

Honors Spanish II/ Spanish II

Timeline	Unit	Standard	Objective	Content	Additional Resources	Performance Task	Assessment
2 weeks	Writing and Speaking: Present Tense	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	All students will <ul style="list-style-type: none"> Recall school vocabulary and descriptive adjectives. Recall patterns to conjugate -ar, -er, and -ir verbs in the present tense. Recall patterns to conjugate ir, dar, estar, and ser in the present tense. Construct sentences in the present tense. Recall and apply concepts of noun, adjective, and verb agreement. Construct sentences using noun, adjective, and verb agreement. Recall and apply concepts of possessive adjectives. 	Vocabulary <ul style="list-style-type: none"> Descriptive Adjectives School Grammar <ul style="list-style-type: none"> Regular Present Tense -ar, -er, and -ir verbs Present Tense of Ir, Dar, Ser, and Estar Adjective Agreement Possessive Adjectives 	Verb Resources	Students will create two descriptive paragraphs: one describing themselves and one describing another person. Students should use at least 8 adjectives per description.	<ul style="list-style-type: none"> Tests Quizzes Writing Samples Translations Oral Dialogues Formative Assessment Presentations Dictations Common Assessments

			<ul style="list-style-type: none"> Construct sentences using possessive adjectives. 				
2 weeks	Irregular Present Tense	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	<p>All students will</p> <ul style="list-style-type: none"> Identify and recall sports vocabulary. Construct sentences to discuss sports. Identify the four types of stem-changing verbs. Identify and utilize patterns to conjugate stem-changing verbs. Construct sentences using stem-changing verbs. Identify indirect object pronouns. Identify and utilize patterns to conjugate the verb gustar. Create written descriptions of likes and dislikes using the verb gustar. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Sports <p>Grammar</p> <ul style="list-style-type: none"> Stem-changing Verbs Gustar Indirect Object Pronouns 	Vocabulary and Verb Resources	<p>Students will construct a paragraph discussing preferences and desires using stem-changing verbs.</p> <p>Students will construct a paragraph discussing personal likes and dislikes using the verb gustar.</p>	<ul style="list-style-type: none"> Tests Quizzes Writing Samples Translations Oral Dialogues Formative Assessment Presentations Dictations Common Assessments
3 weeks	La salud y el médico	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	<p>All students will</p> <ul style="list-style-type: none"> Identify medical terminology. Construct sentences to describe minor illnesses to a doctor and request a prescription in a 	<p>Vocabulary</p> <ul style="list-style-type: none"> Minor illnesses Symptoms of the Cold and Flu Medical exams Parts of the Body 	Vocabulary and Verb Resources	Using a visual aid, students will create a description of a scene in a doctor's office. The description should be at least one	<ul style="list-style-type: none"> Tests Quizzes Writing Samples Translations Oral Dialogues Formative

			<p>pharmacy.</p> <ul style="list-style-type: none"> Identify the uses of ser and estar. Compare and contrast the uses of ser and estar. Construct sentences to describe characteristics and conditions. Construct sentences to tell where something is located and its origin. Recall and apply concepts of indirect object pronouns. Construct sentences using indirect object pronouns. Create an oral and written dialogue about a visit to the doctor's office. Investigate the differences between pharmacies in the United States and pharmacies in Spanish speaking countries. 	<ul style="list-style-type: none"> Prescriptions <p>Grammar</p> <ul style="list-style-type: none"> Ser and Estar Indirect Object Pronouns <p>Culture</p> <ul style="list-style-type: none"> Pharmacies in the United States versus pharmacies in Spanish speaking countries 		<p>paragraph.</p> <p>Students will create an oral and written dialogue discussing a visit to the doctor. Students will work in pairs: one student will play the role of the patient and one will play the role of the doctor. Each student should have at least eight lines of dialogue.</p>	<p>Assessment</p> <ul style="list-style-type: none"> Presentations Dictations Common Assessments
3 weeks	Un viaje en avión	ACTFL 1.1, 1.2, 1.3, 2.2,	<p>All students will</p> <ul style="list-style-type: none"> Identify and recall airport and travel 	<p>Vocabulary</p> <ul style="list-style-type: none"> Air Travel Travel-related 	Vocabulary and Verb Resources	<p>Using a visual aid, students will construct</p>	<ul style="list-style-type: none"> Tests Quizzes

		4.1	<p>vocabulary.</p> <ul style="list-style-type: none"> • Construct sentences about flight check-in, boarding a plane, services aboard a plane, and deplaning. • Identify and utilize patterns to conjugate –GO verbs. • Construct sentences using –GO verbs. • Identify and apply concepts of the present progressive structure. • Construct sentences in the present progressive. • Identify the uses of saber and conocer. • Compare and contrast the uses of saber and conocer. • Construct sentences to tell what they know and whom they know. • Investigate the importance of air travel in South America. 	<p>Activities</p> <p>Grammar</p> <ul style="list-style-type: none"> • -GO Verbs • Present Progressive • Saber and Conocer <p>Culture</p> <ul style="list-style-type: none"> • The Importance of Air Travel in Latin America 		<p>sentences in the present progressive to describe what is going on in an airport.</p> <p>Students will create an oral and written dialogue to describe a scenario in an airport or aboard a plane. Each student should have at least eight lines of dialogue.</p> <p>Upon completion of the present tense units of Spanish II, students will construct paragraphs incorporating regular and irregular present tense verbs to demonstrate knowledge of the present tense.</p>	<ul style="list-style-type: none"> • Writing Samples • Translations • Oral Dialogues • Formative Assessment • Presentations • Dictations • Common Assessments
3 weeks	El verano y el invierno	ACTFL 1.1, 1.2,	<p>All students will</p> <ul style="list-style-type: none"> • Identify and recall 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Summer and 	Vocabulary and Verb Resources	<p>Using the verb gustar in the</p>	<ul style="list-style-type: none"> • Tests • Quizzes

		1.3, 2.2, 4.1	<p>summer and winter vocabulary.</p> <ul style="list-style-type: none"> • Construct sentences to describe summer and winter weather. • Construct sentences to discuss summer and winter sports and activities. • Identify and utilize patterns to conjugate –ar verbs in the preterite tense. • Construct sentences to discuss past events using –ar verbs in the preterite tense. • Identify direct object pronouns. • Construct sentences using direct object pronouns. 	<p>Winter Weather</p> <ul style="list-style-type: none"> • Summer and Winter Sports and Leisure Activities <p>Grammar</p> <ul style="list-style-type: none"> • -ar verbs in the Preterite Tense • Direct Object Pronouns • Ir and Ser in the Preterite <p>Culture</p> <ul style="list-style-type: none"> • Opposite seasons in the northern and southern hemispheres 		<p>present tense, students will create a written description of activities they like to do in the summer and in the winter.</p>	<ul style="list-style-type: none"> • Writing Samples • Translations • Oral Dialogues • Formative Assessment • Presentations • Dictations • Common Assessments
3 weeks	Diversiones Culturales	ACTFL 1.1, 1.2, 1.3, 2.2, 4.1	<p>All students will</p> <ul style="list-style-type: none"> • Identify and recall vocabulary to discuss cultural events, movie theaters, and museums. • Construct sentences to describe cultural events. • Identify and utilize patterns to conjugate 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Attending cultural events • Movie Theaters and Museums <p>Grammar</p> <ul style="list-style-type: none"> • -er and –ir Verbs in the Preterite • Indirect Object 	Vocabulary and Verb Resources	<p>Students will create a foldable depicting and describing a scene at the movies, a museum or a theater. Students will then construct at least ten sentences using the preterite</p>	<ul style="list-style-type: none"> • Tests • Quizzes • Writing Samples • Translations • Oral Dialogues • Formative Assessment • Presentations

			<p>–er and –ir verbs in the preterite tense.</p> <ul style="list-style-type: none">• Construct sentences in the preterite tense.• Recall indirect object pronouns.• Construct sentences using indirect object pronouns.	<p>Pronouns</p> <p>Culture</p> <ul style="list-style-type: none">• Spanish Art		<p>tense to describe what happened in their scene.</p>	<ul style="list-style-type: none">• Dictations• Common Assessments
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