

Honors Spanish II Curriculum Maps

Unit of Study: Review of Prior Knowledge

Unit of Study: ¡Vamos de Compras!

Unit of Study: ¡En Avión!

Unit of Study: ¡Una Rutina Diferente!

Grade: 9 Subject: Spanish II Honors	Unit of Study: Review of Prior Knowledge
Big Idea/Rationale	<ul style="list-style-type: none"> • Students identify where and how Spanish is spoken in the Hispanic world. • Students practice pronunciation. • Students describe friends and family using different adjective endings. • Students use possessive pronouns. • Students describe school activities and school supplies. • Students describe home activities. • Students conjugate regular and irregular present tense verbs. • Students use “ser”, “estar” and “tener”. • Students describe their daily routine. • Students talk about what happened in the past using the preterit tense, both regular and irregular. • Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • Students can use their background knowledge, context clues, and their awareness of cognates to get the gist of what they hear and read. • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) • Students identify where Spanish is spoken in the world. • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • There are language skills unique to the Spanish language. • Adjective endings change depending upon the word they are modifying. • Adjective placement is usually after the noun, but possessive adjectives precede the noun. Their endings still are reflective of the gender and number of the noun. • Verbs are conjugated and endings are usually changed in a regular pattern depending on the subject of the sentence. • There are irregular verbs that follow a different pattern and that must be learned independently. • Subject pronouns are often omitted in Spanish, as the ending of the verb makes its subject clear.

	<ul style="list-style-type: none"> • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • What are the most effective strategies to use when I don't understand every word being said? • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • Where is Spanish spoken in the world? • How can you determine which subject pronoun to use? • How is the usage of Spanish adjectives different from English? • How can you determine the subject of a sentence by looking at the verb ending? • How can you conjugate regular –ar, -er, and –ir verbs in the present tense? • How can you conjugate stem-changing verbs in the present tense? • How can you conjugate the verbs “ir”, “dar”, and “estar” in the present tense? • What are some clue words to indicate the use of the preterit tense? • How can you conjugate regular –ar, -er, and –ir verbs in the preterit tense? • How can you conjugate “ir” in the preterit tense? • How can you conjugate –car, -gar, and –zar verbs in the preterit tense?
Content (Subject Matter)	<ul style="list-style-type: none"> • The Spanish-speaking world • Spanish pronunciation • Adjective placement and agreement • Possessive pronouns • Vocabulary for school supplies and school activities • Present tense conjugation of regular verbs • Present tense conjugation of stem-changing verbs • Present tense conjugation of “ir”, “ser”, “dar”, “estar” • Idiomatic expressions with “tener” • Usage of “ser” vs. “estar” and “tener” • Preterit tense conjugation of regular verbs • Preterit tense conjugation of “ir” and “ser” • Preterit tense conjugation of –car, -gar, and –zar verbs
Standards	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life.

	<ul style="list-style-type: none"> ● FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. ● FL.3-12.7.1.NH.A.F - Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation. ● FL.3-12.7.1.NH.A.G - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) ● FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. ● FL.3-12.7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. ● FL.3-12.7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages on familiar topics. ● FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. ● FL.3-12.7.1.NH.B.A.2.4 - Give reasons. ● FL.3-12.7.1.NH.B.A.2.7 - Express an opinion and preference. ● FL.3-12.7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. ● FL.3-12.7.1.NH.C.3 - Describe in writing people and things from the home and school environment. ● FL.3-12.7.1.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Materials/Resources	<ul style="list-style-type: none"> ● Schmitt, Conrad J. <u>Asi Se Dice 1</u>. Columbus, OH: McGraw Hill Glencoe. 2009 ● McGraw Hill Glencoe online site ● https://www.mhonline.com/program/view/2/15/1094/007ISD/ ● Vocabulary transparencies ● Audio CD ● World map ● International currency ● Teacher-created games ● Video on preterite tense formation ● Flashcards ● Bingo ● Teacher-created dittos

<p>Grade: 9 Subject: Spanish II Honors</p>	<p style="text-align: center;">Unit of Study: ¡Vamos de Compras!</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students talk about buying clothes. • Students talk about buying food. • Students compare shopping in Spanish-speaking countries with shopping in the United States. • Students use large numbers. • Students distinguish between usage of “saber” and “conocer”. • Students use comparatives and superlatives with people and things. • Students use demonstrative adjectives. • Students use demonstrative pronouns. • Students develop reading and listening comprehension skills. • Students will have opportunities for practice in speaking, reading, and writing in the target language.
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Students can use their background knowledge, context clues, and their awareness of cognates to get the gist of what they hear and read. • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) . • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • People in many Hispanic countries shop in small specialized stores instead of large supermarkets, but larger grocery stores are becoming more common in cities. • Indigenous markets are where you can buy hand-made items and where you can bargain. • Most Hispanic countries weigh items in kilos, whereas we use pounds. • Shoe sizes in Hispanic terms are given in metric terms. • Numbers, when used as adjectives, must agree with the noun they modify. • The words for “to know” (“saber” and “conocer”) have specific uses in Spanish and cannot be interchanged. • To express the comparative in Spanish, you put “más” or “menos” before the adjective or adverb and “que” after it. • To express the superlative in Spanish, you use the definite article plus

	<p>“más”.</p> <ul style="list-style-type: none"> • Demonstratives in Spanish can be adjectives or pronouns and are the equivalent of “this”, “that”, “these”, and “those”. • Currency varies throughout the world and is not the same in different Spanish-speaking countries. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What are the most effective strategies to use when I don’t understand every word being said? • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • How can you ask and say how much something costs? • What are items typically sold in a mall, small market, supermarket, and indigenous market? • What are some ways to ask for help politely in a store? • How do you give numbers in hundreds? • What are the differences between the two verbs to know “saber” and “conocer”? • How can you express the comparative and superlative in Spanish? • What are the demonstrative adjectives, and how do they change their endings to agree with the noun they modify? • How can demonstrative adjectives be made into demonstrative pronouns? • How does shopping in Spanish-speaking countries compare with shopping in the United States?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Clothing • Food • Shopping • Number from 100 to 1,000 • Present tense of “saber” and “conocer” • Comparatives and superlatives • Demonstrative adjectives and pronouns • Shopping in the Spanish-speaking world • Indigenous markets
<p>Standards</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A1 - [<i>Cumulative Progress Indicator</i>] – Identify the main idea and some supporting details when reading. • FL.3.-12.7.1.NH.A.A2 – Understand the gist and some supporting

	<p>details of conversations dealing with everyday life.</p> <ul style="list-style-type: none"> • FL.3.PK-12.7.1.NH.A.A3 - [<i>Cumulative Progress Indicator</i>] – Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.3.-12.7.1.NH.A.G - [<i>Content Statement</i>] – The amount of leisure time available and how it is spent varies among cultures., • FL3.12.7.NH.A.J – Current trends and issues influence popular culture. • FL3-12.7.NH.A.2 – Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. • FL3-12.7.1.NHA.3 - Recognize some common gestures and cultural practices associated with target cultures. • FL3-12.7.1.NHA.4 – Identify people, places, objects, and activities in daily life based on oral or written descriptions. • FL3.12.7.1.NH.A.5 - Demonstrate comprehension of short conversations • and brief written messages on familiar topics. • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.3-12.7.1.NH.B.A.2.7 - Express an opinion and preference. • FL.3-12.7.1.NH.B.3 - [<i>Cumulative Progress Indicator</i>] - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • FL.3-12.7.1.NH.B.1 - [<i>Cumulative Progress Indicator</i>] - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. • FL3-12.7.1NH.B.4 – Ask and respond to questions, make requests, and express preferences in various social situations. • FL.3-12.7.1.NH.C.2 - [<i>Cumulative Progress Indicator</i>] - Create and presents brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.. • FL.3-12.7.1.NH.C.3 - [<i>Cumulative Progress Indicator</i>] - Describe in writing people and things from the home and school. • FL.3-12.7.1.NH.C.5 - [<i>Cumulative Progress Indicator</i>] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Schmitt, Conrad J. <u>Asi Se Dice 1</u>. Columbus, OH: McGraw Hill Glencoe. 2009, text and workbook • McGaw Hill Glencoe online site • https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • International currency • Magazine pictures

	<ul style="list-style-type: none">• Video on shopping• Flashcards• Food Bingo• Teacher-created dittos
Notes	

<p>Grade: 9 Subject: Spanish II Honors</p>	<p style="text-align: center;">Unit of Study: ¡En Avión!</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students talk about packing for a trip. • Students talk about getting to the airport. • Students tell what they do at the airport and talk about being on an airplane. • Students conjugate verbs that have “-g” in the “yo” form of the present tense. • Students form and use the present progressive tense. • Students discuss air travel in Hispanic countries, with a concentration on South America. • Students use demonstrative pronouns. • Students develop reading and listening comprehension skills. • Students will have opportunities for practice in speaking, reading, and writing in the target language.
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Students can use their background knowledge, context clues, and their awareness of cognates to get the gist of what they hear and read. • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) . • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Air travel is extremely important in South America due to geographical features. • Just as in the United States, large Hispanic cities have major, modern, international airports. • Many present-tense verbs are irregular in the “yo” form only, and there is a group in which the “yo” form takes the letter “g”. • The present perfect tense is used to express and action in progress, and action that is currently taking place. • The formation of the perfect tense is always formed by using a conjugated form of the verb “estar” plus the gerund of the verb. • The verb “ser” is never used to form the present perfect tense. • Real-world and situational practice in the target language increase the ability to make choices when using a new language.

	<ul style="list-style-type: none"> • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What are the most effective strategies to use when I don't understand every word being said? • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • What are the things you need to do to plan for a trip? • What procedure do you need to follow to check in at the airport? • How can you check to see if flights are leaving and arriving on time? • What documents do you need for international travel? • What information can be found on your plane ticket and boarding pass? • How can you get your boarding pass? • How do you check your luggage at the airport? • Where do you store your carry-on baggage on the plane? • What do you do when you arrive at your airport of destination? • How does travel in Spanish-speaking countries compare with travel in the United States? • What geographical features of South America make airplane travel so essential? • What are the Nazca lines, and where are they located?
Content (Subject Matter)	<ul style="list-style-type: none"> • Items necessary for travel • Airport vocabulary • Making travel arrangements • Documents necessary for travel • Airplane terminology • Airport procedures • Verbs that have an irregular “g” in the “yo” form of the present tense • Formation and usage of the present progressive tense • Travel in South America
Standards	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A1 - [<i>Cumulative Progress Indicator</i>] – Identify the main idea and some supporting details when reading. • FL.3.-12.7.1.NH.A.A2 – Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3.PK-12.7.1.NH.A.A3 - [<i>Cumulative Progress Indicator</i>] – Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.3.-12.7.1.NH.A.G - [<i>Content Statement</i>] – The amount of leisure time available and how it is spent varies among cultures., • FL3.12.7.NH.A.J – Current trends and issues influence popular culture. • FL3-12.7.NH.A.2 – Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical

	<p>response.</p> <ul style="list-style-type: none"> • FL3-12.7.1.NHA.3 - Recognize some common gestures and cultural practices associated with target cultures. • FL3-12.7.1.NHA.4 – Identify people, places, objects, and activities in daily life based on oral or written descriptions. • FL3.12.7.1.NH.A.5 - Demonstrate comprehension of short conversations • and brief written messages on familiar topics. • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.3-12.7.1.NH.B.A.2.7 - Express an opinion and preference. • FL.3-12.7.1.NH.B.3 - [<i>Cumulative Progress Indicator</i>] - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • FL.3-12.7.1.NH.B.1 - [<i>Cumulative Progress Indicator</i>] - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. • FL3-12.7.1NH.B.4 – Ask and respond to questions, make requests, and express preferences in various social situations. • FL.3-12.7.1.NH.C.2 - [<i>Cumulative Progress Indicator</i>] - Create and presentsbrief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.. • FL.3-12.7.1.NH.C.3 - [<i>Cumulative Progress Indicator</i>] - Describe in writing people and things from the home and school. • FL.3-12.7.1.NH.C.5 - [<i>Cumulative Progress Indicator</i>] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices • FL.3-12.7.1.NH.C.I - [<i>Content Statement</i>] - Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce <i>resources</i>].)
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Schmitt, Conrad J. <u>Asi Se Dice 1</u>. Columbus, OH: McGraw Hill Glencoe. 2009, text and workbook • McGaw Hill Glencoe online site • https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • Globe Trekker DVD on Peru’s Nazca lines • Globe Trekker DVD on South America

	<ul style="list-style-type: none">• Passport• Boarding Pass• Teacher-created dittos
Notes	

<p>Grade: 9 Subject: Spanish II Honors</p>	<p style="text-align: center;">Unit of Study: ¡Una Rutina Diferente!</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students identify parts of the body. • Students talk about their daily routine. • Students talk about backpacking and camping. • Students form and use reflexive verbs. • Students use “favor de” to give polite commands. • Students develop reading and listening comprehension skills. • Students will have opportunities for practice in speaking, reading, and writing in the target language.
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Students can use their background knowledge, context clues, and their awareness of cognates to get the gist of what they hear and read. • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) . • Spanish varies in vocabulary and pronunciation throughout the Spanish-speaking world. • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Parts of the body, like other nouns, are either masculine or feminine. • The reflexive construction is used much more extensively in Spanish than it is in English. • Not all verbs that are reflexive in Spanish are reflexive in English. • Reflexive verbs are used when the subject both performs and receives the action of the verb. • Reflexive verbs have both a pronoun and a verb component, and they must be used together. • When reflexive verbs are used with parts of the body or clothing, the definite article is used in place of the possessive adjective. • The reflexive pronoun may be added to the infinitive. • “Divertirse” is used for “to have fun”, not “tener divertido”. • The expression “favor de” followed by the infinitive is a useful way to tell someone politely what to do. • Backpacking and camping are economical and popular ways for young people to travel. • Real-world and situational practice in the target language increase the ability to make choices when using a new language.

	<ul style="list-style-type: none"> • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What are the most effective strategies to use when I don't understand every word being said? • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • How can you say that a part of your body hurts? • Using body parts, describe some exercises in the gym. • What is your morning routine? • What is your evening routine? • How is your school routine different from your routine in the summer? • How does your routine differ from your parents' routine? • What are some essentials to take along when going camping? • What are some advantages and disadvantages of camping? • What verbs are usually reflexive? • How do you form the reflexive construction of verbs? • How can you determine if a verb being used is reflexive? • How can you ask someone to do something politely? • How does camping in Spanish-speaking countries compare with camping in the United States?
Content (Subject Matter)	<ul style="list-style-type: none"> • Daily activities • Articles for grooming and hygiene • Parts of the body • Describing camping • Formation of reflexive verbs • Usage of reflexive verbs • Polite requests • Camping in the Spanish-speaking
Standards	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A1 - [<i>Cumulative Progress Indicator</i>] – Identify the main idea and some supporting details when reading. • FL.3.-12.7.1.NH.A.A2 – Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3.PK-12.7.1.NH.A.A3 - [<i>Cumulative Progress Indicator</i>] – Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.3.-12.7.1.NH.A.G - [<i>Content Statement</i>] – The amount of leisure time available and how it is spent varies among cultures., • FL3.12.7.NH.A.J – Current trends and issues influence popular culture. • FL3-12.7.NH.A.2 – Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

	<ul style="list-style-type: none"> • FL3-12.7.1.NHA.3 - Recognize some common gestures and cultural practices associated with target cultures. • FL3-12.7.1.NHA.4 – Identify people, places, objects, and activities in daily life based on oral or written descriptions. • FL3.12.7.1.NH.A.5 - Demonstrate comprehension of short conversations • and brief written messages on familiar topics. • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation. • FL.3-12.7.1.NH.B.A.2.7 - Express an opinion and preference. • FL.3-12.7.1.NH.B.3 - [<i>Cumulative Progress Indicator</i>] - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • FL.3-12.7.1.NH.B.1 - [<i>Cumulative Progress Indicator</i>] - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. • FL3-12.7.1NH.B.4 – Ask and respond to questions, make requests, and express preferences in various social situations. • FL.3-12.7.1.NH.C.2 - [<i>Cumulative Progress Indicator</i>] - Create and presents brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.. • FL.3-12.7.1.NH.C.3 - [<i>Cumulative Progress Indicator</i>] - Describe in writing people and things from the home and school. • FL.3-12.7.1.NH.C.5 - [<i>Cumulative Progress Indicator</i>] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices
Materials/Resources	<ul style="list-style-type: none"> • Schmitt, Conrad J. <i>Asi Se Dice 1</i>. Columbus, OH: McGraw Hill Glencoe. 2009, text and workbook • McGaw Hill Glencoe online site • https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • Teacher Discovery DVD on parts of the body • Magazine pictures • Chapter 11 DVD • Flashcards • Travel Bingo • Teacher-created dittos
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