

Magnolia High School 2023-2024
Curriculum Map
Spanish II

Purpose of Planning	Introduction: Para empezar Q1 W 1-3	Unit One: Tu día escolar Q1 W4-6	Unit Two: Un evento especial Q1 W 7-9
Unit Topic and Overview:	Vocabulary: A ¿Cómo eres tú? Repaso: Describing people; asking for information; nationalities; adjective agreement; the verb ser. B ¿Qué haces? Repaso: Leisure activities; seasons of the year; regular AR, ER and IR verbs.	Unit 1A- ¿Qué haces en la escuela? Vocabulary: Classroom items; activities and rules. Grammar: Repaso: Stem-changing verbs; affirmative and negative words. Unit 1B- ¿Qué haces después de las clases? Vocabulary: Extracurricular activities. Grammar: Making comparisons; (Repaso) the verbs saber and conocer; hace+ time expressions.	Unit 2A- ¿Cómo te preparas? Vocabulary: Daily routines; getting ready for an event. Grammar: Reflexive verbs; (Repaso) the verbs ser and estar; possessive adjectives mío, tuyo y suyo. Unit 2B- ¿Qué ropa compraste? Vocabulary: Shopping vocabulary, prices, money. Grammar: (Repaso) the preterite of regular verbs; demonstrative adjectives.
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should be able to: • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance	• Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance	• Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance

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Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Students should be able to answer in Spanish: How do you describe others based on what they like to do?	Students should be able to answer in Spanish: How is my school day the same and different from other students around the world? What do you do during the day, after school, and at night?	Students should be able to answer in Spanish: What do you do during the day, after school, and at night? What do you go to the mall for?
Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.	Anchor Text: Auténtico Level 2 Edition. Supplemental Books: Workbook Auténtico Level 2 21 Minicuentos by Tom Alsop	Anchor Text: Auténtico Level 2 Edition. Supplemental Books: Workbook Auténtico 2 21 Minicuentos by Tom Alsop	Anchor Text: Auténtico Level 2 Edition. Supplemental Books: Workbook Auténtico 2 21 Minicuentos by Tom Alsop
Multi-Media Links: *Videos, presentations, any and all supplemental online material.	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/

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Instructional Practices: * Various Instructional Modalities, including Technology used	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus, Duolingo</i> ;	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus, Duolingo</i>	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus, Duolingo</i>
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Assessments: *Types and Measurements of Mastery	Formal: • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework Informal: • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> : progression programs • Workbook Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.	Formal: • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework Informal: • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> progression programs • Workbook Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.	Formal: • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework Informal: • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> progression programs • Workbook Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.
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Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	Quarter 1 Project: Fashion brochure and daily routine poster • Marketing • Technology • Economics	Quarter 1 Project: Fashion brochure and daily routine poster • Marketing • Technology • Economics	Quarter 1 Project: Fashion brochure and daily routine poster • Marketing • Technology • Economics
Honors Course Differentiation(s):	Readings: La gran aventura de Alejandro Questionnaire Chapters 1-6 Writing activity about characters Worksheet: Vocabulary, grammar	Readings: La gran aventura de Alejandro Questionnaire Chapters 1-6 Writing activity about characters Worksheet: Vocabulary, grammar	Readings: La gran aventura de Alejandro Questionnaire Chapters 1-6 Writing activity about characters Worksheet: Vocabulary, grammar

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Integrated CCSS Writing Standards (List): *See Below for Links	World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)	World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)	World Languages High School CCSS: 1, 2, and 3 (Novice Level) 4, 5, and 6 (Novice Level) 10 (Novice Level)
Purpose of Planning	Unit Three: Tú y tu comunidad Q2 W 10-13	Unit Four: Recuerdos del pasado Q2 W 14-18	Unit Five: En las noticias Q3 W 19-22
Unit Topic and Overview:	Unit 3A- ¿Qué hiciste ayer? Vocabulary: Running errands; location in a downtown; items purchased. Grammar: (Repaso) direct object pronouns; the irregular preterite of the verbsir, ser, hacer, tener, estar, poder. Unit 3B- ¿Cómo se va...? Vocabulary: Places in a city or town; driving terms; modes of transportation. Grammar: (Repaso) direct object pronouns: me, te, nos; irregular affirmative tú commands; (Repaso) present progressive; irregular forms.	Unit 4A- Cuando éramos niños Vocabulary: Toys; play terms; describing children. Grammar: The imperfect tense: regular verbs and irregular verbs; (Repaso) indirect object pronouns. Unit 4B- Celebrando los días festivos Vocabulary: Expressions describing etiquette; holiday and family celebrations. Grammar: The imperfect tense: describing a situation; reciprocal actions.	Unit 5A- Un acto heroico Vocabulary: Natural disasters; emergencies; rescues; heroes. Grammar: The imperfect tense: other uses; the preterite of the verbs oir, leer, creer and destruir. Unit 5B- Un accidente Vocabulary: Parts of the body; accidents; events in the emergency room. Grammar: The irregular preterites: venir, poner, decir, traer; the imperfect progressive and preterite.

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Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should be able to: • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance	Students should be able to: • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance	Students should be able to: • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Students should be able to answer in Spanish: How have stores changed over the years? What makes a good driver?	Students should be able to answer in Spanish: What were your favorite childhood toys and games? What do holidays reveal about cultural perspectives?	Students should be able to answer in Spanish: How do you respond to an emergency? Have you ever been involved in an accident?

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Multi-Media Links: *Videos, presentations, any and all supplemental online material.	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/
Instructional Practices: * Various Instructional Modalities, including Technology used	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus</i>, <i>Duolingo</i>	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus</i>, <i>Duolingo</i>	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus</i>, <i>Duolingo</i>

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Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	Quarter 2 Writing Project: Hispanic Holidays and children's book • Marketing • Tourism • Geography • World History • Technology • Humanities	Quarter 2 Writing Project: Hispanic Holidays and children's book • Marketing • Tourism • Geography • World History • Technology • Humanities	Quarter 3 Writing Project: A natural disaster In class project: Magazine article • Social Studies • Technology
Honors Course Differentiation(s):	Readings: La gran aventura de Alejandro Questionnaire Chapters 7-11 Writing activity about characters Worksheet: Vocabulary, grammar	Readings: La gran aventura de Alejandro Questionnaire Chapters 7-11 Writing activity about characters Worksheet: Vocabulary, grammar	Readings: La gran aventura de Alejandro Questionnaire Chapters 12-16 Writing activity about characters Worksheet: Vocabulary, grammar

Purpose of Planning	Unit Six: La televisión y el cine Q3 W 23-27	Unit Seven: Buen provecho Q4 W 28-31	Unit Eight: Cómo ser un buen turista Q4 32-36
Unit Topic and Overview:	Unit 6A- ¿Viste el partido en la televisión? Vocabulary: Watching television programs; sporting events. Grammar: The preterite of –ir stem-changing verbs; other reflexive verbs. Unit 6B- ¿Qué película has visto? Vocabulary: Movies; making a movie. Grammar: Verbs that use indirect objects; the present perfect.	Unit 7A-¿Cómo se hace la paella? Vocabulary: Cooking expressions; food; appliances; following a recipe; giving directions in a kitchen. Grammar: Negative tú commands; the impersonal se. Unit 7B- ¿Te gusta comer al aire libre? Vocabulary: camping and cookouts; food. Grammar: Usted and Ustedes commands; uses of por.	Unit 8A- Un viaje en avión Vocabulary: Visiting an airport; planning a trip; traveling safely. Grammar: The present subjunctive; irregular verbs in the subjunctive. Unit 8B- Quiero que disfrutes de tu viaje Vocabulary: Staying in a hotel; appropriate tourist behaviors; traveling in a foreign city. Grammar: The present subjunctive with impersonal expressions; the present subjunctive of stem-changing verbs.
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should be able to: • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance	Students should be able to: • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance	Students should be able to: • Conjugate –ar, -er, -ir verbs in present tense • Conjugate –ar, -er, -ir verbs in preterite tense • Use some simple sentence patterns and key conventions of Spanish to write about classroom topics and activities • Demonstrate some awareness of different levels of formality in social interaction, use Tú and Usted • Read and respond to short passages from fiction and non- fiction texts with teacher guidance • Use some key reading strategies for decoding and comprehension, with teacher guidance • Write in a variety of forms, with teacher guidance

Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Students should be able to answer in Spanish: What makes you decide to watch one television show over other ones? How to the TV shows/ movies I watch influence me?	Students should be able to answer in Spanish: How do people use the resources available to them to make nutritious and special holiday foods? What is your favorite outdoor cooking?	Students should be able to answer in Spanish: How can traveling to places around the world enhance my life? What do you do when visiting a new place?
Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.	Anchor Text: Auténtico Level 2 Supplemental Books: Workbook Auténtico 2 21 Minicuentos by Tom Alsop	Anchor Text: Auténtico Level 2 2016 Edition. Supplemental Books: Workbook Auténtico 2 21 Minicuentos by Tom Alsop	Anchor Text: Auténtico Level 2 Edition. Supplemental Books: Workbook Auténtico 2 21 Minicuentos by Tom Alsop
Multi-Media Links: *Videos, presentations, any and all supplemental online material.	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/	www.successnetplus.com www.spanishspanish.com www.duolingo.com www.kahoot.it www.jeopardylabs.com www.bbc.co.uk/languages/spanish/mividaloca/

Instructional Practices: * Various Instructional Modalities, including Technology used	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus, Duolingo</i>	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus, Duolingo</i>	• Activating prior knowledge • Bell work involving writing responses to prompts, grammar or vocabulary • Teacher directed instruction with PowerPoint and white board • Practice of vocabulary or grammar • Class discussion • Small group discussion • Role play In-class work and homework with <i>Successnetplus, Duolingo</i>
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Assessments: *Types and Measurements of Mastery	Formal: • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework Informal: • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> progression programs • Workbook Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.	Formal: • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework Informal: • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> progression programs • Workbook Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.	Formal: • Vocabulary and Grammar Quizzes • Unit tests • Oral tests • Final Exam • <i>Successnetplus</i>: reading, writing, listening and speaking online activities by chapter • Quarterly project: oral presentation and essay • In class projects and writing assignments • Homework Informal: • Bellwork • Discussion with language correction/feedback • Classroom activities – Kahoot and jeopardy labs • <i>Duolingo</i> progression programs • Workbook Objective: 80% of students will be able to demonstrate proficiency of key target language (proficiency is defined as 80%+) on formal assessments at the completion of the unit.
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Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	Quarter 3 Writing Project: A natural disaster In class project: Magazine article • Social Studies • Technology	Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book • Technology • Marketing	Quarter 4 Project: Making a video in Spanish, a tv commercial, a song or an specific topic from the book • Technology • Marketing
Honors Course Differentiation(s):	Readings: La gran aventura de Alejandro Questionnaire Chapters 12-16 Writing activity about characters Worksheet: Vocabulary, grammar	Readings: La gran aventura de Alejandro Questionnaire Chapters 17-21 Writing activity about characters Worksheet: Vocabulary, grammar	Readings: La gran aventura de Alejandro Questionnaire Chapters 17-21 Writing activity about characters Worksheet: Vocabulary, grammar