • Take a survey: Basándote en <u>Marianela</u>, es posible morir de dolor de corazón? <p>Interpretive: (Knowledge, Application, Comprehension)</p> <ul style="list-style-type: none"> • Give students a copy of the school map. They must start at one point and finish at another. They must write the directions using informal commands. • Using authentic metro maps from Mexico City or Madrid, have students go from one key landmark to another. They can give directions in the formal command tense either in writing or orally. • Have students practice dialogues from the Schaum's Communicating in Spanish book, Conduciendo chapter and CH 6 Pidiendo y |

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| Suggested days of Instruction | Curriculum Management System | Big Idea: Exploration | |
| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Commanding your attention | |
| | | <u>Goal 9:</u> The student will be able to give and follow directions using formal and informal commands with direction words. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p>comprendiendo direcciones.</p> <ul style="list-style-type: none"> Students will read about cultural differences with commands and discuss how North America uses commands more frequently whereas other countries use more polite question forms to ask someone to do something. Debate on what perception does this give a stranger? How are we perceived by other countries? (Evaluation) Students will investigate through readings and through the internet when students in other countries can get their driver's license. They will compare and contrast practices and debate on advantages and disadvantages. (Evaluation) Use <u>Schaumm's Grammar Outline Series</u> to reinforce Indirect Object Pronouns and usage. Read chapters 10, 11 and 12 of <u>Marianela</u> (methods vary according to ability and need of class). Answer comprehension questions at end of chapter. List examples of preterite, imperfect, direct object and indirect object pronouns. List 10 new vocabulary words. Share with a partner. Students will create a crossword puzzle for tú and usted commands for regular, irregular, singular and plural verbs. <p><u>Presentational:</u> (Knowledge, Application)</p> <ul style="list-style-type: none"> Students can create their own maps similar to the game Battleship. They have their backs to each other and must give directions to their |

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| | <u>Grade Level/Subject:</u> Grade 9/10 Spanish II | Topic: Commanding your attention | |
| | | <u>Goal 9:</u> The student will be able to give and follow directions using formal and informal commands with direction words. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p>partner who only has the visual map. The partner must follow the directions given and circle where they end up. This will be used as an oral assessment and listening assessment.</p> <ul style="list-style-type: none"> • Scenario: Group A: You are an aggravated mom who is tired of looking at your son's room. It is a total mess! You begin to deliver commands and consequences if it is not cleaned up this morning. Group B: You are a teenager and really looking forward to going to a party today that begins at 11:30. You are in your room looking for something clean to wear when your mom walks in. • Play Devil's Advocate: Divide class into 4 teams. 2 teams at a time debate each defending an opposing viewpoint . Topic #1: La belleza verdadera está dentro de la persona, no en las características físicas. Topic #2: Es posible morir de dolor de corazón. (evaluation) |

| Suggested days of Instruction | Curriculum Management System | Big Idea: Recuperation and Rejuvenation | |
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| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Healthy Ways of Life | |
| | | Goal 10: The student will be able to communicate events of an accident in the past tense and explain what injuries they have in an emergency room setting. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | |
| May | 10.1. Read and understand information about medical care. 10.2. Explain injuries and emergency room procedures. 10.3. Tell what happened in the emergency room. 10.4. Tell what was taking place when an accident occurred. 10.5. Tell how pharmacies are different in Spain and in the U.S. 10.6. Inquire about an accident. 10.7. Use estar with imperfect progressive and preterite 10.8. Understand that the imperfect is used with chronic injuries/conditions and the preterite with an acute traumatic injury. 10.9. Read and understand articles on medical organizations and health-related issues from Realidades 2. 10.10. Assess a medical situation. 10.11. Recommend medical treatment. | <ul style="list-style-type: none"> How is healthcare different in Spanish Speaking countries? What are essential phrases one should know in an emergency situation in a foreign country? How do emergency services differ in foreign countries? How can I use context to understand words I do not know? What cues do I listen and watch for before I respond? How can body language help or hinder my ability to communicate or understand? How can being aware of cultural differences in medical treatment help or hinder me in a different country? When does accuracy matter when it comes to communicating an illness or medical emergency? <p>See CPI's and assessment models for conceptual understandings.</p> <p>GRASPS Performance Assessment (synthesis) Students create and present a newscast about a fictitious accident, heroic act or natural disaster. Must use the preterite and imperfect and include information about where, when and how it happened, who was hurt and how, and who intervened to help. Must include visuals. Goal: Your task is to effectively commute in Spanish the events leading to and the after-effects of an accident as a news reporter on TV. Role: You are a Spanish TV news reporter reporting to a Spanish-speaking audience the events of an accident.</p> | <p>Interpersonal: (Knowledge, Application)</p> <ul style="list-style-type: none"> Using picture flash cards review body parts. Video is also available. Play Simon Says with body parts Using TPR stories or Teacher Resource Guide (Realidades) introduce the vocabulary. Clip art can also be used as a concentration game (matching) in learning stations. Play the song "Dem Bones" in Spanish and have students point to body parts. Have students work in pairs with sentence strips and put sentences in logical order to tell how an accident happened. Play Pictionary with a partner on chalkboards (whiteboards). Draw an injury / emergency room situation and guess. Play \$100,000 pyramid: 1 Student lists items related to a given category. Other student guesses (ex. Yeso, silla de ruedas, inyecciones = cosas en una sala de emergencia!) (comprehension) <p>Interpretive: (Application, Comprehension)</p> <ul style="list-style-type: none"> Using a skeleton model, place bandage on body parts and ask Qué le duele? Change the bandage before each class and ask students to write a few sentences describing what happened to the skeleton. Encourage them to use their imagination. |

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| | <p>The student will be able to:</p> <p>10.12. Incorporate the present, preterite, imperfect and future tenses in medical context. (Start review for final)</p> <p>CPI's: 7.2C-NH1,2; 7.2B-NH1,2; 7.2A-NH1,4; 7.1A-NH1-4; 7.1B-NH1-5; 7.1C-NH1,3,4</p> | <p>Audience: The target audience is mixed age population of Spanish-only speaking citizens who want the details on an accident or event that they heard about.</p> <p>Situation: The context you find yourself in is the role of a reporter relaying details of an accident, natural disaster, or heroic act. You create the story and the characters giving details about who, what, when, where and possibly why (heroic act?). There were injuries, treatments both on-site and in the ambulance or hospital, medical interventions, rescue attempts, many people involved and long and short-term prognoses. There were both good and bad outcomes.</p> <p>Product, Performance, and Purpose: You will need to develop a clear, visually stimulating presentation with oral narration to report the events of the above situation. Be sure to include all the essential detail components of who, what, when, where and why as well as the after-effects, outcomes and prognoses. This must be effectively communicated using visuals such as props, posters, powerpoints, or any other effect in order to increase your audience's understanding.</p> <p>Standards and Criteria for Success: A successful result will satisfy all the criteria on the evaluation rubric which includes:</p> <ul style="list-style-type: none"> - Effective use of visuals - Details of story - use of grammar and new vocabulary - correct use of preterite vs. imperfect - Clarity of speech - Fluency | <ul style="list-style-type: none"> • Have students listen to audio tapes using the mobile language lab and mimic the tape practicing pronunciation. • Have students listen to scenarios regarding medical problems. They must answer questions to show comprehension. • Share the lyrics and music of Luis Enrique's song, "Date un chance" with students. Have them write a summary of the message of the song. • Have students watch commercials on the Spanish television stations. They must tell me what the commercial was about – it must be health related and they must mention the product being advertised. • Post numbered pictures of injuries, medical treatments and related vocabulary around the room. Silently, students circle the room listing the names on their paper. Time for 5 minutes. Students may then compare answers. <p><u>Presentation:</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> • Scenario: One group will portray a patient with a severe stomach, head and back ache from a car accident. Their wrist may be broken as well. The other group will be the doctor in an emergency room trying to gather information from the patient and asking what happened, how they got hurt, what hurts, etc.. They will dramatize a scenario using the new vocabulary and phrases in an emergency situation. |

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| | | <u>Goal 10:</u> The student will be able to communicate events of an accident in the past tense and explain what injuries they have in an emergency room setting. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to: | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | | | <p>This topic will also be covered at level 3 as a review. Students will be expected to have basic vocabulary covered at level 2 and must know body parts. Level 3 will move them towards the intermediate low level.</p> <ul style="list-style-type: none"> • Show 'n Tell: Each student takes a turn bringing in an object related to an accident, medical treatment, health, etc. and gives a short explanation of the “story behind it”. |

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| | Grade Level/Subject: Grade 9/10 Spanish II | Topic: Vacation time is near! | |
| | | Goal 11: The student will be able to talk about summer plans, outdoor and camping activities and prepare menus for typical summer events. | |
| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | |
| May - June | <p>11.1. Use cooking terms and discuss foods in a recipe.</p> <p>11.2. Present information about traditional recipes.</p> <p>11.3. Learn about typical foods of Spanish countries: Paella, arepa, papas fritas, plátanos, arroz con pollo, tostones, empanadas, pabellón criollo, etc.</p> <p>11.4. Use the impersonal se</p> <p>11.5. Create a recipe or translate a recipe and present it to the class for an end-of-year party. The recipe can be done on a powerpoint.</p> <p>11.6. Debate about types of vacations.</p> <p>11.7. Write and discuss activities that are done in the summer months.</p> <p>11.8. Compare and contrast indoor / outdoor cooking and dining.</p> <p>CPI's: 7.2A-NH1-4; 7.2B-NH1-2; 7.2C-NH1-3; 7.1A-NH1; 7.1B-NH1-4; 7.1C-NH1-4</p> | <ul style="list-style-type: none"> What are ways in which students around the world relax? What are some authentic foods eaten in various countries? What do the ingredients in these foods tell you about the culture? What are some cultural differences around mealtimes in the U.S. compared to Spanish-speaking countries? What are common traditions around holidays/parties/special events? What recreation activities would be different in the southern hemisphere compared to the northern hemisphere when it is summer here? What are characteristic and /or universal outdoor / BBQ foods and experiences? <p>See CPI's and assessment models for conceptual understandings.</p> | <p>Interpersonal: (Knowledge, Application)</p> <ul style="list-style-type: none"> Students will practice with tourist activity vocabulary on page 446 and food vocabulary on page 370 and 396 of Realidades to help them with final projects. (Don't do the subjunctive in this chapter – it will be done in the next level.) Food can be described using the plastic food or visual flashcards. Activities can be acted out by the students in a game of charades. Some of this vocabulary will be review from the beginning of the year as well as from previous levels. Fly swatter game with vocabulary. Pass a ball around a circle of students. Using the Spanish alphabet, each student must come up with a food starting with the next alphabet letter. Matching games, crosswords, word scrambles can be used with vocabulary in stations each morning. Students will work in a different station each day in order to see the vocabulary at least four times. Students can group the vocabulary into fruits, meats, grilling and camping words. Use the TPR stories or input script from the teacher Resource book to introduce the words. Memory game: List cooking, kitchen, foods vocabulary from Realidades chapter 7A (indoor cooking) and separately with chapter 7B (outdoor cooking) on index cards. Write |

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| | Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) | Essential Questions Sample Conceptual Understandings | Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model |
| | The student will be able to: | | <p>English translations on other cards. Play memory game matching the Spanish with the English words.</p> <ul style="list-style-type: none"> Survey class: Qué te gusta más de comer al aire libre? Qué no te gusta? Compile an answer list on board. Discuss. <p>Interpretive: (Application, Comprehension)</p> <ul style="list-style-type: none"> Students will create a t-chart listing the advantages and disadvantages of going on a camping vacation. They can debate if a resort is better/worse than camping using the comparison words they learned this year (más que, menos que, tan . . . como). Use people with experience as debate leaders. Play Sink or Swim with verb conjugations in various tenses. Divide class into 2 teams. Sit on either side of the room leaving middle row of seats empty. Take turns asking questions of each side. If student answers correctly, they get to "sink" a student from the other team (sit in the middle) or "swim" an already sunk member of their team. If they answer incorrectly, they are automatically sunk. Winning team "sinks" all members of the opposing team. Have students read Pablo Nerudo's poem, Oda al tomate. Bring in a tomato, onion, knife, and olive oil to class. Read the poem and act out the actions in the poem to help students with comprehension. Have students suggest ways |

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| | The student will be able to: | | <p>to demonstrate “Oda a la cebolla”. Students will then answer the comprehension questions.</p> <ul style="list-style-type: none"> Students will listen to audio tapes and video historias and answer comprehension questions to show understanding. In pairs students can create their own menu and invitation for an outdoor event (graduation party, after-prom party, BBQ for Memorial Day, Cinco de Mayo celebration, 4th of July). Students will read excerpts in the book regarding how people vacation in other countries and answer questions or summarize what they read to demonstrate understanding. Students can use Realidades Writing, Audio and Visual workbook pages for listening, writing and video comprehension. Venn Diagram: Compare and contrast “cocinar y comer al aire libre” to “cocinar y comer adentro”. (To be used as an outline for a presentational model assessment). (analysis) <p><u>Presentational:</u> (Application, Comprehension)</p> <ul style="list-style-type: none"> Students can create their own collages of a food using sensory images. They can present the poem/collage to the class and ask the class what they see and feel. If there is time in the schedule, students will have a segment of their own on Rachel Ray’s cooking show. They must demonstrate how to make something simple using the terms in this |

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| | The student will be able to: | | <p>chapter and commands. They can tell us what country the recipe is from and what food the country exports or what food is a major crop in their country.</p> <ul style="list-style-type: none"> • Scenario: You are Sra. Hernandez and you want to do a camping vacation this year traveling out west. You have one daughter who wants to do this and one daughter who does not. Group B: You are Sr. Hernandez. You want a resort vacation this year so that you can relax and the kids can do their own thing in one of the teen clubs. You have one daughter who hates joining things and going to clubs and insists on doing activities with you all the time. Students will act out this scenario. • Scenario: Pretend you are Ignacio from the VideoHistoria. You are entertaining your girlfriend María with the paella your best friend Javier made. Try to convince María that you prepared the dish yourself. Give cooking directions (using commands), ingredients, and equipment necessary. Peers evaluate best presentation based on rubric. • Students use eating indoor/outdoor Venn diagram to write a compare and contrast paragraph. 1-10 grading assessment. (analysis) |

Spanish II

COURSE BENCHMARKS

Course goals: Upon completion of Spanish II Honors the student will be at a Novice High level and be able to:

1. Describe themselves (physical, personality, nationality traits) and objects using adjective agreement correctly.
2. Understand the difference between SER and ESTAR and their uses.
3. Use estar with progressive or present participle.
4. Respond to questions showing understanding of basic question words (qué, quién, cómo, cuál, por qué, cuándo, cuánto)
5. Make comparisons with comparison words (más que, menos que, menor, peor, mejor, tanto, tanta, tan . . . como, etc.)
6. Use demonstrative adjectives correctly.
7. Communicate hunger, thirst, tired, lucky, hot, cold, pain, being right/wrong, age, success, caution, and obligations using tener.
8. Talk about weather conditions in the present and past tenses.
9. Understand the difference between preterite and imperfect tenses.
10. Talk about seasons of the year and activities, clothes, and weather that accompanies that season.
11. Make comparisons between people in Spanish-speaking countries and cultures with regard to food/holidays, weather, daily routines, clothing, activities, healthcare, and student life.
12. Use conocer and saber correctly.
13. Read, write, and communicate daily routines in the present and past tenses using reflexive verbs.
14. Read, write and communicate past events correctly using the preterite and imperfect tenses.
15. Read, write and communicate how students around the world spend their free time and role-play a typical shopping situation with an opportunity to bargain.
16. Understand the difference in how money is written on price tags around the world and how the metric system is used for measurement.
17. Read, write, give, and follow directions using both informal and formal commands (regular/irregular).
18. Discuss differences in driving requirements among the Spanish-speaking countries.
19. Use direct and indirect objects in a sentence (introductory level).
20. Create dialogues in emergency/accident situations demonstrating how to communicate injuries with body parts and explain how an accident happened.
21. Compare and contrast medical treatment in various countries.
22. Write, role-play, and read about vacation activities and food preparation during those activities.
23. Read and write vacation plans for the upcoming summer (immediate future with IR + Verb)
24. Listen to various authentic accents and understand the majority of what the native-speaker is saying.

25. Examine a classic piece of Spanish literature for basic comprehension, character analysis, author intent, and self-reflection.
26. Recognize all required Level II language constructs in authentic literature and instructional readings.
27. Apply these constructs to real-life situations relative to the themes studied in Level II.
28. Make predictions both contextually and grammatically based on a given situation.
29. Dissect and identify basic language cues and subtleties.
30. Defend a position.
31. Argue a point.
32. Judge an opinion / statement.
33. Re-phrase, re-write or re-tell a story.