

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: Spanish II		
School: THS	Grade: 10 - 12	Curriculum Pacing: 36 weeks
Unit One: ¿Quién soy yo?	Unit Two: ¿Que vamos a hacer?	Unit Three: ¡Celebrar!
Unit Pacing: 4 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 - 8 weeks
<p><b>Unit Overview:</b> We will use creative ways for students to review info from Spanish I and expand on what they have already learned. Review topics are greetings/goodbyes, how to ask/answer questions about ourselves and others, agreement in number/gender, ser/estar, gustar.</p>	<p><b>Unit Overview:</b> We want to make plans with friends. What new vocab do we need to talk about where we want to go and at what time? What kind of clarifying questions do we ask to make plans with friends?</p>	<p><b>Unit Overview:</b> We will discuss the cultures difference in celebrations - what we celebrate and how it is celebrated. Let's plan a celebration with a friend including info about the type of celebration and what needs to be done to prepare.</p>
<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>How can I introduce myself to a new student from a Spanish speaking country?</li> <li>How do I describe myself?</li> </ol>	<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>What do students in Spanish-speaking countries do in their free time?</li> <li>What are my plans for the future?</li> </ol>	<p><b>Compelling Questions</b></p> <ol style="list-style-type: none"> <li>What are the types of events we celebrate?</li> <li>How do we prepare for a celebration?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>I can describe my likes/dislikes to others. (Communication: Presentational)</li> <li>I can use correct verb conjugations and agreement in number/gender when speaking. (Communication: Interpersonal)</li> <li>I can understand and answer questions about my looks, personality and personal information. (Communication: Interpretive)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>I can use (ir)+a=infinitive to say what people are “going to do”, (tener)+que+infinitive to say what people “have to do”, (ir)+a+place to say where people are going (Communication: Interpersonal)</li> <li>Use question words to ask more details about plans (Communication: Interpersonal)</li> <li>I can engage in dialogue with others to plan an activity (Communication: Interpersonal)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>I can talk about chores I and others do around the house (Communication: Interpersonal)</li> <li>I can use affirmative and negative words appropriately to describe (Communication: Interpersonal)</li> <li>I can replace direct objects with a pronoun when writing and speaking (Communication: Interpersonal)</li> </ol>

	Interpersonal)	
<b>Unit Four: A Comer</b>	<b>Unit Five: La rutina diaria</b>	<b>Unit Six: De moda</b>
<b>Unit Pacing: 6 weeks</b>	<b>Unit Pacing: 6 - 8 weeks</b>	<b>Unit Pacing: 4 -6 weeks</b>
<b>Unit Overview:</b> Students will learn vocab to describe foods in different Spanish-speaking countries and discuss the role food plays in cultures. Students will practice ordering food in a restaurant and what to say if there is a problem with the food.	<b>Unit Overview:</b> Body parts and reflexive verbs are used to talk how we get ready for the day. Students describe their day from morning to night using new vocab and transition words for a describe the order of events.	<b>Unit Overview:</b> This unit looks at style and fashion as students learn how to describe their clothing and provide suggestions on how to makeover the wardrobe of someone else. Clothing fabrics and patterns are discussed to be able to describe outfits.
<b>Compelling Questions</b>  1. What foods do I like to eat and what does that say about me/my culture?  2.How do foods differ among Spanish-speaking countries?	<b>Compelling Questions</b>  1. How is my daily routine different from a student in a Spanish-speaking country?  2. In what ways is my school-week routine different from my weekend routine?	<b>Compelling Questions</b>  1. How does fashion reflect the culture of a country?  2. What can be bought in a Spanish department store and how different are the prices?
<b>Priority Learning Targets</b>  1. I can describe foods and their flavors from my world and the Spanish-speaking world (Connections: Acquiring Info and Diverse Perspectives)  2. I can properly order food in a restaurant using polite phrases (Connections: Acquiring Info and Diverse Perspectives)  3. I can use the preterite tense to describe events that have happened in the past (Communication: Interpersonal)	<b>Priority Learning Targets</b>  1. I can use conjunctions to describe a sequence of events (Communication: Interpersonal)  2. I can use reflexive verbs to talk about actions where the person doing the action also receives the action (Communication: Interpersonal)  3. I can describe my daily routine and ask questions about the routine of friend.	<b>Priority Learning Targets</b>  1. I can describe how clothing choices are affected by environment and culture (Connections: Acquiring Info and Diverse Perspectives)  2. I can use comparative words to talk about similarities and differences between people, clothing and other things (Communication: Interpersonal)  3. I can present info about a person's wardrobe and offer suggestions to improve it (Communication: Presentational)

