

SPANISH II

Key Question: Who am I? → What is my life like?
Who are you? → What is your life like?

| THEME | Communication  | Cultures  | Comparisons  | Essential Structures |
|-----------------------|---|--|--|--|
| | LEARNER OUTCOMES (PERFORMANCE INDICATORS) | | | |
| 1. Home and community | <p>A1, A2. Tell / inquire about how one feels.</p> <p>A2, A4. Extend/accept/decline/make invitations/appointments.</p> <p>B2. Comprehend teacher or student presentations about a typical day/week.</p> <p>C2. Talk about fitness routines.</p> <p>C1. Describe common illnesses/remedies.</p> <p>C2. Describe one's daily routines.</p> <p>C2. Talk about common settings. (school, social, home, work)</p> <p>C2. Talk about household chores.</p> <p>C2. Describe your neighborhood.</p> | <p>D3. Learn about different belief systems about medicine.</p> <p>D3. Learn about different school tracks.</p> <p>D3. Learn about different rites of passage for teens in ...</p> | <p>H1. Structural comparisons: These will be a daily part of instruction in all units, at all levels.</p> <p>II. Examine the obligations of teens from different countries: TV, chores, homework.</p> <p>II. Study the different school activities vs. club-sponsored activities in...</p> | <ul style="list-style-type: none"> - More extensive body vocab - Vocab related to illnesses - Exercise verbs - Expressions with hacer - Sentirse, gastar, - Common gifts - Comparisons - structures/vocab <p>Regular, dar City vocab Basic house vocabulary</p> |
| 2. Stores/shopping | <p>A1, A2. Engage in spontaneous discussions about a recent shopping excursion.</p> <p>A1. Tell about how shopping / purchasing has changed since your parents were your age.</p> <p>A1. Describe clothing styles/stores</p> <p>A1. Request size, color, and price at a store.</p> <p>B3. Identify stores, etc. around a city (La Crosse) on a map. (of Madrid or Mexico City, perhaps)</p> <p>C5. Write a paragraph about shopping and/or preparing for a (Christmas) party.</p> | <p>D2. Examine the lives of teens in...</p> <p>D2. Learn about shopping habits in...</p> <p>D2, E1. Learn about shopping at kiosks and specialty stores in ...</p> | <p>D2, I3. Describe the differences in grocery shopping in...</p> <p>D2, I2. Describe the concept of the paseo and/or the tertulia.</p> <p>E1, II. Understand the difference between US and European sizes.</p> | <p>Reflexive verbs</p> <p>Preterite</p> <p>More extensive house vocab</p> <p>Commands</p> <p>Verbs: llegar, venir, volver/regresar, reunirse, esperar, recordar, etc.</p> <p>Imperfect indicative</p> <p>Monetary systems and exchanges</p> |

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| <p>3. Restaurant and food</p> | <p>A4, B1, J2, J3. Place an order, in Spanish, at a restaurant, and make oneself understood to the waiter.</p> <p>A5. Ask for clarification on a menu item, in Spanish.</p> <p>A3. Engage a fellow diner in a discussion about the meal.</p> <p>B5. Read and understand a menu at a Mexican restaurant.</p> | <p>D4. Learn about different types of diet.</p> <p>D1, D2. Recognize restaurant etiquette in ...</p> <p>D1. Understand the tradition of courtesy and formality in public...</p> <p>D1, D2. Interact with the staff in a Mexican restaurant.</p> | <p>D1, H4. Use formal address.</p> <p>D1, H4. Learn the indirect manner of speech.</p> <p>II. Compare the pace of life in...</p> | <p>More extensive vocab (e.g. restaurant, city, places, etc.)</p> <p>Le gustaría</p> <p>Tener expressions</p> <p>Pedir, traer, llevar, probar(se), llamar, etc.</p> <p>Meal vocab/verbs</p> |
| <p>4. My travels/ transportation</p> | <p>A1, A2. Talk about tourist / educational opportunities when traveling in...</p> <p>A4, C3. Tell about what to take on a trip.</p> <p>B4. Read bus and train schedules from...</p> <p>C4. Exchange information about past and future travel activities.</p> <p>C2. Present plans for a trip to...</p> <p>A4, E1. Ask for directions to ... in...</p> | <p>E2, E4. Read about historical sites in ...</p> <p>E2, E4. Learn about the different cultural blending in ...</p> | <p>II. Compare preferences for transportation in U.S. and in...</p> <p>E3, I1. Identify common purchases indicative of the different regions/countries.</p> <p>I2, I3. Compare the characteristics, quality, and availability of certain products in the target country to that of those products in U.S.</p> <p>E1. Research a popular vacation spot in ...</p> | <p>Travel vocab</p> <p>Countries, adj, nationalities/lang</p> |
| <p>Connections</p>  | <p>F3. Discuss health issues in U.S. and in....</p> <p>B5, K1. Use authentic materials from student/teacher travel.</p> <p>F2. Study at least one topic in history that is related to a Spanish-speaking country.</p> <p>F1, F2. Connect the logic of the target language to the logic of the language of mathematics.</p> | | | |
| <p>Communities</p>  | <p>J1. Label the house vocabulary in your own home.</p> <p>J1. Teach your sibling/parent/etc. some of the vocabulary studied in class.</p> <p>K1, K3, K4, K5. Engage in a travel-related experience (travel → virtual tour → report).</p> | | | |