



Course: Spanish II
Grade Level: 9-12
Unit 1

Course/Subject:
Spanish II

Grade:
9-12

Unit 1:
Repaso de Español I

Suggested Timeline:
2-3 weeks

Grade Level Summary	Spanish II is a basic world language class that continues to provide the foundation for further language study. Students will continue to learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the Spanish culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Repaso de Español I Unit 2: ¡Una rutina diferente! Unit 3: En avión Unit 4: De vacaciones Unit 5: En tu tiempo libre Unit 6: ¡Vamos de compras! Unit 7: En tren

Unit Title	Repaso de Español I
Unit Summary	Students will review Spanish I Course Material, including the alphabet, numbers, telling dates and times, and conjugations of regular and irregular verbs in the present tense.

Unit Essential Questions: 1. How do we recover the knowledge we gained in Spanish I after the summer break?	Key Understandings: <ul style="list-style-type: none"> • Regular present tense verbs • Present tense stem changers • Ser, ir, estar, dar, tener present tense conjugations • Basic grammatical structures (pronouns, articles, adjective agreement, telling time) • Vocabulary from Spanish I
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Tú vs Usted Agreement with nouns, articles and adjectives Use of ser and estar 	<ul style="list-style-type: none"> Definitions of familiar versus formal Proper rules of usage Acronyms for memorization

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Vocabulary from Spanish I Conjugations of -ar, -er, -ir verbs; stem changers; ser and estar in present tense Basic grammatical structures (pronouns, articles, noun/adjective agreement) 	<ul style="list-style-type: none"> Apply vocabulary in reading, writing, listening and speaking activities. Conjugate the present tense of regular and irregular verbs with all six pronouns. Apply and utilize correct articles and noun/adjective agreement. 	<ul style="list-style-type: none"> Creativity Communication Critical Thinking

Academic Vocabulary:		
<ul style="list-style-type: none"> Conjugation 	<ul style="list-style-type: none"> Cognate 	<ul style="list-style-type: none"> Pronoun

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Homework Speaking/listening assessment Quizzes Project Unit quiz

Interdisciplinary Connections:

- English: Parts of speech
- Mathematics
- Geography

Additional Resources:

- Textbook
- Workbook
- Audio program and listening packet
- Vocabulary lists and flashcards
- PowerPoints
- Authentic print and audio sources
- YouTube videos
- Webquests
- Online interactive resources
- Teacher created resources

Created By: Northern York County School District World Language Department



Course: Spanish II
Grade Level: 9-12
Unit 2

Course/Subject: Spanish II	Grade: 9-12	Unit 2: ¡Una rutina diferente!	Suggested Timeline: 3-4 weeks
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Grade Level Summary	Spanish II is a basic world language class that continues to provide the foundation for further language study. Students will continue to learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the Spanish culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Repaso de Español I Unit 2: ¡Una rutina diferente! Unit 3: En avión Unit 4: De vacaciones Unit 5: En tu tiempo libre Unit 6: ¡Vamos de compras! Unit 7: En tren

Unit Title	¡Una rutina diferente!
Unit Summary	Students will compare and contrast the verbs saber and conocer and learn their conjugations. Students will also learn the conjugations, meanings and placements of reflexive verbs in the present tense. Finally, students will learn vocabulary for discussing their daily routines and for backpacking.

Unit Essential Questions: 1. How do we describe our daily routines?	Key Understandings: <ul style="list-style-type: none"> • Uses and present tense conjugations of saber and conocer • Uses and formation of reflexive verbs • Reflexive verb vocabulary • Daily routine vocabulary • Backpacking in Hispanic countries
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">• Saber vs Conocer• Agreement with nouns, articles and adjectives• Placement of reflexive pronouns	<ul style="list-style-type: none">• Definitions of saber vs conocer• Proper rules of usage• Acronyms for memorization

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Daily routine vocabulary• Conjugations of saber and conocer; regular; and stem changer verbs in present tense• Conjugation and placement of reflexive pronouns	<ul style="list-style-type: none">• Apply vocabulary in reading, writing, listening and speaking activities.• Conjugate the present tense of regular and irregular verbs with all six pronouns.• Apply and utilize correct reflexive pronouns and placement of those pronouns.• Describe backpacking in Spain.	<ul style="list-style-type: none">• Communication• Critical Thinking• Collaboration

Academic Vocabulary:

• Reflexive	• Conjugation	• Pronoun
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none">• Homework• Speaking/listening assessment• Quizzes• Project
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- Unit exam
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Interdisciplinary Connections:

- English - Parts of speech
 - Health Class
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish II
Grade Level: 9-12
Unit 3

Course/Subject:
Spanish II

Grade:
9-12

Unit 3:
En avión

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish II is a basic world language class that continues to provide the foundation for further language study. Students will continue to learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the Spanish culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Repaso de Español I Unit 2: ¡Una rutina diferente! Unit 3: En avión Unit 4: De vacaciones Unit 5: En tu tiempo libre Unit 6: ¡Vamos de compras! Unit 7: En tren

Unit Title	En avión
Unit Summary	Students will review ser and estar (their uses and conjugations) along with the present progressive tense. Students will also learn the meanings and conjugations of verbs with irregular conjugations in the 1st person singular form of the present tense. Finally, students will learn airport, airplane and travel vocabulary.

Unit Essential Questions:

1. How do we travel by airplane?

Key Understandings:

- Uses of ser and estar
- Present progressive
- Present tense verbs with irregular yo conjugations
- Airport and airplane vocabulary
- Importance of air travel in South America

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">● Conjugation of present progressive● Irregular yo conjugations● Use of ser and estar	<ul style="list-style-type: none">● Proper rules of usage● Proper rules of usage● Acronyms for memorization

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">● Airport and airplane vocabulary● Conjugations of -ar, -er, -ir verbs; stem changers; ser and estar; and irregular yo verbs from the present tense● Basic grammatical structures (pronouns, articles, noun/adjective agreement)	<ul style="list-style-type: none">● Apply vocabulary in reading, writing, listening and speaking activities.● Conjugate the present tense of regular and irregular verbs with all six pronouns.● Apply and utilize correct articles and noun/adjective agreement.● Explain the importance of air travel in South America.	<ul style="list-style-type: none">● Communication● Critical Thinking● Collaboration

Academic Vocabulary:

● Present Progressive	● Gerund	● Irregular yo
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none">● Homework● Speaking/listening assessment● Quizzes● Project
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- Unit exam
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Interdisciplinary Connections:

- English: Parts of speech
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish II

Grade Level: 9-12

Unit 4

Course/Subject:
Spanish II

Grade:
9-12

Unit 4:
De vacaciones

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish II is a basic world language class that continues to provide the foundation for further language study. Students will continue to learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the Spanish culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Repaso de Español I Unit 2: ¡Una rutina diferente! Unit 3: En avión Unit 4: De vacaciones Unit 5: En tu tiempo libre Unit 6: ¡Vamos de compras! Unit 7: En tren

Unit Title	De vacaciones
Unit Summary	Students will learn how to conjugate regular -ar verbs in the preterite tense, as well as the spelling changes of -car,-gar,-zar verbs. Students will also learn the conjugations of ser and ir in the preterite and how to use direct object pronouns. Finally, students will learn vocabulary for summer and winter activities and vacations.

Unit Essential Questions:

1. How do we discuss activities done during the summer and winter?

Key Understandings:

- Regular preterite tense -ar verbs
- Preterite -car/-gar/-zar verbs
- Preterite conjugations of ser and ir
- Direct object pronouns
- Summer and winter vocabulary
- Vacations in Spain versus South America

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:

- Conjugations of preterite with accents
- -car/-gar/-zar spell changes
- Use of direct object pronouns

Proper Conceptions:

- Proper rules of usage
- Proper rules of usage
- Identification of gender and number of direct objects

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">● Summer and winter vocabulary● Conjugations of -ar verbs, -car/-gar/-zar, ser and ir in the preterite tense● Direct object pronouns	<ul style="list-style-type: none">● Apply vocabulary in reading, writing, listening and speaking activities.● Conjugate the preterite tense of regular verbs with all six pronouns● Apply and utilize correct articles and noun/adjective agreement to identify direct objects.● Describe differences in vacations in South America versus Spain.	<ul style="list-style-type: none">● Communication● Critical Thinking● Collaboration

Academic Vocabulary:

● Conjugation	● Direct Object	● Preterite
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Evidence: Assessments and Performance Task(s)

- Homework
- Speaking/listening assessment
- Quizzes

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- Project
 - Unit exam
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Interdisciplinary Connections:

- English: Parts of speech
 - Physical Education
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish II
Grade Level: 9-12
Unit 5

Course/Subject: Spanish II	Grade: 9-12	Unit 5: En tu tiempo libre	Suggested Timeline: 3-4 weeks
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Grade Level Summary	Spanish II is a basic world language class that continues to provide the foundation for further language study. Students will continue to learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the Spanish culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Repaso de Español I Unit 2: ¡Una rutina diferente! Unit 3: En avión Unit 4: De vacaciones Unit 5: En tu tiempo libre Unit 6: ¡Vamos de compras! Unit 7: En tren

Unit Title	En tu tiempo libre
Unit Summary	Students will learn how to conjugate regular -er and -ir verbs in the preterite tense. Students will also learn the conjugations of dar, ver, oír and leer in the preterite and the use of affirmative and negative words. Finally, students will learn birthday and cultural excursion vocabulary.

Unit Essential Questions: 1. How do we discuss birthdays and cultural excursions?	Key Understandings: <ul style="list-style-type: none"> • Regular preterite tense -er and -ir verbs • Preterite conjugations of dar and ver • Preterite Y changing verbs • Use of affirmative and negative words • Birthday and cultural excursion vocabulary • Hispanic art and music
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Conjugations of preterite with accents • Y verbs spell changes • Use of negative and affirmative words 	<ul style="list-style-type: none"> • Proper rules of usage • Proper rules of usage • Proper rules of usage

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Birthday and cultural excursion vocabulary • Conjugations of -er, -ir verbs in the preterite tense; conjugations of dar, ver, oír and leer in the preterite tense • Affirmative and negative words 	<ul style="list-style-type: none"> • Apply vocabulary in reading, writing, listening and speaking activities. • Conjugate the preterite tense of regular and irregular verbs with all six pronouns. • Apply and utilize correct affirmative and negative words. • Describe common Hispanic art and music. 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Collaboration

Academic Vocabulary:

• Conjugation	• Affirmative/Negative	• Pronoun
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Homework • Speaking/listening assessment • Quizzes • Project

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- Unit exam
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Interdisciplinary Connections:

- English: Parts of speech
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquests
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish II

Grade Level: 9-12

Unit 6

Course/Subject:
Spanish II

Grade:
9-12

Unit 6:
¡Vamos de comprar!

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish II is a basic world language class that continues to provide the foundation for further language study. Students will continue to learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the Spanish culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Repaso de Español I Unit 2: ¡Una rutina diferente! Unit 3: En avión Unit 4: De vacaciones Unit 5: En tu tiempo libre Unit 6: ¡Vamos de compras! Unit 7: En tren

Unit Title	¡Vamos de comprar!
Unit Summary	Students will review large numbers and learn how to compare greater, equal and lesser values with appropriate vocabulary for comparisons and superlatives. Students will also learn demonstrative adjectives and pronouns. Finally, students will learn shopping vocabulary.

Unit Essential Questions: 1. How do we shop and compare the value of items?	Key Understandings: <ul style="list-style-type: none"> ● Comparatives ● Superlatives ● Demonstratives ● Clothing and food vocabulary ● Shopping vocabulary ● Shopping in Latin America versus Spain
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">• How to compare values• Agreement with nouns, articles and adjectives• Use of demonstrative adjectives and pronouns	<ul style="list-style-type: none">• Review of numbers• Proper rules of usage• Introduction of vocabulary and proper rules of usage

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Shopping vocabulary• Comparisons and superlatives• Demonstrative adjectives and pronouns	<ul style="list-style-type: none">• Apply vocabulary in reading, writing, listening and speaking activities.• Compare and contrast values.• Apply and utilize demonstratives.• Describe differences between Latin American markets and shopping in Spain.	<ul style="list-style-type: none">• Creativity• Communication• Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none">• Demonstrative	<ul style="list-style-type: none">• Superlative	<ul style="list-style-type: none">• Comparisons
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none">• Homework• Speaking/listening assessment• Quizzes• Project• Unit exam
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Interdisciplinary Connections:

- English: Parts of speech
- Personal Finance

Additional Resources:

- Textbook
- Workbook
- Audio program and listening packet
- Vocabulary lists and flashcards
- PowerPoints
- Authentic print and audio sources
- YouTube videos
- Webquests
- Online interactive resources
- Teacher created resources

Created By: Northern York County School District World Language Department



Course: Spanish II
Grade Level: 9-12
Unit 7

Course/Subject:
Spanish II

Grade:
9-12

Unit 7:
En tren

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish II is a basic world language class that continues to provide the foundation for further language study. Students will continue to learn vocabulary words, simple rules of grammar, elementary rules of good pronunciation, and attack strategies for reading short literature selections. Students will also study important parts of the Spanish culture: geography, lifestyles, history, foods, clothing, high school life, and music.
Grade Level Units	Unit 1: Repaso de Español I Unit 2: ¡Una rutina diferente! Unit 3: En avión Unit 4: De vacaciones Unit 5: En tu tiempo libre Unit 6: ¡Vamos de compras! Unit 7: En tren

Unit Title	En tren
Unit Summary	Students will learn how to conjugate irregular verbs in the preterite tense. Students will also learn how to conjugate preterite stem changers. Finally, students will learn train travel vocabulary.

Unit Essential Questions: 1. How do we travel by train?	Key Understandings: <ul style="list-style-type: none"> ● Irregular preterite tense verbs ● Preterite tense stem changers ● Train travel vocabulary ● Train travel in Peru, Mexico and Spain
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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Connections 3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

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4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Different meaning in present vs. preterite • Spell changes of irregular verbs 	<ul style="list-style-type: none"> • Teaching of proper usage of meanings • Proper rules of usage

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Train travel vocabulary • Conjugations of regular verbs, irregular verbs and stem changers in the preterite tense 	<ul style="list-style-type: none"> • Apply vocabulary in reading, writing, listening and speaking activities. • Conjugate the preterite tense of regular and irregular verbs with all six pronouns. • Describe differences in train travel in Peru, Mexico and Spain. 	<ul style="list-style-type: none"> • Creativity • Communication • Critical Thinking

Academic Vocabulary:		
• Conjugation	• Spell Change	• Pronoun

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> • Homework • Speaking/listening assessment • Quizzes • Project • Unit exam

Interdisciplinary Connections:

- English: Parts of Speech

Additional Resources:

- Textbook
- Workbook
- Audio program and listening packet
- Vocabulary lists and flashcards
- PowerPoints
- Authentic print and audio sources
- YouTube videos
- Webquests
- Online interactive resources
- Teacher created resources

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